Curriculum & Instruction (CUIN)

Courses

CUIN 3003 Educational Foundations: 3 semester hours.
An examination and study of the structure, culture and organization of the American public school and its curriculum. The course requires field-based experiences.

CUIN 3013 Educational Psychology: 3 semester hours.
An examination and study of human growth and development and principles of assessing/evaluating students' educational progress. The course requires field-based experiences.

CUIN 4003 Instructional Planning and Assessment: 3 semester hours.
Instruction and practice in planning instructional lessons. Developing and applying teacher-made tests to assess secondary student progress. The course requires field-based experiences.

CUIN 4013 Instructional Methods and Classroom Management: 3 semester hours.
Instruction and practice using various teaching strategies and management techniques for the secondary classroom. The course requires field-based experiences.

CUIN 4103 Instructional Planning and Assessment: 3 semester hours.
Instruction and practice in planning instructional lessons, developing and applying teacher-made tests to assess elementary students' progress. The course requires field-based experiences.
Prerequisites: CUIN 3003 (http://catalog.pvamu.edu/search/?P=CUIN%203003) and CUIN 3013 (http://catalog.pvamu.edu/search/?P=CUIN%203013).

CUIN 4113 Instructional Methodology and Classroom Management: 3 semester hours.
Instruction and practice using various teaching strategies and management techniques for the elementary classroom. The course requires field-based experiences.
Prerequisites: CUIN 3003 (http://catalog.pvamu.edu/search/?P=CUIN%203003) and CUIN 3013 (http://catalog.pvamu.edu/search/?P=CUIN%203013).

CUIN 4403 Student Teaching/Elementary I: 3 semester hours.
Supervised practicum experiences in a field setting devoted to elementary instruction. Required of students seeking additional teacher certification in an area of specialization and/or All-Level certification.

CUIN 4416 Student Teaching/Elementary II: 6 semester hours.
Supervised practicum experiences in a field setting devoted to elementary education classroom instruction. Required of students seeking only teacher certification in elementary education.

CUIN 4433 Student Teaching/Early Childhood Education: 3 semester hours.
Supervised practicum experiences in a field setting devoted to early childhood classroom instruction.

CUIN 4443 Student Teaching/Special Education: 3 semester hours.
Supervised practicum experiences in a field setting devoted to special education classroom instruction.

CUIN 4813 Student Teaching Secondary - All Level: 3 semester hours.
Supervised practicum experiences in a field setting devoted to secondary education. Required of students seeking All-Level certification.

CUIN 4826 Student Teaching Secondary II: 6 semester hours.
Supervised practicum experiences in a field setting devoted to secondary education classroom instruction. Required of students seeking only one teacher certification in secondary education.

CUIN 5003 Foundations of Secondary Schools of the State and Nation: 3 semester hours.
A university based course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on the internal and external factors which contribute to school culture. The student studies how teacher-teacher relationships, teacher- pupil relationships, and school-home relationships impact student learning. The student also investigates the requirements, expectations, and constraints associated with teaching in Texas and understands his or her role in operating effectively as a teacher in Texas.

CUIN 5013 Developmental Characteristics of Secondary School Youth: 3 semester hours.
A university based course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on the developmental characteristics of secondary school youth which can have an impact on the accomplishment of learner outcomes. Contemporary models of human growth and development are investigated with emphasis being placed on individual differences in physical, emotional, social and intellectual growth. An analysis of the needs of students with differences in culture, learning styles, self-concept, values, and family/peer/school relationships is accomplished.
**CUIN 5023 Strategies for Planning and Assessing Instruction: 3 semester hours.**
A proficiency-driven course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on strategies documented as effective in planning learner centered instruction for students representing various learning levels/styles. Informal and formal assessment strategies which are designed to determine the degree to which learners are accomplishing in predetermined objectives are also analyzed. During the field experiences the student demonstrates that he/she can utilize the strategies in constructing learner centered lesson plans and assessment tools.
Prerequisites: CUIN 5003 (http://catalog.pvamu.edu/search/?P=CUIN%205003) and CUIN 5013 (http://catalog.pvamu.edu/search/?P=CUIN%205013).

**CUIN 5033 Research-Based Methods for Classroom Instruction and Management: 3 semester hours.**
A proficiency-driven course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on effective teaching practices which have been documented as effective in creating a positive learner centered environment, managing individuals and groups through the learning process, and utilizing instructional strategies which maximize student participation in the learning process. During field experiences, the student demonstrates having the ability to utilize pre-planned strategies with students representing varying learning levels/styles.

**CUIN 5043 Post-Baccalaureate Internship: Phase I: 3 semester hours.**
A one semester internship for graduate students who are seeking initial certification in secondary education. The Phase I internship must be completed during the fall semester when the student works as a "teacher of record" under the guidance of an assigned mentor. Performances of the intern are evaluated by the assigned mentor, the building principal and an assigned university supervisor. A grade of "Incomplete" will be awarded at the end of the Phase I Internship with a final grade being awarded at the end of Phase II Internship.

**CUIN 5053 Post-Baccalaureate Internship: Phase II: 3 semester hours.**
A one semester internship for graduate students who are seeking initial certification in secondary education. The Phase II Internship must follow the completion of the Phase I Internship and must be completed during the spring semester when the student is employed as a "teacher of record" under the guidance of an assigned mentor. The performance of the student during the Phase II Internship is evaluated by the mentor, building principal, and university supervisor. Grades for the two semesters of internship (Phase I and Phase II) will be awarded at the end of Phase II.