

PROFESSIONAL PEDAGOGY (PEDG)

PEDG 2310 Introduction to Teacher Education 3 Credits

Department: College of Education Human Dev

An orientation to the organization and professional components of education in the United States with emphasis on Teacher Education in Texas.

Restriction(s):

Students with a class of Freshman may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 2342 Diversity of Learners 3 Credits

Department: College of Education Human Dev

A study of new diversity in the classroom and how the community may affect learning. Interns will learn how to create a classroom environment in which the diversity of the group and the uniqueness of individuals are recognized and celebrated.

Restriction(s):

Students with a class of Freshman may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3300 Human Development and Learning 3 Credits

Department: College of Education Human Dev

This course focuses on human development and appropriate learning and teaching theories. Developmental theories and issues as well as psychological principles involved in education, with emphasis on learning theories and practical application of psychological principles to learning and teaching. This is a field-based class with 30 clock hours allotted to spend in a public school.

Prerequisite(s): PEDG 2310

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3330 Understanding English Learners 3 Credits

Department: College of Education Human Dev

This course is an introduction to teaching bilinguals (often referred to as ELL's) across the curriculum. The focus is on linguistic, social and cultural opportunities in teaching bilinguals in elementary and secondary school context. Topics will include a general background in expanding English learners access to curriculum, how theories apply to the classroom, bilingual education methods, multilingual programs, second language acquisition processes and accommodation instruction hallmarks.

Restriction(s):

Students with a class of Freshman or Sophomore may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3332 Technology in Education 3 Credits

Department: College of Education Human Dev

A study of the application of technology on the classroom environment.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3350 Mathematics Methods for Teachers 3 Credits

Department: College of Education Human Dev

This course focuses on the methods and materials for teaching elementary and middle school mathematics. This course includes instructional strategies, learning activities, lesson planning, diagnostic techniques, and methods of evaluation of mathematical learning.

Prerequisite(s): PEDG 3300 and MATH 1314 and MATH 3313 and (MATH 1350 or MATH 2310)

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3351 Social Studies Teaching Strategies 3 Credits

Department: College of Education Human Dev

This course includes instructional strategies, learning activities, lesson planning, and methods of teaching Social Studies in the elementary and middle school classrooms. Emphasis is on subject matter integration.

Prerequisite(s): PEDG 3300

Restriction(s):

Students with a class of Freshman or Sophomore may **not** enroll.

Enrollment limited to students in the Teacher Education department.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3352 Science Methods for Teachers 3 Credits

Department: College of Education Human Dev

This course focuses on the methods and materials for teaching elementary and middle school science. This section is for pre-service EC-6 and 4-8 teachers and includes instrumental strategies, learning activities, lesson planning, diagnostic techniques and methods of evaluation of science learning.

Prerequisite(s): PEDG 3300 and (PHYS 1405 or BIOL 2401 or BIOL 1308)

Restriction(s):

Students with a class of Freshman or Sophomore may **not** enroll.

Enrollment is limited to students with a major in Interdisciplinary Studies.

Enrollment limited to students in the Teacher Education department.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 3380 Secondary Curriculum and Methodology 3 Credits

Department: College of Education Human Dev

The structure and organization of the curriculum, materials, methods, and types of assessment used in secondary schools. 30 clock hours are field based and must pass PEDG courses with grade of C or better.

Prerequisite(s): PEDG 3300

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4306 Special Topics 3 Credits

Department: College of Education Human Dev

Significant topics in Elementary, Secondary and Special Education. The description of the particular area of study will appear on the printed semester schedule. A student may repeat for a maximum of six semester hours when the area of study is different.

May be Repeated for a maximum of 15 hours

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4320 Residency 3 Credits

Department: College of Education Human Dev

The residency class/seminar is designed to assist the preservice teacher with professional development working with PK-12 learners in a multicultural environment. The class provides supervision and support for in the field site for two semesters. This course is designed to give the preservice teacher guidance for working with underserved and unserved PK-12 learners under supervision with experienced faculty support. This is a repeatable course for a total of 6 hours.

May be Repeated for a maximum of 6 hours

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4340 Managing Early Childhood Classroom Environment 3 Credits

Department: College of Education Human Dev

A course of study to explore through comparison, analysis, evaluation, and practice eclectic theories and diverse strategies related to effective classroom management. Factors that contribute to a total learning environment with emphasis on helping students become self-regulated learners are probed.

Prerequisite(s): PEDG 3300

Restriction(s):

Enrollment limited to students in the Teacher Education department.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4355 Inclusion in the General Education Classroom 3 Credits

Department: College of Education Human Dev

This course provides an overview of the nature and needs of exceptional learners with high incidence disabilities (intellectually disabled (ID), learning disabled (LD), behaviorally & emotionally disordered (BED), and those with autism. Explanations of legal issues in special education are provided (IEPs, LRE, FAPE, RTI, etc.) This course provides an overview of curricular instructional practices that promote inclusion, a model for individualizing and supporting adaptations, planning, implementing and individualizing adaptations in all curriculum areas, and tests/testing procedures.

Prerequisite(s): PEDG 3300

Restriction(s):

Students with a class of Freshman, Junior or Sophomore may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4370 Assessment 3 Credits

Department: College of Education Human Dev

This is a basic course to train preservice teachers to integrate classroom assessment into instructional planning to improve student learning. The course discusses methods for planning assessments that are integrated with instruction, crafting assessment tools, crafting scoring rubrics, formative assessment and feedback, grading and evaluating students, assessing higher-order thinking, interpreting state-mandated and other standardized test scores, and aligning assessment with state standards. The course also discusses attributes of assessment practices such as reliability and validity.

Prerequisite(s)/Corequisite(s): PEDG 3300

Restriction(s):

Enrollment limited to students with a class of Senior.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4380 Secondary Methodology and Classroom Management 3 Credits

Department: College of Education Human Dev

PEDG 4380 facilitates excellence in teaching through comparison, analysis, evaluation, & practice of electric theories and diverse strategies for effective classroom management. Factors contributing to a total learning environment with emphasis on helping student's become self-regulated learners are probed. 50% of time allotted for class observing and participating in public school classroom.

Prerequisite(s): PEDG 3330

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4620 Clinical Teaching 6 Credits

Department: College of Education Human Dev

The clinical teaching course for all teachers including elementary, secondary and all levels as designed as a culminating experience for teacher preparation. During the semester, the clinical teacher will assume the role of a teacher practicing with an experienced public school teacher for the majority of the semester. Progression from observer to practicing teacher is intended to offer the teacher candidate an internship period, which assists in preparation for the teaching profession. Clinical teaching is a one-semester, six-hour course taken during the senior year. Along with the daily attendance at an assigned public school, the clinical teachers will meet for professional seminars. The seminars are designed to review progress, discuss current practices, solve problems, review current material related to the field and offer teacher candidates information specifically related to their role as a practicing teacher. The final seminar is a mandatory meeting for ALL clinical teachers at the end of the semester.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4630 Student Teaching Special 6 Credits

Department: College of Education Human Dev

Special student teaching situations designed for students working toward all-level certificates, special education, early childhood education and speech and hearing.

May be Repeated for a maximum of 6 hours

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 4650 Student Teaching Elementary 6 Credits**Department:** College of Education Human Dev

Supervised observation and teaching in the elementary school.

Prerequisite: See Admission to Student Teaching in this catalog. All day in elementary professional semester classroom. Meet criteria for admission to student teaching professional semester

May be Repeated for a maximum of 6 hours

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5304 Foundations of Literacy Leadership 3 Credits****Department:** College of Education Human Dev

This course provides historical and philosophical perspectives in literacy instruction and leadership that are instrumental in decision-making in diverse urban settings. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies and diversity of learners in schools are examined for application in classroom practice.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5305 Multisensory Literacy Learning 3 Credits****Department:** College of Education Human Dev

The need for timely and accurate intervention with reading difficulties is a critical need in urban school settings. This course explores theories, concepts and research-based pedagogical implications for multisensory language learning. This course meets the requirements for the MEd in Urban Reading and Literacy Education, the Texas Reading Specialists.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5306 Practicum I Elementary Populations 3 Credits****Department:** College of Education Human Dev

This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction and intervention design of struggling readers and writers in urban school settings. In supervised experiences, students utilize a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, design intervention and involve the learner in self-assessment.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5307 Introduction to Research 3 Credits****Department:** College of Education Human Dev

Introduction, analysis and usage of educational research. Overview of the research process including design, methodology, ethics and proposal development.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5308 Second Language Literacy 3 Credits****Department:** College of Education Human Dev

This course will focus on literacy development leadership in schools from the perspective of the second language learner. Topics will include theoretical models related to reading in a second language (L2), research on the relationship between literacy in a first language (L1) and literacy in L2, the social contexts of reading in L2 and instructional practices for second language literacy.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5309 Literature and Instructional Materials in Urban Reading Programs 3 Credits****Department:** College of Education Human Dev

This course provides a deeper examination of culturally-responsive methods of writing development and Texas Reading interests and Educator Preparation Standards. This course will examine current literary and pedagogical theories of reading/literature instruction, writing instruction and assessment, instructional materials and motivational materials for classroom use.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5310 Research for Teachers 3 Credits****Department:** College of Education Human Dev

Introduction to skills and techniques necessary for descriptive research as applied to teacher education, with an emphasis on planning, designing and methodology. Research proposal required.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5311 Politics of Literacy 3 Credits

Department: College of Education Human Dev

Being able to be a literacy leader in an urban school setting means understanding the often contentious aspects of education. The ability to advocate the aims of a literacy program to educators and the public is crucial as a literacy leader. This course examines the connections among the psychological, sociological, cultural and political aspects of literacy learning and teaching.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5312 Practicum of Literacy Assessment and Instructional Policies II - Secondary Populations 3 Credits

Department: College of Education Human Dev

This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school students and adult populations in urban and diverse settings. Content includes characteristics of secondary students in grades 7-12 and adult learners, language patterns and structures common to various subject-area texts, and techniques to teach reading and writing strategies in secondary and adult classrooms. This course provides an in-depth study of current approaches to assessment for struggling readers and writers in grades 7-12. In supervised experiences, students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to direct instructional strategies and methodology and to involve the learner in self-assessment.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5313 Administration and Supervision of Urban Literacy Programs 3 Credits

Department: College of Education Human Dev

This course examines the organization, development, implementation and improvement of reading and writing programs in urban public schools grades K through 12 at classroom, building and district levels. Students will examine the school's literacy program and conduct a needs assessment.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5314 Identification and Correction of Reading Difficulties 3 Credits

Department: College of Education Human Dev

In many urban and diverse school settings, students with reading difficulties often go undiagnosed. In this course students learn techniques for diagnosis and correction of reading problems. It is an advanced course which presumes students have had introductory reading courses at the graduate level. Students will learn various assessment techniques and interventions, which can be applied in the classroom with individual students or with groups of students.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5318 Cognition and Emergent Literacy 3 Credits

Department: College of Education Human Dev

This course provides an opportunity to examine language, cognition and pre-reading skills of young children. By understanding how language is acquired, it will aid the student in understanding how it is used at all levels of instruction. It will enable the student to understand, develop and evaluate language and reading programs for young children.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5320 Cognition and Emergent Literacy 3 Credits

Department: College of Education Human Dev

This course provides an opportunity to examine language, cognition and pre-reading skills of young children. Understanding how language is acquired aids the students by examining how it is used at all levels of instruction in urban school settings. Students develop and evaluate language and reading programs for young children.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5326 School-Community Relations 3 Credits

Department: College of Education Human Dev

This course provides a foundation for developing relationships with stakeholders within the school community; students, faculty, parents, and the community at large for the expressed goal of supporting students learning. A fundamental purpose of the course is to understand and implement strategies to develop essential partnerships between schools and the larger community to foster student learning and achievement.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5327 Schools as Learning Communities 3 Credits**Department:** College of Education Human Dev

This course provides teachers a basic understanding of the strengths and structure of learning communities with a focus on facilitation skills and team building. Teachers will develop a plan to collaboratively implement a vision for teaching and learning.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5330 Effective Teaching 3 Credits****Department:** College of Education Human Dev

The course is designed for Post-Baccalaureate students to receive in depth study of elementary and secondary classroom practices.

May be Repeated for a maximum of 6 hours

Prerequisite(s): PEDG 5385 and PEDG 5387**Restriction(s):**Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5340 Normal Human Growth/Development 3 Credits****Department:** College of Education Human Dev

A study of development and nature of the human personality. Emphasis on recent psychological and biological experiments. Offered: Other.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5344 School Law for Teachers 3 Credits****Department:** College of Education Human Dev

This course provides teachers a foundation to understand the legal and policy dimensions of education. Special emphasis is given to the interpretation of case law, Texas Education Code, and federal and state statutes.

May be Repeated for a maximum of 6 hours

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5345 Instructional Design and Assessment of Academic Achievement I 3 Credits****Department:** College of Education Human Dev

The structure and organization of the curriculum, materials and methods used and types of evaluation in K-12 classrooms.

Prerequisite(s): PEDG 5330**Restriction(s):**Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5350 The Learning Process 3 Credits****Department:** College of Education Human Dev

History and systems of learning which have application to the classroom. Current theories and research in pedagogy.

May be Repeated for a maximum of 6 hours

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5367 Diversity/Multi-Culturalism 3 Credits****Department:** College of Education Human Dev

This course enhances teachers' abilities to develop instructional programs to assess, instruct and support students with diverse learning needs. Special emphasis is given to special education, English language learners and economically disadvantaged students.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5369 Cognition & Instruction 3 Credits****Department:** College of Education Human Dev

This course provides a study of cognition, learning theories and frameworks, the psychology of learning, and related research that is most significant for the learning and instructional process. Special emphasis is placed on the applications of these principles to support high academic achievement of students.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS**PEDG 5370 Public School Curriculum 3 Credits****Department:** College of Education Human Dev

This course emphasizes the foundations of curricular instructional design and introduces teachers to models of curriculum development. Special attention is given to understanding the role of state curriculum standards and district policies in planning curriculum, instruction and assessment.

Restriction(s):Undergraduate level students may **not** enroll.**Grade Mode(s):** Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5371 Creative Instructional Strategies 3 Credits

Department: College of Education Human Dev

This course emphasizes creative multimodal strategies to support teachers across disciplines and subjects. Students develop instructional strategies to challenge high performing and gifted and talented students. Special attention is given to creative expression and to authentic student performance-based work, such as project-based learning and inquiry.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5372 Using Assessment Data to Guide Instructional Decisions 3 Credits

Department: College of Education Human Dev

This course supports teachers as they develop the competencies to utilize formative and summative assessment practices and data to inform and guide curriculum development and instruction. Special emphasis is given to analyzing classroom and school-based assessment results to aid in meeting the needs of diverse learners.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5373 Student Expectations and Motivation 3 Credits

Department: College of Education Human Dev

This course prepares teachers to establish high expectations for all learners and to effectively evaluate and implement theories of motivation and cognitive engagement in classroom learning. Emphasis will be placed on different theories of motivation, and how classroom, school, work, and social environments shape and influence student motivation.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5374 Differentiation of Instruction 3 Credits

Department: College of Education Human Dev

This course emphasizes innovations in teaching and learning resulting from the Response to Intervention initiative with a focus on differentiation of instruction and instructional strategies for 21st century classrooms.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5375 Content Area Reading 3 Credits

Department: College of Education Human Dev

This course is designed to provide concepts and procedures incorporating reading instructional techniques effectively in the content areas. Emphasis on current teaching practices within the content area classroom. Prerequisite: PEDG 5330. Offered: Fall, Spring.

May be Repeated for a maximum of 6 hours

Prerequisite(s): PEDG 5330

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5376 Practicing Teacher Leadership 3 Credits

Department: College of Education Human Dev

This is a synthesis course where students will examine what they have studied and learned through the course of the program and reflect on how this new learning will impact their practices in their classrooms and as teacher leaders on their campuses and/or in their districts.

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5383 Internship 3 Credits

Department: College of Education Human Dev

A semester of teaching under the guidance of a university professor. The professor will provide mentoring and supervision during the semester.

May be Repeated for a maximum of 6 hours

Prerequisite(s): PEDG 5330 and PEDG 5345 and PEDG 5375

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5387 Teaching Reading Elem School 3 Credits

Department: College of Education Human Dev

Implications of current research for reading instruction in the elementary school. Offered: Fall, Spring.

May be Repeated for a maximum of 6 hours

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS

PEDG 5388 Selected Instructional Topics 3 Credits

Department: College of Education Human Dev
Significant topics in Elementary, Secondary, Special Education, Supervision, Counseling, and Educational Administration. The description of the particular area of study will appear on the course schedules of Lamar University each semester. Contact hours must be the same as those required by a formal instructional course. With permission of advisor in the student's major field, course may be repeated when topic varies. Offered: Other.

May be Repeated for a maximum of 12 hours

Restriction(s):

Undergraduate level students may **not** enroll.

Grade Mode(s): Standard Letter, Registrar do not use FN, Registrar do not use FS