

Department of Teaching, Curriculum, & Educational Inquiry

For information, contact the Department of Teaching, Curriculum, & Educational Inquiry, 401 McGuffey Hall 513-529-6443.

This department administers undergraduate teacher licensure programs approved by the Ohio Department of Education. Each program, when combined with a baccalaureate degree, makes the candidate eligible for the Ohio teaching licensure in a selected teaching field. Teacher / Professional licensing requirements are subject to change. Please check appropriate state's board of education website for the most up-to-date licensure requirements.

Students who have earned a baccalaureate degree may complete a teacher licensure program as part of a Master of Arts in Teaching degree program in five major content areas (Math, Science, English, Social Studies and Foreign Language) or may complete a licensure only program in all subject areas. (See the Graduate Fields of Study section for information about the Master of Arts in Teaching degree program.)

Students enrolled in teacher licensure programs are required to participate in supervised clinical and field experience which involves travel to area schools, and are regularly assessed during the licensure program.

Students in the Department of Teaching, Curriculum, & Educational Inquiry must take the content area of the OAE examination before student teaching.

Cohorts

A cohort is defined as a group of students who have been selected by the Department of Teaching, Curriculum, & Educational Inquiry to experience certain parts of their program together, provided they satisfy the prerequisite retention requirements for the methods courses for their licensure field and for student teaching. A cohort is identified by its general subject or licensure area and by a semester or academic year during which the members start or complete their methods (block) courses and begin their fieldwork requirements.

Admission to a Cohort

Criteria for admission to a cohort in Primary and Middle Childhood Education majors is based on a minimum 2.75 cumulative GPA in at least 30 credit hours and completion of TCE 191 and EDP 201 with a grade of B or higher in each course. Criteria for admission to a cohort in AYA and Foreign Language majors is based on a minimum 2.75 cumulative GPA in at least 64 credit hours and completion of TCE 191, EDP 201, and EDL 204 with a grade of B or higher in each course. Students not meeting these criteria should work directly with the Teacher Education Coordinator of Advising to discuss alternative pathways for cohort admission.

Transferring from One Cohort to Another

A student in one cohort may not transfer to a different cohort, unless the student meets the criteria and is admitted to the different cohort.

Students who change majors or transfer into Miami may ask to be considered for an earlier cohort if space is available. Students who are selected for a cohort must take their cohort classes during that specific cohort year.

Transfer Students

Students transferring from another university or enrolled in another program at Miami may apply for selection into a teacher education licensure cohort following the guidelines in the "Limited Admission to Programs" section of this Bulletin.

Retention

There are retention checkpoints for each cohort at the time of registration for each instructional procedures course and at the time of application to supervised teaching. The department has established retention criteria (prerequisites) specific to each major for each retention point, which are available from the department. Students who do not meet the retention criteria must work with their assigned academic advisor to discuss options for moving forward in the program.

Technology Requirement

All teaching, curriculum, and educational inquiry programs will be infusing technology into their classes to assist teacher candidates in their preparation to teach in tomorrow's schools. All students seeking a degree in a teacher education program will be required to have a laptop computer when accepted into their teacher education cohort. Students should consider purchasing an Apple (Mac) laptop computer through the Miami Notebook program. Other laptop brands are acceptable, but not preferred.

Bachelor of Science in Education in:

- Art Education - See College of Creative Arts
- Foreign Language Education:
 - Chinese Education
 - French Education
 - German Education
 - Latin Education
 - Spanish Education
- Integrated English Language Arts Education
- Integrated Mathematics Education
- Integrated Science Education
- Integrated Social Studies Education
- Middle Childhood Education
- Music Education - See College of Creative Arts
- Primary Education PK-5

Minor in:

- Education, Teaching, and Learning
- Primary Special Education Minor with Licensure

Certificates in:

- Fostering Just Communities
- Remote Teaching for K12
- TESOL (Teaching English to Speakers of other Languages) Endorsement Certificate

Endorsements in:

- Middle Childhood Generalist 4-6 Endorsement
- Reading Endorsement

Teaching, Curriculum, & Educational Inquiry Courses

TCE 002. College Reading II. (3)

TCE 002 is a 3 non-degree credit hour course which is a credit/no credit class. Instruction focuses on learning and applying strategies in reading to improve comprehension. This course teaches reading as a thinking process to improve understanding of written material. Instruction focuses on applying effective reading/thinking strategies to increasingly difficult reading material, addressing effective vocabulary and reading study skills including synthesis, evaluation, and argumentation.

TCE 110. Learning Strategies for College Success. (2)

Designed to teach study skills (reading, note-taking from texts and lectures, organizing and composing orally and in writing) necessary for student to function effectively at Miami University.

TCE 177. Independent Studies. (0-6)**TCE 181. Physical Science and Society. (4)**

This course (lecture and lab) is designed as a model of interactive, inquiry-oriented teaching and learning for students to experience as learners and then apply in their future classrooms. Opportunities will be provided for students to expand their thinking about the process of science and the work of scientists who generate our current understandings of the physical world across the disciplines of physics and chemistry. Explicit attention will be paid to making connections between physical science content and key social justice concepts. 3 Lec. 1 Lab.

TCE 182. Earth Science and Society. (4)

This course (lecture and lab) is designed as a model of interactive, inquiry-oriented teaching and learning for students to experience as learners and then apply in their future classrooms. Opportunities will be provided for students to expand their thinking about the process of science and the work of scientists who generate our current understandings of the physical world across the disciplines of geology and astronomy. Explicit attention will be paid to making connections between physical science content and key social justice concepts. 3 Lec. 1 Lab.

TCE 188. Creativity and Innovation in STEM Education. (3)

The goal of this course is an introduction to STEM (Science, Technology, Engineering and Mathematics) Education and its basic principles of creativity and innovation. This course is the first course in the "Exploring STEM Education in Society" thematic sequence. This course will provide many opportunities for thinking critically, problem solving, and in-depth writing.

TCE 191. Threshold Concepts of Teaching, Curriculum, and Educational Inquiry. (3)

This course explores the purposes, organizations, and outcomes of schooling from the perspectives of the field of social foundations of education. Students undertake critical inquiry into teaching as a profession and examine threshold concepts related to teaching, curriculum, and educational inquiry. Students will explore historical, philosophical, and contemporary purposes of schooling in order to open up new possibilities for them as teachers and community members in a complex, multicultural society. The course challenges students to understand how historical and contextual issues related to schooling intersect with matters of diversity, equity, and inclusion. This examination centers issues related to schooling within the context of power, justice, and social change. PA-4A, SI-02.

TCE 202. Global Childhood Education: Diversity, Education & Society. (3)

This course focuses on increasing awareness, sensitivity, and understanding of the diverse cultural, ethnic, linguistic, religious, and family backgrounds of children in education from broader perspectives. It provides students with an opportunity to explore the multicultural American society as well as the global communities. It starts by learning about ourselves that is a basic foundation to understand and respect others. It also offers a chance to see, feel, and think in a different way than we have ever had before. Such mental, emotional, and intellectual "bothering and challenging" is consistently planned and encouraged in this course in order to reexamine our taken-for-granted assumptions and expectations. This course discusses the critical issues by connecting them to application into educational practice and settings. Therefore, it attempts to incorporate the various meanings and concepts of social justice, equality, multiculturalism, diversity and globalization and internationalism into education. IIIB. PA-4C.

TCE 205. Race, Cultural Diversity, and Equity in Education. (3)

This course will explore the complex relationship between race, cultural diversity, and inequity in education. It will interrogate the idea and construction of "race," and will examine how racial inequities are produced, maintained, and resisted in educational institutions. It will attend to diversity within groups by considering the dynamics of race as it intersects with gender, class, sexuality, dis/ability, language, and religion. The course will also analyze the historical and ongoing exclusion and marginalization of minoritized groups, and the hegemonic dominance and normalization of whiteness in education policies, curriculum and pedagogy, assessment and achievement, teacher and student identities, school and classroom spaces, and family and community engagements. It will employ various conceptual frameworks to look inside educational structures and cultures that sustain inequities and that challenge and remedy them. Finally, the course will provide students with opportunities to investigate these issues as they relate to their own experiences and communities. IC, IIIB. PA-4B, PA-4C.

TCE 221. Teaching English Language Learners in PK-12: Culture & Second Language Acquisition. (3)

The first of three sequenced courses in the Teaching English Language Learners (TELLs) certificate, TCE 221 TELLs in PK-12: Culture & SLA provides the theoretical foundations necessary for PK-12 teachers to work successfully with English Language Learners (ELLs) in the mainstream classroom. A field experience component, coupled with comprehensive case study assignments, enables teachers to obtain real-world understanding of the cultural and language development issues facing ELLs, their families and their teachers in schools. IIB. PA4C.

TCE 225. Family School and Community Connections. (3)

This course focuses on the theory and practice of joining families, communities, and schools to support student learning, development and success in education. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact children and their families. IC. PA-4B.

TCE 242P. Phonics and Literacy Instruction for Teachers. (3)

This course presents historical and research perspectives, word analysis concepts/ terminology, and critical literacy. Teacher candidates will examine diagnostic and instructional procedures as well as digital literacy instruction.

TCE 246. Foundations of Language and Literacy. (3)

Explores the foundations of language and literacy development as content background for effective language and literacy instruction, birth to age 21. Topics include theories of language and literacy development, history of reading and writing instruction, literacy and technology, cultural and linguistic aspects of literacy, and various perspectives and models of literacy learning. Note: Early Childhood education majors take 246E as part of block 1 and Middle Childhood education majors take 246M in the early field block. Integrated English/Language Arts majors take TCE 246A prior to TCE 346A. Prerequisite: admission to the program (for early and middle childhood majors)

TCE 246A. Foundations of Language and Critical Literacy. (3)**TCE 246M. Foundations of Language and Literacy. (3)**

TCE 246P. Foundations of Reading, Language, and Literacy. (3)
This course offers an introduction to the foundations of language and literacy development as content background for effective language and literacy instruction, PK- 5. Topics include theories of history of reading and writing instruction, literacy and technology, cultural and linguistic aspects of literacy, and various perspectives and models of literacy learning. Teacher candidates will explore various schools of thought regarding literacy, teaching, and learning, including discussions of multicultural education, multi-literacies, and linguistic diversity through a critical literacy framework toward multimodal understandings of literacy to foster culturally responsive practices for an increasingly diverse and globally just society. Field experience in the preschool classroom is integral to meeting course objectives. Prerequisites: Admission to Primary PK-5 program and complete TCE 191 and EDP 201 with grade of B or higher. Co-requisites: KNH 245, TCE 272P, TCE 323, TCE 315P.

TCE 251. Research Skills and Strategies - Library & Internet. (2)

Build research skills and improve your search strategies using current technology, online tools, and the Internet. Progress through the research process as you apply critical thinking to your information need. Develop skills in finding and evaluating information and citing sources. Learn to use library services and resources including the online catalog, research databases, and print and digital collections.

TCE 252M. Early Field Experience: Middle Childhood. (3)

Professional seminar for students admitted to a cohort in teacher education in the middle childhood licensure. Explores process of becoming a teacher and includes clinical and field experiences. Part of early field block.

Prerequisite: admission to and retention in middle childhood cohort.

TCE 265. Mathematics: History and Technology. (3)

A mathematics course for middle childhood education majors, using various technologies to investigate such topics as mathematical modeling, proportional reasoning, and historical development of math concepts. Pre-requisites: Only available for Middle Childhood Education majors or by permission of instructor.

TCE 272P. Introduction of Childhood Development and Education. (3)

This course focuses on understanding characteristics and needs of young children and on recognizing the multiple influences on their development and learning. Students will discuss the significance of the context in which political, economic, societal, and cultural factors interrelate with early childhood education and young children's lives. Topics also include teachers' varied roles and responsibilities for healthy, respectful, and safe learning environments. Moreover, this course examines brain development, Developmentally Appropriate Practices (DAP) with Culturally Relevant Teaching approaches (CRT), and the importance of play. This course is mainly focused on children in American school settings. Field experience in the preschool classroom is integral to meeting course objectives.

Prerequisites: Admission to Primary PK-5 program and complete TCE 191 and EDP 201 with grade of B or higher.

Co-requisites: TCE 246P, TCE 454/TCE 554, KNH 245, TCE 315P.

TCE 273. Prekindergarten Integrated Curriculum I. (3)

Course for students who wish to become child care professionals, working with young children ages 0-5, not yet in kindergarten, in a variety of settings, including public, corporate and private child care centers and preschools. Topics include integration of learning experiences through preparation of safe and healthy environments, observation and assessment tools, behavior management, and adult interactions. Special needs of children are also considered.

TCE 274. Prekindergarten Integrated Curriculum II. (3)

Course for students who wish to become child care professionals, working with young children ages 0-5, not yet in kindergarten, in a variety of settings, including public, corporate and private child care centers and preschools. Topics include development of appropriate curriculum through an integrated thematic approach and lesson planning in the arts, literacy, and content areas, including health, physical education, math, social studies and science. Parent/ community involvement and special needs of children are also considered.

TCE 277. Independent Studies. (0-6; maximum 10)**TCE 284. Writing for Educators. (3)**

This writing course is designed for prospective educators and those who want to strengthen their written voices. Students will develop and extend attitudes, habits, and skills that enable them to write with efficiency, clarity, and substance. In addition to writing in a number of genres, students will study the craft of successful writers to learn strategies that expand their own writing repertoire. A central feature of this course is peer response and one-to-one conferences with the instructor to help students learn to revise evolving writing into writing worth reading. ADVW. PA-1C.

Prerequisite: ENG 111 or equivalent.

TCE 288. Ways of Thinking in STEM (Science, Technology, Engineering, and Mathematics) Education. (3)

Over the course of human history, many theories have been developed to help us better understand our physical, biological, psychological, and social worlds. In the process of developing these theories, STEM professionals have used particular ways of observing natural phenomena - thinking, questioning, experimenting, and validating their observations, methods, and theories. This course is designed to help you understand the nature of scientific inquiry and scientific knowledge, mathematical reasoning, engineering and technological design, and the interactions among science, technology, engineering, mathematics and society. The overall goal of the course is to increase your appreciation for the ways of knowing in STEM and contributions of STEM to society in the past, present, and future.

TCE 303. Community Based Practices: Learning Enhancement for Preschool Children from Low Income Families. (1-3; maximum 3)

This course is designed for Miami students to learn how to enhance the learning of low income preschool children through technology based content instructions with various learning activities and experiences. The focus of the course is on Butler County preschool classrooms which include children with special needs and children from Latino and various different cultural backgrounds. Miami students will interact with young children in the preschool classroom, teach digital media (iPad) instructions with several contents such as math, social studies, or/and science with literacy components, support young children's parents, and collaborate with in-service teachers under the course instructor's close supervision.

TCE 310. Applications of Peer Education. (1)

Introduction to theories and methods of effective tutoring and peer education at college level.

Prerequisite: recommendation of faculty member and department chair in tutor's content area or permission of instructor.

TCE 311. Educational Strategies for Non-Majors. (3)

Curriculum, materials, and methods of teaching in K-12 schools; lesson planning, questioning strategies, cooperative learning, concept development, technology, evaluation, teaming, understanding learning styles and needs of learners and the teaching environment; teaching professionalism.

TCE 312. Foundations of Education in Global Contexts. (3)

This class focuses on the theoretical foundations of education in global contexts, as well as issues influencing the field. Topics include: globalization; education reforms, political, cultural, and religious influences, centralization and decentralization policies, colonialism and its legacies, and access to education among others. The goal of this class is to uncover why education is the way it is in other contexts, determine the limitations of understanding other contexts, and evaluate the extent to which elements of education are transferable between contexts. IIB. PA-4C.

Cross-listed with EDL 312.

TCE 315P. Children's Literature for PK-5 Classrooms. (3)

In this course, candidates will select, read, and critique literature for young children from a perspective that recognizes the numerous aspects of diversity in today's populations, communities, and classrooms. With attention to the shift in publishing to the inclusion of diverse authors and illustrators, candidates will focus on current books from various genres and formats, recognizing emerging topics. Candidates will be empowered to engage in critical thinking and action in their roles and responsibilities for shaping perspectives of social justice, diversity, and inclusion through literature. Field experience in PK-5 classrooms is integral to meeting course objectives. Co-requisites: TCE 246P, TCE 272P, TCE 454/TCE 554, and KNH 245

Prerequisites: Admission to Primary PK-5 program and complete TCE 191 and EDP 201 with grade of B or higher.

TCE 317P. Science PK-5: Child and Curriculum Integration. (3)

This course will challenge students to think critically, engage with other learners, and reflect and act upon issues related to science education. Course texts and assignments are intended to deepen personal identity as a scientific thinker (an individual who is able to ask critical questions and build explanations of physical and social phenomena) in order to enhance ability to teach and collaborate effectively with children in Pre-K to 5 science classrooms. Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block One and MTH 115, MTH 116, TCE 181 or TCE 182 with a grade of C or higher in each course. Co-requisites: TCE 474P, EDP 495E, TCE 346P, and TCE 318P.

TCE 318P. Mathematics PK-5: Child and Curriculum Integration. (3)

This course focuses on methods of teaching mathematics that include play, small-group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences toward engaging with young children in advancing their intellectual curiosity and capabilities. Teacher candidates will be provided the opportunity to work with children of diverse ages, with diverse abilities, and culturally and/or linguistically diverse family systems. Instruction will focus on developing strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development with respect to learning mathematics. This course will challenge students to think critically, engage with other learners, and reflect and act upon issues related to mathematics education. Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block One, MTH 115, MTH 116, TCE 181 or TCE 182 with a grade of C or higher in each course. Co-requisites: TCE 474P, EDP 495E, TCE 346P, TCE 317P.

TCE 340. Internship. (0-20)**TCE 346A. Reading Instruction for Adolescents. (3)**

Basic course in instructional principles and methods for reading and studying techniques in specific subject area courses taken by adolescents. Emphasis on strategies to improve reading comprehension and vocabulary. Laboratory and field experiences are an integral part of the course.

Prerequisite: TCE 246A and retention in adolescent integrated English/language arts cohort.

Co-requisite: TCE 427/TCE 527.

TCE 346M. Reading Instruction for Middle Grades. (3)

Students expand and extend knowledge base from TCE 246M; explore, study, apply, and assimilate new learning about effective reading and literacy strategies appropriate to development and needs of early adolescent learners (grades 4-9). Focuses on knowledge and skills necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the early adolescent learner, reading and writing processes, instructional strategies, and integrating materials and learning environments. Laboratory and field experiences are an integral part of the course.

Prerequisite: retention in middle childhood cohort (part of fall semester middle childhood content methods block).

TCE 346P. Language, Literacy, and Culture in PK-5 Education. (3)

This course explores theories and practices in the field of language and literacy that encourage the development of supportive classrooms for young children across a range of racial, ethnic, linguistic, and cultural communities. Specific attention is given to issues of equity with regard to race, ethnicity, language, religion, sexual orientation, gender identification, ableism, etc. to enable preservice teachers to develop critical understandings and dispositions to better support all learners in the teaching of language and literacy across the PK-5 curriculum. Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block Two, MTH 115, MTH 116, TCE 181 or TCE 182 with a grade of C or higher in each course.

Co-requisites: TCE 473P, EDL 318E, EDP 432/EDP 532, EDP 495E.

TCE 362. U.S. Political/Economic Experience for Teachers. (4)

This course includes discussions of United States' political and economic institutions and processes toward preparation of teacher candidates. Instruction emphasizes historical and contemporary interrelationships of economic and political institutions in the United States society. Toward growth in constructs of financial literacy, course participants will discern financial choices, discuss financial issues without (or despite) discomfort, and respond to life events that affect everyday financial decisions, including events in the general economy.

TCE 377. Independent Studies. (0-6; maximum 10)**TCE 405/TCE 505. Advanced Science for the Elementary School Teacher. (3)**

Content course in physical science covering advanced study of selected areas of geology, physics, chemistry, and astronomy.

TCE 415/TCE 515. Inquiry Into Life Science. (3)

Provides students with the opportunity to explore the world of life science through inquiry using a thematic approach. Major themes include the nature of science, ecology, human biology, evolution, and taxonomy.

Prerequisites: successful completion of any entry-level life science course taught in biology or microbiology.

TCE 417P. Social Studies PK-5: Child and Curriculum Integration. (3)

This course engages teacher candidates in analysis of the values embodied in the USA democratic form of government with its commitment to justice, equality, and freedom of thought and speech, as reflected in classroom curricula, materials, and methods of teaching social studies in PK-5. The course will include considerations of the ethical dimensions of social studies topics, of controversial issues, and of heritage as reflected through diverse cultures and as shown through the arts, play, customs, traditions, family celebrations and language. Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block One and MTH 115, MTH 116, TCE 181 or TCE 182 with a grade of C or higher in each course.

Co-requisites: TCE 474P, EDP 495E, TCE 317P, and TCE 318P.

TCE 418. TESOL in PK-12: Teaching Practicum. (3)

The Teaching Practicum is the culminating experience in the TESOL undergraduate endorsement certificate. Teacher Candidates will complete a minimum of 50 service learning hours under the supervision of a certified teacher holding a TESOL endorsement (or equivalent) and the Miami University practicum supervisor. TCE 221 and TCE 454/TCE 554 must be completed before the Teacher Candidate is allowed to complete the experience.

Prerequisites: TCE 221, TCE 454/TCE 554.

TCE 419A/TCE 519A. Teaching Internship- Adolescent. (1-16)

Planned and supervised learning experiences in which students demonstrate knowledge, skills, abilities, and values appropriate to teaching in educational settings. Typically 15 weeks in the schools is required. Frequent conferences with university supervisors and cooperating teachers.

Prerequisites: completion of all instructional procedures courses required in the licensure program; required GPA for licensure programs; at least 96 semester hours; and take the OAE content test.

TCE 419M. Teaching Internship-Middle Childhood. (15)

Planned and supervised learning experiences in which students demonstrate knowledge, skills, abilities, and values appropriate to teaching in educational settings. Typically 15 weeks in the schools is required. Frequent conferences with university supervisors and cooperating teachers.

Prerequisites: completion of all instructional procedures courses required in the licensure program, required GPA for licensure programs, at least 96 semester hours, and take the OAE content test.

TCE 419P. Teaching Internship Primary PK-5. (15)

Planned and supervised learning experiences in which students demonstrate knowledge, skills, abilities, and values appropriate to teaching in educational settings. Typically, 15 weeks in the schools is required. Frequent conferences with university supervisors and cooperating teachers.

Prerequisites: Completion of all instructional procedures courses required in the licensure program, required GPA for licensure programs, at least 96 semester hours, and take the OAE content test.

TCE 420. Field Experience. (1-4; maximum 8)

Collaborate and work with schools and communities to deepen understandings of contextual factors that impact teacher candidates' future profession. EL.

TCE 420F. Teaching Foreign Language (FL): Elementary School Practicum. (3)

Provides the instructional foundations to successfully teach a Foreign Language in the elementary school classroom. Miami students with proficiency and background in a foreign language (e.g. ASL, Chinese, French, German, Latin, Spanish) read, discuss, and explore theories and best practices in language teaching and learning. Students apply this theoretical knowledge, transfer course skills, and deepen their understanding of course content as they independently author and implement language and culture lessons in the Talawanda After School Foreign Language Program (TASFLP). Students collaborate with their faculty mentor and peers to reflect and conduct self-assessments on their teaching experiences throughout the course in order to improve their planning and implementation of language and cultural content in the program and beyond.

Prerequisite: Proficiency and background in a foreign language.

TCE 420R/TCE 520R. Remote Practices for K-12 Learners. (3)

This course focuses on best practices for K-12 remote instruction, student engagement, and virtual community building. This course also addresses equity issues & access; effective uses of asynchronous and synchronous technologies to enhance teaching in the content areas, etc. The course content and activities are aligned with specific Universal Design for Learning (UDL) principles. Students who take this course for graduate credit (TCE 520) will complete an 8-10 page literature review in addition to the required assignments.

Prerequisite: Completion of EDP 437/EDP 537 or EDP 447/EDP 547.

TCE 421A/TCE 521A. Classroom Cultures, Community, and Climate. (3)

This course focuses on strategies for building positive learning environments for students and teachers that support student cooperation, engagement, and achievement. Teacher candidates study and apply techniques intended to foster mutual respect and community-building in the classroom with emphasis on the first days of school and classroom technologies.

Prerequisites: Admission to and retention in the language arts, mathematics, science, social studies, and foreign language cohorts (part of the adolescent methods block).

TCE 421M. Classroom Cultures, Community, and Climate. (3)

This course integrates the ways in which middle childhood students learn and develop with the essential knowledge, skills, and lenses teachers need in order to build and nurture a positive and inclusive community of learners. Topics include increasing understanding and embracing of cultural differences, and focusing on why and how to promote effective and reciprocal relationships with students, families, colleagues, and the community in which the school is placed. Students will have a field experience in grades 4-9.

Prerequisites: Admission to and retention in middle childhood education cohort (part of the fall semester middle childhood methods block) including successful completion of early field block courses and three courses in each content area.

Co-requisites: TCE 346M, EDP 301M, and two of the following:

TCE 429M, TCE 436M, TCE 439M, TCE 441M.

TCE 422. Studies in Educational Issues. (3)

Each student or student team collaborates with instructor and peers to identify and conduct an investigation or complete a creative project that focuses on a specific problem or issue in education. Seminar course with primary emphasis on intensive reading, research, writing, and interaction in student-selected areas of study with opportunities for analysis and reflection. Includes discussions, team work, presentations, and writing projects. Culminating activity is an oral or written presentation or exhibition that demonstrates understanding or resolution of the issue or problem studied. SC.

TCE 423/TCE 523. Literature and Other Media for Adolescents. (3)

Discusses evaluation of nonprint media, selection aids, censorship problems, and adolescent needs in half the semester and evaluation and criticism of literature in the other half.

Prerequisite: junior or senior standing.

TCE 425. TESOL in PK-12: Literacy Development. (3)

This is one of four courses in the undergraduate TESOL endorsement certificate, TCE 425 provides theory and practice to enable candidates to develop strategies for implementing culturally and linguistically relevant and sustaining literacy learning opportunities in classrooms, as well as for supporting and family literacy development in communities. To this end, candidates will deconstruct, critique, and modify literacy materials to maximize literacy development of ELs and their families.

TCE 427/TCE 527. Adolescent Language Arts I. (3)

Curriculum, materials, and methods for teaching writing, grammar, usage, literature, speech, journalism, with emphasis on writing and journalism, including ethics and law surrounding school publications.

Prerequisite: retention in your language arts cohort (part of language arts methods block).

TCE 428/TCE 528. Adolescent Language Arts II. (3)

Curriculum, materials, and methods for teaching writing, grammar, usage, literature, speech, journalism, and media with emphasis on literature and media.

Prerequisite: retention in your language arts cohort and successful completion of all of the courses in the language arts methods block.

TCE 429A/TCE 529A. Adolescent Mathematics I. (3)

Use of curricula, materials, and teaching/assessment strategies for teaching mathematics in the middle childhood/junior high school years (grades 7-9).

Prerequisite: retention in the math cohort (part of mathematics methods block).

TCE 429M. Middle Childhood Mathematics. (3)

Use of curricula, materials, and teaching/assessment strategies for teaching mathematics in the middle childhood/junior high school years (grades 4-9).

Prerequisites: retention in your math cohort.

TCE 430/TCE 530. Adolescent Mathematics II. (3)

Use of curricula, materials, and teaching/assessment strategies for teaching mathematics to adolescents in the senior high school years (grades 9-12).

Prerequisite: TCE 429A/TCE 529A and retention in your math cohort.

TCE 431/TCE 531. Adolescent Science Methods I. (3)

Fundamental principles, techniques, and materials of science teaching in grades 7-12.

Prerequisite: admission to and retention in science cohort.

TCE 432/TCE 532. Adolescent Science Methods II. (3)

Fundamental principles, techniques, and materials of science teaching in grades 7-12.

Prerequisite: TCE 431/TCE 531 and retention in science cohort.

TCE 433/TCE 533. Adolescent Social Studies Methods I. (3)

Introduction to social studies as a professional field, curriculum, materials, and methods of teaching grades 7-12; lesson planning, simulations, learning styles, current trends in social studies education.

Prerequisite: admission to and retention in social studies cohort.

TCE 434/TCE 534. Adolescent Social Studies Methods II. (3)

Materials, curriculum, methods, and standards for teaching social studies in grades 7-12; questioning strategies, cooperative learning, technology, unit development, evaluation, current trends in the social studies.

Prerequisite: retention in your social studies education cohort, including TCE 433/TCE 533 (part of social studies methods block).

TCE 436. Middle Childhood Language Arts. (3)

Methods, strategies, techniques, and attitudes for integrating the teaching of writing, grammar, usage, literature, and speech in grades 4-8.

Prerequisite: retention in the appropriate middle childhood cohort.

TCE 439. Middle Childhood Social Studies. (3)

Curricula, materials, and methods of teaching social studies in grades 4-9; lesson planning, simulations, learning style, current trends in teaching social studies.

Prerequisite: retention in your middle childhood social studies cohort.

TCE 441. Middle Childhood Science. (3)

Basic principles, methods, curriculum trends, and materials for teaching science to children, grades 4-9. Laboratory and field experiences with children are integral to meeting course objectives.

Prerequisite: retention in your middle childhood science cohort.

TCE 442M. Phonics and Reading Improvement for Middle Childhood. (3)

Presents historical and research perspectives, word analysis concepts/terminology, and instructional methods of phonics and word recognition for middle childhood, grades 4-9. Examines diagnostic and instructional procedures related to special needs of very low to high achieving readers.

Prerequisite or Co-requisite: TCE 346M (retention in cohort and successful completion of early field block in middle childhood education).

TCE 444/TCE 544. Language Teaching and Learning I. (3)

The first of two courses preparing pre-K-12 foreign language teacher candidates to become critical and reflective professionals; to use theoretical underpinnings; to apply national standards, best practices, cutting edge curricula, current trends; and to infuse technology in teaching languages.

Prerequisite: retention in foreign language cohort.

TCE 445/TCE 545. Language Teaching and Learning II. (3)

The second of two courses preparing pre-K-12 foreign language teacher candidates to become critical and reflective professionals, to use theoretical underpinnings, to apply national standards, best-practices, cutting-edge curricula, current trends and to infuse technology in teaching languages.

Prerequisite: TCE 444/TCE 544 and Advanced Low score on the ACTFL Oral Proficiency Interview (OPI).

Co-requisite: TCE 446L/TCE 546L.

TCE 446A/TCE 546A. Integrating Literacy Across the Content Areas. (3)

Basic course in instructional principles and methods for integrating literacy across the content areas in grades 7-12. Part of methods block for mathematics, social studies, and science education majors.

TCE 446L/TCE 546L. Reading in the Foreign Language. (3)

Basic course in instructional principles and methods for teaching reading and study techniques in foreign language in secondary schools. Emphasis on developmental strategies to improve reading comprehension and vocabulary.

Prerequisite: admission to and retention in the foreign language cohort (part of methods block for foreign language education majors).

TCE 448M. Reading Practicum for Middle Childhood. (3)

Supervised experience in teaching a middle grade student having difficulty in reading. Emphasizes principles and methods for special needs instruction.

Prerequisite: TCE 346M.

TCE 450/TCE 550. Special Problems. (1-3; maximum 6)

Individual study or research of problems of learning, instruction, or curriculum with guidance of department faculty member.

Prerequisite: senior or graduate standing and written approval of instructor and department chair.

TCE 452/TCE 552. Teaching Social Studies. (3)

Topics include the content required to teach social studies in the intermediate grades as well as strategies, activities, and materials for developing pedagogical competencies. A field component is required.

Prerequisite(s): Successful completion of an early childhood social studies methods course such as TCE 417P.

TCE 453. Practicum & Praxis Grades 4-5. (1)

Topics include content required to teach language arts, mathematics, science, or social studies in the intermediate grades as well as strategies, activities, and materials for developing pedagogical competencies as reflected on the Praxis II Elementary Content Knowledge Examination (www.ets.org) - test code 10014. A field component of implementation of content and pedagogical knowledge is required, either in this course or in one or more of the following: TCE 405/TCE 505/505, TCE 452/TCE 552/552, or TCE 465/TCE 565/565.

TCE 454/TCE 554. TESOL in PK-12: Instructional Theory & Practice. (3)

Provides the theoretical and instructional foundations necessary for PK-12 teacher candidates to work successfully with English learners (ELs) in the mainstream content area or ESOL classrooms.

TCE 455. Capstone Seminar: Comparative Education in Europe or China. (4)

This class is conducted in both Oxford and Europe or China. Students spend time in classrooms abroad observing educational practices in another culture(s) for the purpose of identifying similarities and differences between the U.S. and other Europe or China. The class is approved to meet the capstone requirement. Format, themes, and topics may differ by section. SC.

TCE 457/TCE 557. Engaging Minoritized Children & Youth. (3)

This course will assist students to develop proficiency in foregrounding the experiences and needs of minoritized children, youth and their communities. The course includes inquiry into the critical theoretical and practical foundations of U.S. schooling and educational experiences with explicit focus on issues of race, class, gender, sexuality, and other identities. Students will leave this course equipped with the necessary tools to analyze the world in which they live, locate themselves in relationship to youth (cultures), be able to offer critical observations of youth cultures in our contemporary society, and identify possibilities for positive personal and societal transformation.

TCE 461/TCE 561. Grant Writing Skills/Methods. (3)

This graduate and permission only senior level course offering will introduce approved seniors and graduate students to systemic methods for reviewing "Requests for Funding Proposals" (RFP), creating pre-writing documents to support creating a grant application, and applying collaborative methods for writing quality grant applications to foundation, federal, state and community funding sources. Web-based sources for grant funding will be introduced. The course will introduce a 4 stage/32step process for analyzing complicated Requests for Funding Proposals (RFPs), supporting the grant application writing process and applying for funding. The course will include many recommendations for technology-supported grant application development and the final grant editing process. Novice and more experienced grant writers may work in writing teams to create and submit real grant applications on behalf of existing organizations, agencies, school districts or individual initiatives. This course is online.

TCE 465/TCE 565. Learning and Teaching Mathematics in the Intermediate Grades. (3)

Topics include the content required to teach mathematics in the intermediate grades as well as strategies, activities, and materials for developing pedagogical competencies. A field component is required. Prerequisite: successful completion of an early childhood mathematics methods course such as TCE 318E (one of the courses in 4-5 endorsement for ECE students or for licensed ECE teachers).

TCE 466/TCE 566. Mathematics Misconception Diagnosis & Remediation. (3)

Participants engage in deep analysis of classroom artifacts (e.g., video of classroom instruction, student work samples) to inform revision of teaching materials / curriculum to better support learning needs and interests of K-12 mathematics learners from diverse learning backgrounds and cultures.

Prerequisite: Junior or graduate standing or permission of course instructor.

TCE 473P. Negotiating the Complexities of Teaching: PK-5 Synthesis. (3)

This course engages teacher candidates with synthesizing elements of teaching: the child, culture, community, content/curriculum, mandates, pedagogies, and personal identity. Emphasis is on building relationships, articulating intellectual identity, developing ethical commitment, and on development of skills toward integrated-content project planning that is responsive to the needs, interests, and culture of the children, school, and community. Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block Two with a grade of C or higher in each course.

Co-requisites: EDL 318E, EDP 432/EDP 532, TCE 417P.

TCE 474P. Classroom Cultures, Community, and Climate. (3)

This course integrates the ways in which children learn and develop with the essential knowledge, skills, and lenses teachers need in order to build and nurture a positive and inclusive community of learners. Topics include increasing understanding and embracing of cultural differences, and focusing on why and how to promote effective and reciprocal relationships with students, families, colleagues, and the community in which the school is placed. Additional topics addressed include Trauma-Sensitive Schools, Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS). Field experience in PK-5 classrooms is integral to meeting course objectives.

Prerequisites: Completion of Block Two, MTH 115, MTH 116, TCE 181 or TCE 182 with a grade of C or higher in each course.

Co-requisites: EDP 495E, TCE 346P, TCE 318P, TCE 317P.

TCE 477. Independent Studies. (0-6; maximum 10)**TCE 483/TCE 583. Educators as Activists: Preparing Educators for Forces Impacting Classrooms and Schools. (3)**

Activism, broadly defined, will be explored using (a) historical, individual and organizational perspectives from educational policy and civil rights and (b) current issues, such as educational corporatization, educational equity, and racism. Students will study themes and perspectives on activism strategies in a variety of contexts (both in education and non education applications), and will self-reflect on their own identities to develop individual strategies for activism. Structural inequities in education and society will be emphasized.

TCE 485. Outdoor Leadership in New Zealand. (3,6; maximum 6)

This course will provide students with an opportunity to challenge and expand their traditional views of leadership and education in a diverse environment. The course will focus on four main principles: leadership, outdoor skill development, outdoor education, and cultural engagement. The course is comprised of three distinct experiences: 1) examining and discussing different theories/models in the classroom prior to the trip, 2) investigating the cultural diversity of New Zealand by participating in various cultural experiences in a Maori community and 3) putting theory and core skills (human, outdoor, & educational) into practice during multi-day backpacking and sea kayaking experiences throughout New Zealand.

TCE 488. Grand Challenges in STEM Education. (3)

This course is designed to engage students in a broad range of topics related to STEM. This course is designed as a culminating experience in a thematic sequence, bringing together big ideas around the grand challenges in STEM.

Prerequisite: TCE 188.

TCE 495. Writing Information Books for Children. (3)

Drawing on content knowledge gained from coursework in major courses of study, students will each write an information book for a diverse community of children. As an authentic learning experience, the course will include the study of children's literature and writing for children, the creation of a writing community among participants, and development of ways to share the books globally.

TCE 600. Independent Reading. (1-3; maximum 6)

Planned reading in any field curriculum or instruction with guidance of a department faculty member.

Prerequisite: regular standing in graduate school, minimum of 10 hours in education, and approval of the plan of study by department chair.

TCE 603. Language, Literacy and Culture. (3)

Critical analysis of research and theory of language and literacy development and instruction with particular emphasis on the cognitive, linguistic, and socio-cultural factors that influence language and literacy learning and teaching.

Prerequisite: graduate standing or permission of instructor.

TCE 606. Curriculum Innovation and Transformation through Understanding and Design. (3)

This course is designed for educators interested in learning more about the curriculum in use in classrooms, schools, and community organizations, and the possibilities for shaping and transforming curriculum and teaching practices. The course will introduce students to important issues in curriculum theory and practice.

Cross-listed with EDL.

TCE 610. Applied Studies in Classroom Teaching. (1-3; maximum 12)

Practicum to meet specific classroom needs of the instructional staff of a school, school system, or group of subject area teachers. Structured after needs-assessment made.

Prerequisite: minimum of 10 semester hours of professional education courses.

TCE 612. TESOL in PK-12: Culture, Policy, & Second Language Acquisition. (3)

The first of four courses in the graduate TESOL endorsement certificate program, TCE 612 problematizes and operationalizes PK-12 public policies governing the education of English learners (ELs) and the ways school districts do and can meet these obligations. The course also acquaints teachers with cultural issues and second language acquisition theories and models that will help them work successfully with their ELs. Assignments enable inservice teachers to synthesize knowledge of the dynamic academic, personal, familial, cultural, social, and sociocultural contexts on the education and language acquisition of ELLs as supported by research and theories.

TCE 614. TESOL in PK-12: Instructional Theory and Practice. (3)

The second of four courses in the graduate TESOL endorsement certificate, TCE 614 inservice teachers engage with theoretical and instructional foundations necessary for PK-12 teacher candidates to plan supportive and effective environments for ELLs, design and implement standards-based instruction in content areas using sheltered, ELL-centered, interactive approaches. Candidates will analyze, interpret, and implement multiple and varied assessments for ELLs.

Prerequisites: TCE 612.

TCE 615. Introduction to Research Inquiry. (3)

This course is an introduction to research in community-based and educational contexts. As such, this course will comprehensively cover the different steps of research, including: major research paradigms; positionality; the definition and application of theory; research methods; and review of existing literature/research. Drawing upon the knowledge and research tools, students will propose their own critical research study to investigate an urgent issue in the context of communities and schools. This course will draw upon critical theories, which emphasize student agency, racial and social justice orientations, and transformative research methodologies.

TCE 617. TESOL in PK-12: English Literacy Development. (3)

617 TESOL in PK-12: Literacy Development 3 The third of four courses in the graduate TESOL endorsement certificate, TCE 617 develops critical understandings of policies and practices impacting ELs' opportunities to learn. Candidates will develop strategies for implementing culturally and linguistically relevant and sustaining literacy learning opportunities in classrooms, as well as for supporting family literacy development in communities.

Prerequisites: TCE 612 and TCE 614.

TCE 619. TESOL in PK-12: Current Issues in TESOL. (3)

The fourth of four courses in the graduate TESOL endorsement certificate, TCE 619 affords licensed, generalist PK-12 teachers the opportunity to delve more deeply into current issues that are critical to teaching ELs in their own setting and propose action plans to address them. Pre-requisites: TCE 612, TCE 614, and TCE 617.

TCE 622. Improvement of Teaching in the Public School. (3)

Advanced course in principles and practices for improving instruction in modern secondary schools with emphasis on research findings and innovation. Summer only.

Prerequisite: graduate standing, 15 hours in education, permission of instructor.

TCE 623. Students, Justice, and Equity Centered Pedagogies. (3)

This course is designed to prepare early career teachers with methods and pedagogies to engage ALL learners equitably. The course will focus on understanding students from all pathways of life as well as the humanity of each student. The course will examine the hostility schools can sometimes provide as well as how to build a sense of community in the classroom to minimize the challenges students can bring to the classroom. Other student-centered pedagogies will include project-based learning, advanced "Making Thinking Visible" strategies, and Concept-Based Curriculum and Instruction; whereby, a social justice topic will be at the core of a curriculum designed project, e.g. food deserts, environmental racism, racism in science research, etc. Finally, a published blog written by the early career teachers will be at the core of the course and disseminated via social media.

TCE 625. Teaching Writing. (3)

Advanced course in the teaching of writing, emphasizing procedures and strategies for teaching writing, development of students' own writing skills in a number of genres, readings in recent theory and practice of teaching writing, and case study research methods.

Students must gain access to a K-12 classroom to complete their case study. Appropriate for both elementary and secondary school teachers across the curriculum.

TCE 626. Teaching with Literature for Children. (3)

Intensive study of children's literature and its use in literacy instruction. Topics include: critical analysis of literature, diversity of forms and genres, use of literature that represents various cultural identities and contexts, and support of literary discourse among students.

Prerequisite: Graduate standing or permission of instructor.

TCE 627. Curriculum Theorizing for Innovation and Transformation. (3)

This course positions students to explore important issues in curriculum theory and practice. It is designed for educators, both inside and outside of schools, who are interested in shaping and transforming curriculum to center anti-racist, culturally-sustaining, and community-oriented pedagogies.

Cross-listed with EDL 627.

TCE 632. Literacy Assessment and Instruction. (3)

In-depth examination of classroom aspects of literacy assessment and instruction in reading and writing. Includes experience in assessing aspects of literacy development and analyzing assessment data to group students and design instruction for students with diverse needs (topics include: reading processes & miscue analysis, reading fluency, comprehension, literary response, and writing).

Prerequisite: graduate standing or permission of instructor.

TCE 635. Clinical Literacy Practicum. (4)

Advanced supervised practicum experience involving assessment and instruction of public school students experiencing reading and writing difficulties. Involves writing reports of assessment and instruction for tutees' parents and teachers.

Prerequisite: ALL reading endorsement requirements must be met prior to registering (TCE 603, TCE 642, TCE 632, TCE 646).

TCE 636. Literacy and Leadership. (3)

Theoretical and practical exploration of the roles of the reading specialist/literacy coach in supporting teachers and other education professionals in the planning, implementation and evaluation of effective literacy instruction. Designed as a practicum or internship to meet specific literacy coaching needs of instructional staff of a school, school system or group of subject area teachers.

Prerequisites: 12 credit hours of program requirements, TCE 603 and TCE 610.

TCE 642. Science of Reading. (3)

Examination of the principles and practices of literacy development using scientific research on reading and writing instruction. Focus on instructional strategies, materials, and programs aimed at teaching reading and literacy development and targeting the specific needs of developing readers and writers.

Prerequisite: Graduate standing or permission of instructor.

TCE 643. Language and Discourse. (3)

In-depth examination of linguistic and cultural aspects of diverse populations as they affect literacy learning and teaching. Includes practical applications of theories of language and discourse. Emphasis on designing classroom discourse environments and home and community connections to promote equity and foster language and literacy development of Pre-K-12 students with diverse backgrounds and needs.

Prerequisite: graduate standing or permission of instructor.

TCE 646. Reading and Writing in Content Areas. (3)

Examination of the research, theory, curricula, and methods for integrating the teaching of reading and writing across the disciplines such as mathematics, science, social studies.

Prerequisite: graduate standing or permission of instructor.

TCE 648. Data-Informed Decision Making in Education. (3)

Students in this class learn contemporary educational research methods and develop skills to plan and complete a systematic action research inquiry into educational practice. The class introduces students to research design, review of relevant literature, implementation, and evaluation.

Cross-listed with EDL.

TCE 660. Seminar in Mathematics Education. (1-3; maximum 6)

Current issues and research in mathematics education.

Prerequisites: certification or current enrollment in a certification program.

TCE 663. Advanced Methods for Adolescent Mathematics. (3)

Innovative activities, materials, and programs for junior high and high school mathematics. Curricular and instructional decision-making based upon study of current state and national recommendations and of current research. Emphasis on the teaching of problem solving (7-12).

Prerequisites: Teacher certification/licensure or permission of instructor.

TCE 677. Independent Studies. (0-6; maximum 10)**TCE 690. Graduate Capstone Experience in Education. (3)**

Provides students the opportunity to engage in a culminating project that demonstrates critical thinking, understanding contexts, and reflection and action using the course work and experiences from the graduate program. The end product of the individualized experience could include a research paper, journal manuscript, written comprehensive examination, professional portfolio with components indicative of a state/national master teacher portfolio, or other approved project. The project will also serve as part of the master's examination. It is expected that the student will have completed the majority of the courses in his or her program.

Prerequisite: completion of at least 12 graduate hours.

Co-requisite: submission for Institutional Review Board (IRB) approval within the first two weeks of the semester if conducting research with human subjects.

TCE 691. Graduate Capstone Experience in Education. (3)

This course provides the opportunity for students to synthesize their course work and experiences from throughout the program with an individualized research project that demonstrates critical thinking, understanding contexts, and reflection into action. The end product could include a research paper, journal manuscript, grant proposal, or strategic plan.

Cross-listed with EDL 691.