Teaching and Learning

Ph.D. in Teaching & Learning (http://und-public.courseleaf.com/graduateacademicinformation/departmentalcoursesprograms/education/teachinglearning/tl-phd)
Graduate Certificate in College Teaching (http://und-public.courseleaf.com/graduateacademicinformation/departmentalcoursesprograms/education/educ-cert-ct)

Courses

T&L 511. Assessment in ECE. 3 Credits.
This course examines the construct and practice of assessment for teaching in birth to third-grade learning environments. The course considers the critical issues related to assessment and accountability in schools, focusing on why assessment is necessary, who the various assessment audiences are, what kind of assessment information is useful for each, and the time frame appropriate for such assessment information. Students study a variety of assessment methods currently used to evaluate teaching and learning in classrooms. They also discuss ways to communicate formative information about student progress to families, collaborate with colleagues to use assessment results to modify grade-level curricula for children with diverse abilities, and advocate for culturally, linguistically, and developmentally-appropriate forms of assessment. SS.

T&L 513. Linguistics for ELL Teachers. 3 Credits.
This course introduces the complexities of human language through the study of phonetics, phonology, morphology, syntax and semantics. Additional topics addressed include the brain and language, history of the English language, psycholinguistics, writing systems and language in social contexts. SS.

T&L 514. Introduction to Multilingual Education. 3 Credits.
This course explores language education models, programs and policies with an emphasis on English language learners (ELLs). Political, legal, historical, and cultural contexts of multilingual education will be discussed with a focus on both U.S. and global challenges. SS.

T&L 515. Middle School Curriculum. 3 Credits.
This course examines the middle school curriculum and instructional strategies as well as the needs of early adolescents. The course focuses on the roles teachers play in incorporating a guided, interdisciplinary, collaborative team approach. The studies include the components of curriculum learning, advisory, exploration, learning communities and instruction (differentiation, cooperative learning, learning styles, instructional strategies) incorporated in middle schools.

T&L 516. Philosophy and Foundations of Middle School Education. 3 Credits.
This course examines the historical and philosophical background of middle level education. The focus is on the roles teachers/administrators play in incorporating this guided, interdisciplinary, collaborative team approach that assists students during these fundamentally transformative years. The course looks at the philosophical aspect of the curriculum and instructional component. The studies explore contemporary issues associated with the middle school as well as the adaptations necessary for special circumstances affiliated with middle schools.

T&L 517. Social Emotional Learning & Guidance. 3 Credits.
This course is designed to offer strategies for caregivers to support young children's positive social and emotional development, behavior, and learning through the exploration of how early experiences shape development. The emotional and social development of children, including the causes, expressions, prevention and management of challenging behaviors in all children birth to age eight are examined. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental implications, adverse childhood risk factors, and intervention strategies. Students will identify factors influencing emotional/social development, utilize screening measures, and design positive behavioral supports. SS.

T&L 518. Science in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing inquiry-based science in elementary classrooms.

T&L 519. Social Studies in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing social studies in elementary classrooms.

T&L 520. Curriculum and Instruction in the Elementary School. 4 Credits.
A study of processes for planning, implementing, and evaluating curriculum and improving instruction in elementary schools.

T&L 521. Differentiated Instruction. 3 Credits.
An introduction to the principles of differentiated instruction. Topics of study include: brain-based learning, responsive instructional and assessment strategies, linking curriculum standards to learner needs, organizing and managing a differentiated classroom, and relevant resources for implementation.

T&L 522. Mathematics in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing inquiry-based math in elementary classrooms.

T&L 523. Literacy Instruction for English Language Learners. 3 Credits.
This course addresses the foundations of teaching English language and literacy to English Language Learners (ELLs). Topics will include practices for reading and writing instruction, vocabulary development, assessment of reading and writing, choosing literature for ELLs, and the incorporation of media and technology in ELL literacy instruction. SS.

T&L 524. Reading in the Content Areas. 2 Credits.
How and why reading should be taught in the content areas (i.e. Social Studies, Science, Mathematics, etc.). Research studies in the field of content reading and a variety of instructional practices are reviewed.

T&L 525. Writing in the Classroom. 3 Credits.
This course examines writing as a process that is developmental, cultural, social, and individual. Emphasis is on effective implementation of the essential structures of writing workshop and on monitoring and assessing writers' growth.

T&L 526. Play in Development and Early Childhood Education. 3 Credits.
This course explores the role of play in cognitive, physical and social-emotional development, and the way in which play is incorporated into educational and other programmatic settings. Students will explore how assessment of play indicates a child's development, and they will use assessment to promote Developmentally Appropriate Practices (DAP) for PreK-Grade 3 (ages 3-8) learners.

T&L 527. Curricular Foundations in Early Childhood Education. 3 Credits.
This course examines the historical, philosophical, cultural, race, class, and gender influences on curriculum in early childhood, including the philosophy and mission of the Department of Teaching and Learning.

T&L 528. Children's and Young Adult Literature in the Classroom. 3 Credits.
This course explores the major area of literature for children and young adults in response to two questions: What is the range of literature available for children and young adults today? In what ways might children's and young adult literature be used in the classroom to promote literacy growth?, SS.

T&L 529. Language Development & Cognition in Children. 3 Credits.
This course provides foundational information about language and cognitive development in children. The course content will also analyze typical and atypical language and cognitive development. The focus of the course will include children birth to age eight.

T&L 530. Foundations of Reading Instruction. 3-4 Credits.
This course focuses on the relationship between reading theory, research, contemporary issues and instructional practice. Emphasis is placed on strategic systems related to effective reading, instructional approaches that support the development of these strategic systems and assessment as collecting evidence of effective reading behaviors.

T&L 531. Early Literacy Development and Instruction. 3 Credits.
A study of early literacy processes including phonemic and print awareness, word recognition, comprehension, and writing. Emphasis is on reviewing current research and theory, assessment and instructional practices, and bridging language and literacy development in literacy rich environments.
T&L 532. Leadership in Literacy. 3 Credits.
The role of the literacy coach is to support teachers in closing the gap between learners' performance and achievement in reading and writing. Topics in this course will include providing leadership for a school's literacy program, collaboration with teachers and administrators, curriculum issues, knowledge of literacy standards, and professional development facilitation. On demand.

T&L 533. Secondary English Language Arts & Literacy Instruction. 3 Credits.
This graduate level course explores teaching literacy in the English Language Arts middle and high school classroom. Students will explore how the traditional and contemporary approaches to teaching literature, nonfiction, and digital media work to support the advanced literacy goals of reading, writing, listening and speaking for adolescents. Students will explore Language Arts instructional methods and develop curriculum in the areas of literature, writer's workshop, academic inquiry, language vocabulary, and digital literacy. Students will also explore the ways the literacy program is supported and assessed throughout the entire secondary school. SS.

T&L 534. Basic Reading Diagnosis and Remediation. 2 Credits.
Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom. Corequisite: T&L 533.

T&L 535. Advanced Reading/Language Arts Diagnosis and Remediation. 2 Credits.
Analysis of interrelationships of learning difficulties in language arts areas and procedures for remediation. Prerequisites: T&L 530 and T&L 534.

T&L 536. Innovations in English Language Arts Instruction. 3 Credits.
This course considers the current curricular trends and research-based best practices in teaching English Language Arts. Students will critically examine and apply current instructional approaches in teaching English language and vocabulary, classroom discourse practices, and digital literacies. We will consider the ways various instructional methods support the advancement of literacy development for all students, considering ways to modify and adapt curriculum to meet the cultural and linguistic diversity of today's classrooms. On demand.

T&L 537. ELL Methods and Materials. 3 Credits.
This course explores current methods and materials in ELL education, with a focus on teaching academic language and sheltered content instruction. F,S,SS.

T&L 538. Supervision of Student Teaching. 2 Credits.
For supervisors and directors of student teaching in colleges and cooperating schools. Principles and practices on how to provide the most beneficial experiences for student teachers.

T&L 539. College Teaching. 3 Credits.
Explores learning styles and teaching styles, the components and responsibilities involved in college teaching, methods of teaching and motivating students, and current issues related to instruction in the college classroom.

T&L 540. Theory and Philosophies of Curriculum in Schools. 3 Credits.
This course explores the historical development of the K-12 curriculum, the philosophical and theoretical aspects applied to curriculum, and the social conditions that impact curriculum.

T&L 541. History of Higher Education in the United States. 3 Credits.
Study of major events and people shaping higher education in the U.S. Role, philosophy, and organization of institutions of higher education discussed.

T&L 542. Models of Teaching. 3 Credits.
This course focuses on various models of teaching: social interaction, information-processing, inquiry and behavioral. The purpose of the course is to provide teachers with a variety of instructional models related to meaningful learning experiences for students.

T&L 543. Scholarly Writing. 3 Credits.
Designed to assist students with learning the art of scholarly writing, this course will aid students in designing, formatting, and completing research-based and other scholarly writing projects, as well as understanding the rules and norms of academic publishing.

T&L 544. Assessment in Higher Education. 3 Credits.
A wide range of assessment issues in higher education will be explored. This includes course, program, and institutional assessment as well as classroom assessment techniques. Students will examine and understand the assessment process.

T&L 545. Adult Learners. 3 Credits.
This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive.

T&L 546. College Students with Special Needs. 3 Credits.
This course explores the range of special needs college students bring to campus and how faculty, staff, and administrators might appropriately meet those needs. Prerequisite: Admission to the School of Graduate Studies or instructor permission. S.

T&L 547. Technology in Higher Education. 3 Credits.
Students will examine the various uses and integration of technology and media in higher education by faculty in their attempt to engage learners with each other, the course content, and with instructors.

T&L 548. The Professoriate. 3 Credits.
This course is a study of the development of the American professoriate by way of historical, scholarly, popular, and contemporary perspectives. It also examines the transition of new faculty members to their initial academic appointment.

T&L 549. Seminar. 1-4 Credits.
The seminar will focus on a specific topic relating to teaching and learning. The specific content will vary depending upon student needs and faculty resources. Repeatable. S/U grading.

T&L 550. Assessment and Evaluation in ELL Education. 3 Credits.
This course combines readings and theoretical discussion of assessment with hands-on experience in assessing ELLs. Students will learn how to use a variety of formal and informal assessments with a focus on how to use assessment data in planning instruction. Topics will include classroom-based assessments, language proficiency testing, testing accommodations for ELLs, and assessment of ELLs for special education and gifted education, and ELL program evaluation.

T&L 551. Second Language Acquisition for ELL Teachers. 3 Credits.
This course will explore the socio- and psycho-linguistic aspects of interlanguage by studying the theories and research of first and second language acquisition. Students will examine the nature of learners and their individual differences during the stages of language development, with a focus on children and K-12 classrooms.

T&L 552. Collaborative Relationships: Home, School and Community. 3 Credits.
A course appropriate for anyone working with families, early childhood educators, general educators, special educators, related service personnel, administrators and outside agency personnel. Topics covered include: (1) the various models of collaboration and consultation and the stages of each; (2) communication skills; (3) problem-solving; (4) conflict management; (5) diverse perspectives; (6) information collection procedures; (7) supervisory skills; (8) family characteristics and structure across the lifespan; (9) family focused intervention; (10) school choices; and (11) school issues such as poverty, domestic violence, teasing, bullying, and school violence.

T&L 555. Middle School Science and Engineering Lab1:Solids. 2 Credits.

T&L 559A. MS Sci.Eng-2: Solids. 3 Credits.
Prerequisites: T&L 558, admission to Graduate School, ND Teacher licensure and Admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 559B. MS Sci.Eng-2: Solids. 3 Credits.
Prerequisites: T&L 558, admission to Graduate School, ND Teacher licensure and Admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 566. Brain in Memory and Learning. 3 Credits.
Prerequisite: Admissions to Grad School.

T&L 567. Language Structure and Analysis for ELL Teachers. 3 Credits.
This course explores the grammatical and discourse structures of the modern English language, analysis of grammar and discourse with a focus on specific problem areas for ELLs, and pedagogical implications for English language development.

T&L 568. Research and Advocacy in TESOL. 3 Credits.
This course prepares teachers to both understand and conduct research in TESOL. Emphasis will be placed on using research data to advocate for changes and improvement in ELL education.
T&L 589. Action Research. 3 Credits.
The study of the philosophy and methods of action research. Emphasis is
focused on analysis of and reflection on one's teaching for the purpose of
improvements in student learning. Prerequisite: Graduate status. S.

T&L 571. Teacher Education. 3 Credits.
Practices, issues, and trends in the design and implementation and
assessments of programs for the preparation and development of K-12 teachers.

T&L 572. Teacher Education: Focus on the Learner. 3 Credits.
The study of teacher education in relation to the lives of P-12 students. This
course includes the examination of children and their lives through aspects of
race, religion, socioeconomics, linguistics and age, and considers educational
implications for preservice and inservice teachers.

T&L 573. Middle School Science and Engineering Lab2:Liq/Gas. 2 Credits.
T&L 574. MS Sci.Eng-4: Liquid/Gas. 3 Credits.
Prerequisites: T&L 573, admission to Graduate School, ND Teacher licensure
and Admission to program "Improving Math and Science Literacy of Middle and
High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 575. Middle School Science and Engineering Lab3:Mot/Elec. 2 Credits.
T&L 576A. MS Sci.Eng.-6:Motion/Electric. 3 Credits.
Prerequisites: T&L 575, admission to Graduate School, ND Teacher Licensure
and employment as a teacher in a ND school.

T&L 576B. MS Sci.Eng.-6:Motion/Electric. 3 Credits.
Prerequisite: T&L 576A.

T&L 577. Assessment of Learning. 3 Credits.
This course addresses the theory and practice of assessment, specifically
the process of gathering and discussing information from multiple and diverse
sources in order to develop a deep understanding of what students know,
understand, and can do with their knowledge as a result of educational
experiences.

T&L 579. Classroom Based Inquiry. 3 Credits.
Concepts learned in T&L 569 will be looked at in-depth and theoretical
constructs such as Living Theory, Self Study, and Critical Theory constructs
will be studied. Students plan and conduct an in-depth inquiry project within a
school setting, complete the associated IRB, and create and academic poster
and/or prepare a proposal of the Inquiry project for a professional setting.
Prerequisites: TL graduate status and T&L 569; or by permission of instructor.
F,S.

T&L 580. Practicum in Schools. 1-4 Credits.
Practicum in study of desirable school practices, observations in nearby
schools, and application of research findings in solving practical problems.
Prerequisites: Appropriate foundational and major area courses, and consent of
the instructor and advisor. Repeatable.

T&L 581. Resident Internship. 4 Credits.
A full-time, year-long internship experience conducted in a cooperating school
district. Interns are assigned as members of instructional teams with full
responsibility for a portion of the cooperating school's instructional program.
Prerequisites: Participation in the summer program prior to the internship and
teacher licensure (see dept for approval).

T&L 582. Resident Internship. 4 Credits.
A full-time, year-long internship experience conducted in a cooperating school
district. Interns are assigned as members of instructional teams with full
responsibility for a portion of the cooperating school's instructional program.
Prerequisites: Participation in the summer program prior to the internship and
teacher licensure (see dept for approval).

T&L 583. Reading Clinic. 2 Credits.
Supervised clinic practicum in diagnosis of reading difficulties, report writing,
and instruction. Includes school consultations, Corequisite: T&L 534.

T&L 584. Internship in Education. 1-8 Credits.
This is a culminating experience primarily for Sixth year and Doctoral
students. The internships will be identified in one of the following sub-areas:
(A) Educational Administration, (B) Special Education, (C) Curriculum, (D)
Educational Research, or (E) Teacher Education. Prerequisites: Appropriate
foundational, cognate, and major area coursework and consent of advisor and
instructor. Repeatable.

T&L 589. Professional Development: Resident Teacher Program. 2 Credits.
This field-based experience provides mentoring and coaching, translates
baccalaureate theory and research into practice, and requires active
participation in the school placement and classroom setting. Issues and
topics relevant to first year teachers and graduate education are emphasized
through field work and discussions. Prerequisite: Admission into the Elementary
Education Resident Teacher Program. SS.

T&L 590. Special Topics. 1-4 Credits.
Exploration of special topics in the study of education not regularly included in
available course offerings. May be repeated for different topics. Prerequisite:
Consent of instructor or advisor. Repeatable.

T&L 591. Readings in Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for
different topics. Prerequisite: Consent of instructor and advisor. Repeatable.

T&L 593. Independent Projects. 1-4 Credits.
Repeatable.

T&L 596. Individual Research in Education. 1-4 Credits.
Prerequisite: Consent of instructor and advisor. Repeatable.

T&L 995. Scholarly Project. 2 Credits.
The scholarly project demonstrates critical analysis and application of
information and experiences gained throughout the program of study. The
project allows students to demonstrate scholarly skills in an integrated manner
that is directly related to their roles as teachers, program evaluators, and action
researchers. The scholarly project must be approved by the student's advisor.

T&L 996. Continuing Enrollment. 1-12 Credits.
Repeatable. S/U grading.

T&L 997. Independent Study. 2 Credits.
Repeatable to 9 credits.

T&L 999. Thesis. 1-15 Credits.
Repeatable to 15 credits.

Undergraduate Courses for Graduate Credit
T&L 322. Administration and Leadership in Early Childhood Education. 3 Credits.
An investigation of patterns of administration, curriculum organization, spatial
resources, and staffing in early childhood settings, serving children 0-8 years
old. Topics include federal and state laws and emerging trends in preschool
and primary education in the state, region, and nation. Sixteen (16) hours of
field experience. Prerequisite: Admission to the Teacher Education program. S.

T&L 422. Development of the Gifted and Talented. 2 Credits.
Research and theory for understanding the development needs of the more
able child in early childhood and in educational experiences. S.

T&L 423. Assessment and Individualized Planning in Special Education. 3 Credits.
A study of the principles and practices of: (1) obtaining diagnostic information
on school-related problems of a student; (2) assimilating this information and
prescribing appropriate alterations based on continuous measurement data.
Prerequisites or Corequisites: TL 315 and T&L 319, F,S.

T&L 493. Workshop. 1-4 Credits.
Special problems in Special Education; consideration of special problems of
concern to the Special Education teacher and other educators. Repeatable to 8
credits. F,S.