

ECU COURSE CATALOG

EDUCATION COURSES

EDUC-0111 Developmental Reading 1 Credit

THROUGH DIAGNOSTIC PROCEDURES AN INDIVIDUALIZED READING IMPROVEMENT PROGRAM WILL BE DEVELOPED. THE INDIVIDUALIZED DIAGNOSTIC PROFILE WILL FOCUS UPON VOCABULARY AND READING COMPREHENSION IMPROVEMENT. THIS COURSE DOES NOT COUNT FOR DEGREE CREDIT. GRADING IS P OR F.

EDUC-1113 Reading Improvement I 3 Credits

THIS COURSE IS DESIGNED TO ASSIST THE STUDENT IN THE ACQUISITION OF A LARGER SIGHT VOCABULARY AND MORE FUNCTIONAL WORD ATTACK TECHNIQUES. THERE WILL BE DIAGNOSTIC PROCEDURES FOLLOWED BY AN INDIVIDUALIZED PROGRAM IN ORDER TO MAXIMIZE THE IMPROVEMENT OF VARIOUS WEAKNESSES. COMPREHENSION WILL BE STRESSED AS SUGGESTIONS ARE MADE TO IMPROVE SPEED.

EDUC-2012 Diversity in American Education 2 Credits

HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF MULTICULTURALISM AND DIVERSITY, WITH PRACTICAL APPLICATION OF CULTURALLY RESPONSIVE PEDAGOGY IN AMERICAN EDUCATION. ELEMENTS OF OVERALL PROFESSIONALISM AND THE TEACHING PROFESSION. Required Previous or Concurrent: EDUC-2211

EDUC-2211 Field Experience I 1 Credit

A 25 CLOCK HOUR LABORATORY EXPERIENCE IN WHICH POTENTIAL TEACHER CANDIDATES OBSERVE IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND HIGH SCHOOLS TO ACQUIRE A MORE MATURE PERSPECTIVE OF THE STAGES OF DEVELOPMENT OF STUDENTS AND THE ROLES OF TEACHER AND OTHER PROFESSIONALS. Required Previous or Concurrent: EDUC-2012

EDUC-2402 Survey of Exceptional Children 2 Credits

AN INTRODUCTION TO INTELLECTUAL, BEHAVIORAL, SENSORY, PHYSICAL, AND LEARNING DEVELOPMENT OF SPECIAL NEEDS STUDENTS WITHIN THE GENERAL EDUCATION CLASSROOM. STUDENTS WILL GAIN UNDERSTANDING OF THE IMPACT DEVELOPMENTAL NEEDS OF LEARNERS IN A DIVERSE CLASSROOM ENVIRONMENT. STUDENTS WILL GAIN UNDERSTANDING OF BOTH STATE AND FEDERAL REGULATIONS WHICH IMPACT STUDENTS WITH EXCEPTIONALITIES. A MINIMUM OF FIFTEEN HOURS INTERACTION WITH INDIVIDUALS WHO HAVE DISABILITIES IS REQUIRED IN THIS COURSE.

EDUC-2453 Reading Improvement II 3 Credits

A COURSE FOR STUDENTS WHO WISH TO IMPROVE VOCABULARY, COMPREHENSION AND READING RATE. CONTENT VOCABULARY WILL BE EMPHASIZED ALONG WITH SUGGESTIONS FOR IMPROVEMENT OF THE STUDY SKILLS. A READING DIAGNOSIS WILL BE FOLLOWED BY AN INSTRUCTIONAL PROGRAM IN ORDER TO INSURE OPTIMUM INDIVIDUAL PROGRESS.

EDUC-2631 Foundations of Education Technology 1 Credit

THIS COURSE IS DESIGNED TO PREPARE TEACHER CANDIDATES WITH HANDS-ON OPPORTUNITIES TO USE PRODUCTIVITY TOOLS FOR ENHANCEMENT OF DIGITAL LITERACY COMMUNICATION IN THEIR FUTURE CLASSROOM. THERE WILL BE A FOCUS ON INTRODUCING A VARIETY OF EDUCATIONAL APPLICATIONS OF TECHNOLOGY. Required Previous: Completed 36 hours of coursework.

EDUC-2881 Special Studies in Education 1 Credit

DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-2882 Special Studies in Education 2 Credits

DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-2883 Special Studies in Education 3 Credits

DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-2884 Special Studies in Education 4 Credits

DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-3001 Field Experience II 1 Credit

TWENTY-FIVE HOURS OF PUBLIC SCHOOL CLASSROOM AND TEACHING LABORATORY EXPERIENCES RELATED TO TEACHER PREPARATION IN GENERAL

AND SPECIFICALLY TO THOSE TOPICS COVERED IN EDPSY 3513 EDUCATIONAL PSYCHOLOGY. Required Previous or Concurrent: EDPSY-3513

EDUC-3013 Methods of Emergent Literacy 3 Credits

TEACHER CANDIDATES WILL DEMONSTRATE AND APPLY KNOWLEDGE LEARNED ABOUT FOUNDATIONAL READING AND WRITING THEORIES TO INCORPORATE FOUNDATIONAL COMMUNICATION AND READING SKILLS NECESSARY TO PROMOTE EARLY LITERACY DEVELOPMENT. CANDIDATES WILL DEVELOP COMPETENCY AND APPLY KNOWLEDGE OF COMPONENTS OF EMERGENT LITERACY, INCLUDING ORAL LANGUAGE DEVELOPMENT, DECODING, FLUENCY DEVELOPMENT AND WRITING AND SPELLING STRATEGIES TO PLAN FOCUSED, INTENSIVE INSTRUCTION TO MEET THE DIVERSE READING AND ORAL COMMUNIC Required Previous: Take EDUC-3463 with a grade of C or higher

EDUC-3033 Socialization and Guidance of Young Children 3 Credits

STUDY OF THEORY, PRINCIPLES, AND METHODS USED TO PROVIDE GUIDANCE AND SUPPORT IN THE INTERACTIONS, COMMUNICATIONS, AND RELATIONSHIPS WITH YOUNG CHILDREN AND THEIR FAMILIES, AND TO DEVELOP KNOWLEDGE OF ADVOCACY AND COLLABORATION FOR YOUNG CHILDREN IN THE EARLY CHILDHOOD FIELD WITH COMMUNITY RESOURCES INCLUDING FAMILIES WITH AN UNDERSTANDING AND DEMONSTRATION OF POSITIVE, CARING, SUPPORTIVE RELATIONSHIPS AND INTERACTIONS AND VALUE OF A CHILD AS AN INDIVIDUAL. UTILIZE PROFESSIONAL RESOURCES AND GUI

EDUC-3043 Education, Development, and Observation Of the Young Child 3 Credits

STUDY OF COGNITIVE, LITERACY, LANGUAGE, PSYCHO/SOCIAL, AND PHYSICAL/MOTOR DEVELOPMENT OF YOUNG CHILDREN AND HOW THEY LEARN IN MULTIPLE CONTEXTS INCLUDING PLAY AND EXECUTIVE FUNCTION SKILLS. EXAMINATION OF THE ROLE OF THE EARLY CHILDHOOD EDUCATOR IN APPLYING AND USING THAT KNOWLEDGE TO TEACHING PRACTICES AND PROVIDING CURRICULUM THAT SUPPORT THE LEARNING OF YOUNG CHILDREN THROUGH INTENTIONAL AND REFLECTIVE PRACTICES INCLUDING PEDAGOGICAL CONTENT THROUGH ASSESSMENTS THAT ARE ETHICALLY GROUNDED AND Required Previous: PSYCH-3463

EDUC-3333 Methods in Creative Arts for Young Children 3 Credits

STUDY AND APPLICATION OF DEVELOPMENTALLY APPROPRIATE SYNTHESIZED CREATIVE ARTS EXPERIENCES THROUGH THE INTEGRATION OF INSTRUCTIONAL CONTENT AND METHODS ASSOCIATED WITH PLAY, MOVEMENT, MUSIC/RHYTHMIC, AND VISUAL ARTS EXPLORATION THAT ALLOWS FOR INDIVIDUAL VARIATIONS OF EXPRESSION FOR EARLY CHILDHOOD AND ELEMENTARY-AGE LEARNERS AS WELL AS DEVELOPMENT OF EXECUTIVE FUNCTION SKILLS.

EDUC-3413 Methods in Elementary Language Arts 3 Credits

METHODS AND TECHNIQUES OF TEACHING DEVELOPMENT OF SKILLS IN LISTENING, SPEAKING, WRITING AND SPELLING IN THE ELEMENTARY GRADES.

EDUC-3463 Foundations of Reading 3 Credits

STUDENTS WILL DEMONSTRATE AND APPLY KNOWLEDGE LEARNED FROM FOUNDATIONAL READING THEORIES INCLUDING READING DEVELOPMENT THROUGH PROCESSES OF EMERGENT READING INCLUDING PRINT AWARENESS, PHONOLOGICAL AND PHONEMIC AWARENESS AND PHONICS LEADING TO FLUENT READING. STUDY ALSO INCLUDES LEARNING AND APPLICATION OF FOUNDATIONAL EMERGENT WRITING STAGES OF PRELITERATE, EMERGENT, TRANSITIONAL TO FLUENT.

EDUC-3483 Methods of Reading 3 Credits

METHODS AND TECHNIQUES FOR PREPARING TEACHER CANDIDATES TO TEACH THE ELEMENTARY TRANSITION FROM LEARNING TO READ TO READING TO LEARN. THIS COURSE COVERS ALL ELEMENTARY GRADES, BUT WILL FOCUS ON STUDENTS IN GRADES 3-6. INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES CENTER ON USING READING STRATEGIES ACROSS THE CURRICULUM TO ENHANCE LEARNING, THE RECIPROCAL PROCESS OF READING AND WRITING INSTRUCTION, VOCABULARY DEVELOPMENT, FLUENCY, AND COMPREHENSION INSTRUCTION. Required Previous or Concurrent: EDUC-3463; Admission to Teacher Education

EDUC-3493 Reading Assessment for Instruction 3 Credits
TEACHER CANDIDATES WILL ADMINISTER FORMATIVE AND SUMMATIVE ASSESSMENTS TO BOTH DETERMINE AND ENHANCE THE DIVERSE READING DEVELOPMENTAL NEEDS OF EARLY CHILDHOOD AND ELEMENTARY STUDENTS. CANDIDATES WILL UTILIZE ASSESSMENT DATA TO INFORM, MONITOR, AND PLAN DIFFERENTIATED FOCUSED AND INTENSIVE READING INSTRUCTION FOR BOTH SMALL GROUP AND INDIVIDUAL LEARNING TO ENHANCE THE DIVERSE NEEDS OF STRUGGLING READERS IN THE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS. Required Previous: EDUC-3463

EDUC-3503 Methods in Elementary Mathematics-Primary 3 Credits
APPLY MAJOR MATHEMATICS PRACTICES AND PROCESSES THROUGH PLANNING INSTRUCTIONAL STRATEGIES AND ENGAGING LEARNING ACTIVITIES TO CREATE CONNECTIONS BETWEEN MATHEMATICAL PRACTICES AND APPROPRIATE MATH CONTENT/CONCEPTS TO MEET THE MATHEMATICAL LEARNING NEEDS OF PK THROUGH 3RD GRADE STUDENT POPULATIONS. TEACHER CANDIDATES WILL ALSO APPLY SUMMATIVE AND FORMATIVE ASSESSMENT TECHNIQUES TO MONITOR STUDENT LEARNING AND TO GUIDE INSTRUCTIONAL PRACTICES THAT ARE DEVELOPMENTALLY APPROPRIATE, CULTURALLY AND LI

EDUC-3513 Methods in Elementary Mathematics-Intermediate 3 Credits
DEVELOPMENT OF IDEAS AND TECHNIQUES RELATED TO TEACHING MATHEMATICAL CONCEPTS AND SKILLS WITH EMPHASIS ON THE INTERMEDIATE GRADE LEVEL. VARIETY OF LEARNING AIDS WITH EMPHASIS ON DETAILED UNDERSTANDING OF MATHEMATICAL OPERATIONS.

EDUC-3603 Science and Social Studies for Early Childhood 3 Credits
FOCUSES ON DEVELOPING APPROPRIATE EXPERIENCES IN SCIENCE AND SOCIAL STUDIES FOR YOUNG CHILDREN THAT INSPIRE INQUIRY AND ENGAGEMENT. EMPHASIZES PRACTICES AND STRATEGIES THAT ARE DEVELOPMENTALLY APPROPRIATE, CULTURALLY RELEVANT, AND ALLOW FOR A VARIETY OF EXPERIENCES BASED ON INDIVIDUAL NEEDS AND ABILITY.

EDUC-3613 Methods in Elementary Natural Science 3 Credits
DEMONSTRATION AND APPLICATION IN DEVELOPING TEACHING METHODS WITHIN PHYSICAL SCIENCE, LIFE SCIENCE, EARTH AND SPACE SCIENCE, AND ENGINEERING DESIGN USING THE THREE DIMENSIONS: 1) SCIENCE AND ENGINEERING PRACTICES, 2) CROSS-CUTTING CONCEPTS, AND 3) DISCIPLINARY CORE IDEAS. STUDENTS PLAN INSTRUCTION INCLUDING GOALS, MATERIALS, LEARNING ACTIVITIES AND ASSESSMENTS FOR DIVERSE STUDENT POPULATIONS, INCLUDING VARIOUS INSTRUCTIONAL PRACTICES AND DIFFERENTIATION. CLASS ACTIVITIES UTILIZE PROFESSIONAL LEA

EDUC-3713 Methods in Elementary Social Studies 3 Credits
METHODS AND TECHNIQUES FOR PREPARING TEACHER CANDIDATES TO USE MATERIALS AND UNDERSTAND THE PROCEDURES FOR TEACHING HISTORY, CIVICS, GEOGRAPHY SKILLS, CURRENT EVENTS, EARLY ECONOMICS AND ANTHROPOLOGY CONCEPTS. SPECIAL EMPHASIS WILL BE PLACED ON USING LITERACY STRATEGIES IN ORDER TO CONVEY SOCIAL STUDIES CONTENT AND USING THE INQUIRY PROCESS AND HANDS-ON ACTIVITIES TO FACILITATE DIVERSE ELEMENTARY STUDENT LEARNING.

EDUC-3753 Methods in Early Childhood Education 3 Credits
TEACHER CANDIDATES WILL PLAN LEARNING ACTIVITIES TO DEMONSTRATE THEIR UNDERSTANDING OF THE DIVERSE FACTORS CONCERNING THE GROWTH, DEVELOPMENT AND LEARNING OF CHILDREN IN EARLY CHILDHOOD EDUCATION. CURRICULUM FOCUS WILL BE CENTERED UPON AGE AND DEVELOPMENTALLY APPROPRIATE CURRICULAR CONTENT AND TEACHING MATERIALS FOR YOUNG CHILDREN. TEACHER CANDIDATES WILL APPLY KNOWLEDGE OF BUILDING RELATIONSHIPS WITH FAMILIES TO GAIN INSIGHT TO THE VARIOUS LEARNING AND DEVELOPMENTAL NEEDS OF CHILDREN.

EDUC-3812 Policy and Procedures in Special Education 2 Credits
THIS COURSE WILL EXAMINE FEDERAL AND STATE SPECIAL EDUCATION LEGISLATION, REGULATIONS, POLICY, AND PROCEDURE. EMPHASIS WILL BE GIVEN TO RIGHTS OF INDIVIDUALS WITH DISABILITIES AND THEIR FAMILIES.

EDUC-3823 Introduction to Students With Mild Disabilities 3 Credits
THIS COURSE WILL EXPLORE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF SPECIAL EDUCATION FOR STUDENTS WITH MILD DISABILITIES, CHARACTERISTICS OF STUDENTS WITH MILD DISABILITIES, AND PROFESSIONAL ETHICAL PRACTICES IN THE FIELD OF SPECIAL EDUCATION.

EDUC-3833 Introduction to Students With Moderate Disabilities 3 Credits
THIS COURSE WILL EXPLORE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF SPECIAL EDUCATION FOR STUDENTS WITH MODERATE DISABILITIES, CHARACTERISTICS OF STUDENTS WITH MODERATE DISABILITIES, AND PROFESSIONAL ETHICAL PRACTICES IN THE FIELD OF SPECIAL EDUCATION.

EDUC-4013 Practical Strategies and Idea for Behavior Disorders 3 Credits
THIS COURSE WILL EXPLORE CHARACTERISTICS AND IDEA PROCEDURES FOR IDENTIFYING STUDENTS WITH BEHAVIOR DISORDERS IN EDUCATIONAL SETTINGS. THIS COURSE WILL ALSO PREPARE THOSE WORKING WITH STUDENTS TO MANAGE BEHAVIOR IN SPECIAL AND GENERAL EDUCATION CLASSROOMS. PRACTICAL STRATEGIES AND INTERVENTIONS FOR INCREASING APPROPRIATE BEHAVIORS AND DECREASING INAPPROPRIATE BEHAVIORS WILL BE DISCUSSED. DISCIPLINE REGULATIONS OF IDEA INCLUDING MANIFESTATION DETERMINATION, ALTERNATIVE PLACEMENT, AND IEP'S WILL B

EDUC-4033 Microcomputers in Education 3 Credits
DESIGNED FOR EDUCATORS WITH MINIMAL EXPERIENCE USING COMPUTERS. STUDENTS WILL PARTICIPATE IN GUIDED EVALUATION OF SOFTWARE, AND PLAN FOR IMPLEMENTATION OF COMPUTER ASSISTED LEARNING ACTIVITIES IN THE CLASSROOM.

EDUC-4042 Strategies for Effective Teaching in Elementary and Early Childhood Education 2 Credits
TEACHER CANDIDATES DEVELOP LESSON PLANS, INSTRUCTIONAL OBJECTIVES, AND EVALUATION TECHNIQUES TO MEET THE LEARNING NEEDS OF DIVERSE CLASSROOM POPULATIONS. Required Previous: EDUC-2012

EDUC-4052 Effective Teaching in Secondary Education 2 Credits
SECONDARY TEACHER CANDIDATES DEVELOP LESSON PLANS, INSTRUCTIONAL OBJECTIVES, AND EVALUATION TECHNIQUES TO MEET THE LEARNING NEEDS OF DIVERSE SECONDARY CLASSROOM POPULATIONS. Required Previous: EDUC-2012

EDUC-4112 Guidance of Exceptional Children 2 Credits
THIS COURSE WILL EXAMINE FAMILY SYSTEMS THEORY FOR STUDENTS WITH MILD/MODERATE DISABILITIES FROM BIRTH TO 21 YEARS OF AGE. COLLABORATIVE STRATEGIES, TEAMING, CONSULTATION, AND RESOURCES WILL BE EMPHASIZED.

EDUC-4133 Methods in Teaching the Mentally Retarded and Physically Disabled 3 Credits
A STUDY OF POLICY AND PROCEDURES IN SPECIAL EDUCATION AND CURRICULAR CONTENT, TEACHING METHODS AND LEARNING CHARACTERISTICS OF CHILDREN WITH MENTAL RETARDATION AND PHYSICAL DISABILITIES. Required Previous: EDUC-4513

EDUC-4233 Teaching in the Middle School/Junior High School 3 Credits
AN ORIENTATION TO INSTRUCTIONAL PROGRAMS AND PROCESSES IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS.

EDUC-4262 Student Teaching Seminar I Assessment and Professional Learning 2 Credits
DURING THIS SEMINAR COURSE THE TEACHER WORK SAMPLE WILL BE COMPLETED. Required Previous or Concurrent: Take EDUC-4282

EDUC-4282 Student Teaching Seminar II Classroom Management 2 Credits
THEORY AND PRACTICE RELATED TO CLASSROOM MANAGEMENT, TEACHER EVALUATIONS, AND PROBLEMS AND ISSUES ENCOUNTERED IN STUDENT TEACHING. Required Previous: Take EDUC-4611

EDUC-4413 Clinical Practices in Remedial Reading I 3 Credits
EDUCATIONAL DIAGNOSIS, REMEDIAL TEACHING, AND INDIVIDUAL COUNSELING IN CASES INVOLVING READING DEFICIENCY. DIRECT LABORATORY WORK WITH PUPILS IN PUBLIC SCHOOLS. Required Previous: EDUC-3463 or EDUC-3483 or department approval

EDUC-4513 Children With Physical Disabilities 3 Credits
A SURVEY OF VARIOUS PHYSICALLY DISABLING CONDITIONS THAT AFFECT CHILDREN'S PLACEMENT AND PROGRAMMING. EMPHASIS WILL BE GIVEN TO PHYSICAL AND EDUCATIONAL TECHNIQUES WHICH MAY BE USED IN MEETING THE NEEDS OF CHILDREN WITH SUCH CONDITIONS. Required Previous: EDUC-2402

EDUC-4611 Field Experience III 1 Credit
TWENTY-FIVE HOURS OF PUBLIC SCHOOL CLASSROOM EXPERIENCE WITH THE TEACHER CANDIDATE OBSERVING REGULAR CLASSROOM EVENTS IN GENERAL AND SPECIFICALLY THOSE RELATED TO TOPICS COVERED IN EDUC 4042 STRATEGIES FOR EFFECTIVE TEACHING OR EDUC 4052 EFFECTIVE TEACHING STRATEGIES IN SECONDARY EDUCATION. Required Previous: EDUC-2012

EDUC-4632 Educational Technology Integration Strategies 2 Credits

THIS COURSE INCLUDES INCORPORATION OF TECHNOLOGY INSTRUCTION, DIGITAL COMMUNICATION AND ONLINE CLASSROOM MATERIALS GIVING TEACHER CANDIDATES OPPORTUNITIES TO INCORPORATE BOTH DIGITAL AND ONLINE RESOURCES AS INSTRUCTIONAL TOOLS. TEACHER CANDIDATES WILL DEMONSTRATE AND APPLY UNDERSTANDINGS OF BOTH DIGITAL AND ONLINE RESOURCES IN USING TECHNOLOGY FOR ENHANCEMENT AND DIFFERENTIATION OF INSTRUCTIONAL STRATEGIES FOR DIVERSE STUDENT LEARNING POPULATIONS. Required Previous or Concurrent: EDUC-4611

EDUC-4642 Methods of Teaching Transitional Skills 2 Credits
THIS COURSE WILL EXPLORE METHODS AND STRATEGIES USED TO PREPARE STUDENTS WITH MILD/MODERATE DISABILITIES FOR TRANSITION FROM SCHOOL TO COMMUNITY LIFE. EMPHASIS WILL BE GIVEN TO RESEARCH-BASED INSTRUCTION, MODEL PROGRAMS, AND EFFECTIVE METHODS. Required Previous: EDUC-3823

EDUC-4713 Assessment and Program Development 3 Credits
STUDENTS WILL GAIN A BASIC UNDERSTANDING OF ASSESSMENT, DIAGNOSIS AND EVALUATION PROCEDURES USED IN SPECIAL EDUCATION. EMPHASIS WILL BE GIVEN TO APPROPRIATE UTILIZATION OF ASSESSMENT, LEGAL ISSUES SURROUNDING ASSESSMENT, AND USING ASSESSMENT RESULTS TO PLAN INDIVIDUALIZED EDUCATION PROGRAMS.

EDUC-4723 Methods of Teaching Children With Mild/Moderate Disabilities 3 Credits

THIS COURSE WILL EXPLORE METHODS AND STRATEGIES USED TO EDUCATE STUDENTS WITH MILD/MODERATE DISABILITIES BIRTH THROUGH 21 ACROSS EDUCATIONAL ENVIRONMENTS. EMPHASIS WILL BE GIVEN TO RESEARCH-BASED INSTRUCTIONAL AND REMEDIAL METHODS, TECHNIQUES, AND CURRICULUM MATERIALS AND CLASSROOM MANAGEMENT THEORY.

EDUC-4813 Nature and Characteristics of Children With Mental Retardation 3 Credits

COMPREHENSIVE STUDY OF MENTAL RETARDATION INCLUDING THE HISTORY, CLASSIFICATION SYSTEMS, ETIOLOGIES AND SYNDROMES, THEORETICAL APPROACHES TO AND EDUCATIONAL PROGRAMS FOR CHILDREN WITH MENTAL RETARDATION. Required Previous: EDUC-2402

EDUC-4921 Practicum and Procedures for Mild/Moderate Disabilities 1 Credit

CAMPUS SEMINARS AND SUPERVISED EDUCATION FIELD EXPERIENCES WITH STUDENTS WITH MILD/MODERATE DISABILITIES IN THE CLASSROOM. STUDENTS WILL EXPLORE AND OBSERVE COMMON EDUCATIONAL PRACTICES FOR STUDENTS WITH MILD/MODERATE DISABILITIES.

EDUC-4951 Supervised Student Teaching in Elementary Schools 1 Credit

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4952 Supervised Student Teaching in Elementary Schools 2 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4953 Supervised Student Teaching in Elementary Schools 3 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4954 Supervised Student Teaching in Elementary Schools 4 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4955 Supervised Student Teaching in Elementary Schools 5 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4956 Supervised Student Teaching in Elementary Schools 6 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4957 Supervised Student Teaching in Elementary Schools 7 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4958 Supervised Student Teaching in Elementary Schools 8 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4959 Supervised Student Teaching in Elementary Schools 9 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN AN ELEMENTARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: Take EDUC-4282

EDUC-4961 Supervised Student Teaching in Grades Pk Through Twelve 1 Credit

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262

EDUC-4962 Supervised Student Teaching in Grades Pk Through Twelve 2 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262

EDUC-4963 Supervised Student Teaching in Grades Pk Through Twelve 3 Credits

A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262

- EDUC-4964 Supervised Student Teaching in Grades PK Through Twelve 4 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4965 Supervised Student Teaching in Grades PK Through Twelve 5 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4966 Supervised Student Teaching in Grades PK Through Twelve 6 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4967 Supervised Student Teaching in Grades PK Through Twelve 7 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4968 Supervised Student Teaching in Grades PK Through Twelve 8 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4969 Supv Stu Tchg Grades PK-12 9 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING AT BOTH ELEMENTARY AND SECONDARY LEVELS FOR ART, MUSIC, HEALTH AND PHYSICAL EDUCATION, AND SPECIAL EDUCATION MAJORS UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4971 Supv Stu Tchg in Sec Schls 1 Credit**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4972 Supv Stu Tchg in Sec Schls 2 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4973 Supv Stu Tchg in Sec Schls 3 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4974 Supv Stu Tchg in Sec Schls 4 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4975 Supv Stu Tchg in Sec Schls 5 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4976 Supv Stu Tchg in Sec Schls 6 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4977 Supv Stu Tchg in Sec Schls 7 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4978 Supv Stu Tchg in Sec Schls 8 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4979 Supv Stu Tchg in Sec Schls 9 Credits**
A SUPERVISED PROFESSIONAL INTERNSHIP IN TEACHING IN A SECONDARY SCHOOL UNDER THE GUIDANCE OF ONE OR MORE EXPERIENCED TEACHERS. Required Previous or Concurrent: EDUC-4262
- EDUC-4982 Seminar in Education 2 Credits**
DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4983 Seminar in Education 3 Credits**
DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4984 Seminar in Education 4 Credits**
DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4991 Individual Study in Education 1 Credit**
DIRECTED INDIVIDUAL STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4992 Individual Study in Education 2 Credits**
DIRECTED INDIVIDUAL STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4993 Individual Study in Education 3 Credits**
DIRECTED INDIVIDUAL STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-4994 Individual Study in Education 4 Credits**
DIRECTED INDIVIDUAL STUDY ON SPECIAL SUBJECT OR PROBLEM.
- EDUC-5003 Multimedia Technology 3 Credits**
THE COURSE WILL COVER THEORY AND APPLICATION OF DIGITAL MEDIA IN THE PUBLIC SCHOOL CLASSROOM. DESIGN AND PRODUCTION OF MATERIALS INCLUDING SOUND RECORDING/EDITING, VIDEO RECORDING/EDITING, GRAPHIC SCANNING/EDITING, WEB PAGE DEVELOPMENT, AND DISTRIBUTION OF DIGITAL MATERIALS.
- EDUC-5013 Adv Education Technology Strategies 3 Credits**
THIS COURSE FOCUSES ON KNOWLEDGE AND SKILLS IN THE SELECTION AND INTEGRATION OF CURRENT TECHNOLOGIES TO SUPPORT TEACHING AND LEARNING. AN EMPHASIS IS PLACED ON 21ST CENTURY EDUCATION AND THE DEVELOPMENT OF DIGITAL LEARNING ENVIRONMENTS.
- EDUC-5023 Educational Aspects of Exceptional Child 3 Credits**
AN INDEPTH STUDY OF CHILDREN WHO HAVE EDUCATIONAL, INTELLECTUAL, BEHAVIORAL OR PHYSICAL CHARACTERISTICS WHICH ADVERSELY AFFECT THEIR EDUCATIONAL PERFORMANCE. EMPHASIS WILL BE GIVEN TO EDUCATIONAL METHODS AND LEGAL ISSUES IN WORKING WITH THESE CHILDREN.
- EDUC-5033 Nature & Curricular Needs Mid-Lvl Lrn 3 Credits**
AN INTRODUCTION TO THE MIDDLE SCHOOL CONCEPT THAT EMPHASIZES THE DEVELOPMENT NEEDS OF EARLY ADOLESCENTS IN THE CONTEXT OF PATTERNS OF SCHOOL ORGANIZATION, CURRICULUM AND PEDAGOGY THAT ARE RESPONSIVE TO THE INTELLECTUAL, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS OF PRE-ADOLESCENTS (10-14 YRS OLD). EXEMPLARY PRACTICE SUPPORTIVE OF ADOLESCENT NEEDS AND CHANGES WILL BE IDENTIFIED INCLUDING CASE STUDIES AND CLINICAL/LABORATORY EXPERIENCES Required Previous: 100 hours or Graduate Standing
- EDUC-5042 Parenting Issues in Special Ed 2 Credits**
THIS COURSE WILL EXPLORE THE STRUCTURE AND CHARACTERISTICS OF FAMILIES OF STUDENTS WITH DISABILITIES. EMPHASIS WILL BE PLACED

ON PARENT-EDUCATOR COOPERATION, CONSULTATION, AND RESOURCES.
Required Previous: EDUC-3463 or EDUC-3483

EDUC-5053 The Middle Sch: Philosophy & Organiz 3 Credits
A STUDY OF MIDDLE LEVEL PHILOSOPHICAL TENETS AND EXEMPLARY COMPONENTS AND PROGRAMS UTILIZED IN CREATING A TOTAL LEARNING ENVIRONMENT EFFECTIVE FOR THE PREADOLESCENT LEARNER (10-14).

EDUC-5062 Superintendent Adminstration Practicum I 2 Credits

AN INSTRUCTIONAL MENTORSHIP PROGRAM REQUIRING THE SUPERINTENDENT CANDIDATE TO DEVELOP EXPERIENTIAL-BASED SKILLS, PRESENTED BY THE INSTRUCTOR AS DESIGNED BY THE PROGRAM DIRECTOR UNDER THE GUIDANCE FROM PRACTICING SCHOOL SUPERINTENDENT (WITH NO LESS THAN THREE (3) YEARS' EXPERIENCE IN THAT JOB DESCRIPTION.) A CAPSTONE EXPERIENCE BASED ON NELP STANDARDS FOR DISTRICT-LEVEL EDUCATIONAL LEADERSHIP IS REQUIRED ALONG WITH DOCUMENTED INTERN HOURS AND CORRESPONDING KNOWLEDGE AND SKILLS-BASED REFLECTION AR

EDUC-5072 Superintendent Adminstration Practicum II 2 Credits

AN INSTRUCTIONAL MENTORSHIP PROGRAM REQUIRING THE SUPERINTENDENT CANDIDATE TO DEVELOP EXPERIENTIAL-BASED SKILLS, PRESENTED BY THE INSTRUCTOR AS DESIGNED BY THE PROGRAM DIRECTOR UNDER THE GUIDANCE FROM PRACTICING SCHOOL SUPERINTENDENT (WITH NO LESS THAN THREE (3) YEARS' EXPERIENCE IN THAT JOB DESCRIPTION.) A CAPSTONE EXPERIENCE BASED ON NELP STANDARDS FOR DISTRICT-LEVEL EDUCATIONAL LEADERSHIP IS REQUIRED ALONG WITH DOCUMENTED INTERN HOURS AND CORRESPONDING KNOWLEDGE AND SKILLS-BASED REFLECTION AR

EDUC-5082 Special Education Assistive Tech 2 Credits

THIS COURSE WILL FOCUS ON PROVIDING TEACHER INSTRUCTION IN THE PEDAGOGY OF ASSISTIVE TECHNOLOGY. THE COURSE WILL ENABLE TEACHERS TO BE AWARE OF THE NEEDS OF THEIR STUDENTS WITH DISABILITIES AND HOW TECHNOLOGY ADVANCES CAN ASSIST THEM TO BETTER REACH THEIR POTENTIAL. TEACHERS WILL ACQUIRE SKILLS IN SELECTING SOFTWARE AND INTEGRATING ASSISTIVE TECHNOLOGY INTO INSTRUCTIONAL MODELS. Required Previous or Concurrent: EDUC-3463 or EDUC-3483

EDUC-5093 Ident of and Strt for Stu W/Beh Dis 3 Credits

THIS COURSE WILL EXPLORE CHARACTERISTICS AND IDEA PROCEDURES FOR IDENTIFYING STUDENTS WITH BEHAVIOR DISORDERS IN EDUCATIONAL SETTINGS. THIS COURSE WILL ALSO PREPARE THOSE WORKING WITH STUDENTS TO MANAGE BEHAVIOR IN SPECIAL AND GENERAL EDUCATION CLASSROOMS. VARIOUS THEORETICAL APPROACHES FOR MANAGING GROUP AND INDIVIDUAL BEHAVIORS AND THEIR RELEVANT MANAGEMENT STRATEGIES WILL BE DESCRIBED. SPECIFIC METHODS FOR IDENTIFYING AND DOCUMENTING BEHAVIORAL CONCERNS (i.e. FBA'S) AND INTERVENTIONS FOR INCR

EDUC-5103 Students With Mild & Moderate Disorders 3 Credits

THIS COURSE IS AN IN DEPTH STUDY OF THE HISTORY AND PHILOSOPHY OF TEACHING STUDENTS WHO HAVE MILD AND MODERATE DISABILITIES AND THEIR CHARACTERISTICS. STUDENTS WILL ALSO EXPLORE ISSUES OF ETHICAL CONSIDERATIONS IN THE AREA OF MILD AND MODERATE DISABILITIES.

EDUC-5113 Techniques of Research 3 Credits

INTRODUCES STUDENTS TO THE THEORY OF EDUCATIONAL RESEARCH BY DEVELOPING COMPETENCIES IN LITERATURE REVIEW, LIBRARY RESEARCH, DATA ANALYSIS, RESEARCH WRITING, AND DEVELOPING PLANS FOR APPLIED OR ACTION RESEARCH. THIS COURSE WILL CONSIDER THE ETHICS OF RESEARCH WITH HUMAN SUBJECTS.

EDUC-5133 Modern Philosophies of Education 3 Credits

CURRENT EDUCATIONAL PHILOSOPHIES WITH SPECIAL EMPAHSIS ON THOSE OF THE UNITED STATES, PROVIDES FOR UNDERSTANDING OF MODERN EDUCATION PRACTICES.

EDUC-5143 Clinical & Clsrm Practices in Rdg 3 Credits

STUDY OF CLINICAL AND CLASSROOM MANAGEMENT TECHNIQUES FOR DIAGNOSING AND REMEDIATING READING PROBLEMS. INVOLVES

IDENTIFYING AND USING COMPUTER TECHNOLOGY IN FIELD EXPERIENCES WITH DIFFERENT LEARNERS FOR DIFFERENT PURPOSES.

EDUC-5163 Adv Methods for Mild/Moderate Disorders 3 Credits

THIS COURSE WILL EXPLORE THE APPROACHES TO PLANNING AND DESIGNING EDUCATIONAL PROGRAMS FOR STUDENTS WITH MILD/MODERATE DISABILITIES. COURSE INCLUDES STRATEGIES FOR CLASSROOM MODIFICATIONS, INDIVIDUALIZED PROGRAM IMPLEMENTATION, AND BEHAVIOR MANAGEMENT TECHNIQUES.

EDUC-5173 Fundamentals of Curriculum 3 Credits

CURRICULUM EVALUATION, DEVELOPMENT, CURRENT ISSUES, AND TRENDS TO ELEMENTARY, MIDDLE/JUNIOR HIGH, AND HIGH SCHOOLS.

EDUC-5183 Contemporary Issues in Ed 3 Credits

AN INVESTIGATION OF CURRENT SOCIAL, POLITICAL, ECONOMIC, AND CULTURAL ISSUES RELATED TO EDUCATION, THEIR IMPACT ON THE SCHOOL, AND THEIR IMPLICATIONS FOR TEACHING.

EDUC-5223 Adv Tchg Trnstrnl Skills 3 Credits

THIS COURSE WILL EXPLORE METHODS OF TRANSITION PLANNING APPROPRIATE FORSTUDENTS WITH MILD/MODERATE DISABILITIES. EMPHASIS WILL BE GIVEN TO EFFECTIVE PRACTICES, CURRENT RESEARCH, AND MODEL PROGRAMS. Required Previous or Concurrent: EDUC-3463 or EDUC-3483

EDUC-5233 Survey of Teaching Reading 3 Credits

THIS COURSE SURVEYS THE READING PROCESS WITH AN EMPHASIS GIVEN TO LANGUAGE DEVELOPMENT, WORD RECOGNITION SKILLS, COMPREHENSION SKILLS, AND STUDY SKILLS. PSYCHOLOGICAL READING THEORY AND VARIOUS APPROACHES TO TEACHING READING ARE DISCUSSED WITH OPPORTUNITIES TO MANIPULATE READING MATERIALS.

EDUC-5243 Diagnosis of Reading Difficulties 3 Credits

ADMINISTRATION, INTERPRETATION, AND APPLICATION OF STANDARDIZED AND INFORMAL DIAGNOSTIC INSTRUMENTS. PREPARATION OF CASE STUDY REPORTS AND TECHNIQUES DEALING WITH INTERVIEWS AND READING CONFERENCE PROCEDURES. THEORY AND DEMONSTRATION OF TESTS INTENDED TO APPRAISE LEVELS OF COMPETENCE IN GROUP AND INDIVIDUAL SETTINGS.

EDUC-5253 Research & Instruction: Elem Math 3 Credits

THIS COURSE IS DESIGNED TO EXPLORE TOPICS RELATED TO MATHEMATICS INSTRUCTION INCLUDING: CURRENT CONTENT STANDARDS, RESEARCH, DIFFERENTIATED INSTRUCTION, LESSON PLANNING, MATHEMATICS INSTRUCTIONAL TECHNOLOGY, LEARNING AIDS AND INQUIRY BASED LEARNING. AN ACTION RESEARCH PROJECT IS REQUIRED. Required Previous: EDUC-3513

EDUC-5263 Research & Instruction: El Lang Arts 3 Credits

REVIEW OF LANGUAGE ARTS RESEARCH AND EXPERIMENTATION WITH VARIOUS MODELS AND MATERIALS TO AID IN TEACHING LANGUAGE ARTS SKILLS TO CHILDREN.

EDUC-5273 Research & Instruction: Elem Soc Stu 3 Credits

AN EXAMINATION OF SOCIAL STUDIES PROGRAMS AND A REVIEW OF RESEARCH OF CONTENT MATERIALS AND TEACHING TECHNIQUES. Required Previous: EDUC-3713

EDUC-5283 Practicum & Portfolio in Reading 3 Credits

DIAGNOSING READING DIFFICULTIES AND TREATMENT OF READING PROBLEMS AS EXPERIENCED IN CLINICAL & CLASSROOM SITUATIONS. THE SUPERVISED PRACTICAL EXPERIENCES ARE CONTROLLED IN CERTAIN INSTANCES IN ORDER TO AFFORD THE STUDENTS EXPOSURE TO RESEARCH METHODS & PROCEDURES. EMPHASIS WILL BE DIRECTED TO PROVIDE AMPLE OPPORTUNITIES FOR INTERACTION W/STUDENTS EXPERIENCING READING DIFFICULTIES. A PROGRAM PORTFOLIO WILL ALSO BE SUBMITTED AND REVIEWED ACCORDING TO DEPARTMENTAL GUIDELINES.

EDUC-5303 Reading Instruction in Content Areas 3 Credits

EMPHASIS IS PLACED ON MATERIALS, METHODOLOGY & VOCABULARY UNIQUE TO CONTENT AREAS. SUGGESTIONS FOR TECHNIQUES BY WHICH READING SKILLS MAY BE DEVELOPED & IMPROVED IN THE INDIVIDUAL CONTENT SUBJECTS FOR STUDENTS EXPERIENCING VARIOUS LEVELS OF ACHIEVEMENT. ATTENTION GIVEN TO THE INFLUENCE OF READING UPON

THE STUDENT'S CONTINUING ACADEMIC PROGRAM REGARDLESS OF CONTENT AREA.

EDUC-5313 Research & Instruction: Elem Science 3 Credits
EXAMINATIONS AND EVALUATIONS OF SCIENCE GOALS, TEACHING METHODS AND DESIGN OF PROGRAMS IN LIGHT OF CONTEMPORARY RESEARCH IN SCIENCE EDUCATION. Required Previous: EDUC-3613

EDUC-5323 Treatment of Reading Difficulties 3 Credits
AN ANALYSIS OF FORMAL AND INFORMAL DIAGNOSTIC DATA WITH TREATMENT PROCEDURES FOCUSED UPON INDIVIDUAL NEEDS. INSTRUCTIONAL STRATEGIES, TIME MANAGEMENT, AND CURRENT TECHNOLOGY, RESOURCES, AND MATERIALS WILL BE DISCUSSED IN ORDER TO ASSURE THE MOST EFFECTIVE EDUCATIONAL PRACTICES. Required Previous or Concurrent: EDUC-5243

EDUC-5333 Legal Aspects of Special Education 3 Credits
THIS COURSE WILL EXPLORE THE LEGAL ASPECTS OF SPECIAL EDUCATION INCLUDING FORMULATION OF POLICIES AND PROCEDURES AND PROGRAM DEVELOPMENT. EMPHASIS WILL BE GIVEN TO INDIVIDUAL RIGHTS, SCHOOL RESPONSIBILITY AND DEVELOPMENT OF INDIVIDUALIZED EDUCATION PLANS.

EDUC-5342 Supervised Portfolio Research 2 Credits
THE PURPOSE OF THIS COURSE IS TO ASSIST STUDENTS IN THE FORMATION AND DEVELOPMENT OF A PROFESSIONAL PORTFOLIO ACCORDING TO THE DEPARTMENTAL GUIDELINES. CONTINUOUS ENROLLMENT IN PROGRAM COURSEWORK OR EDUC 5681 PRACTICUM AND PORTFOLIO IN EDUCATION IS REQUIRED UNTIL A PORTFOLIO ACCEPTABLE TO THE PORTFOLIO COMMITTEE IS PRESENTED. ONLY ONE HOUR OF EDUC 5681 PRACTICUM AND PORTFOLIO IN EDUCATION MAY BE COUNTED TOWARD THE DEGREE. Required Previous: EDUC-5113

EDUC-5353 Adv Assessment & Prog Dev 3 Credits
STUDENTS WILL GAIN A BASIC UNDERSTANDING OF ASSESSMENT, DIAGNOSIS AND EVALUATION PROCEDURES USED IN SPECIAL EDUCATION. EMPHASIS WILL BE GIVEN TO APPROPRIATE UTILIZATION OF ASSESSMENT, LEGAL ISSUES SURROUNDING ASSESSMENT, AND USING ASSESSMENT RESULTS TO PLAN INDIVIDUALIZED EDUCATION PROGRAMS.

EDUC-5363 Principles of Instructional Design 3 Credits
THIS COURSE PRESENTS THE CONCEPTS, PRINCIPLES AND METHODS FOR DESIGNING EFFECTIVE INSTRUCTION. TOPICS STUDIED INCLUDE ALIGNING INSTRUCTION TO STANDARDS, DEVELOPING INSTRUCTIONAL OBJECTIVES, PLANNING INSTRUCTIONAL ACTIVITIES, DESIGNING INSTRUCTIONAL MATERIALS, ASSESSING LEARNING OUTCOMES, AND EVALUATING INSTRUCTIONAL EFFECTIVENESS.

EDUC-5373 Nature Ind W/ Low Incident Disabilities 3 Credits
THIS COURSE WILL EXPLORE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF SPECIAL EDUCATION FOR STUDENTS WITH SEVERE DISABILITIES, CHARACTERISTICS OF STUDENTS WITH SEVERE DISABILITIES, AND PROFESSIONAL ETHICAL PRACTICES IN THE FIELD OF SPECIAL EDUCATION. Required Previous: EDUC-2402

EDUC-5383 Interactive Learning Methd in Distance Ed 3 Credits
THIS COURSE PRESENTS A CONCEPTUAL FRAMEWORK FOR LEARNING AND TEACHING AT A DISTANCE. THE COURSE TOPICS OF STUDY INCLUDE THE CHARACTERISTICS OF DISTANCE EDUCATION, PRINCIPLES OF COURSE DESIGN, THE ROLE OF THE TEACHER AS FACILITATOR, THE ROLE OF THE LEARNER AS ACTIVE PARTICIPANT, AND GUIDELINES FOR IMPROVING THE QUALITY OF DISTANCE LEARNING.

EDUC-5393 Educational Statistics 3 Credits
BASIC PRINCIPLES OF ORGANIZATION AND TREATMENT OF STATISTICAL DATA.

EDUC-5403 The Workkstation Operating Sys in Educ 3 Credits
THIS COURSE MEETS THE STANDARDS FOR DESKTOP AND NETWORK RECOGNIZED INDUSTRY CERTIFICATION IN CURRENT OPERATING SYSTEMS. THE COURSE PRESENTS MATERIALS AND CURRICULUM FOR THE CERTIFIED PROFESSIONAL PROGRAM. STUDENTS WILL USE THE WORKSTATION OPERATING SYSTEM IN TEACHING AND LEARNING ENVIRONMENTS.

EDUC-5413 Introduction to School Counseling & Ethical Practices 3 Credits
INTRODUCTION TO THE PRINCIPLES, PRACTICES AND PHILOSOPHY OF SCHOOL COUNSELING, INCLUDING ROLE AND FUNCTION OF A SCHOOL COUNSELOR WITHIN A SCHOOL SETTING DRAWING FROM A THEORETICAL AND DEVELOPMENTAL PERSPECTIVE. EXAMINES ALL ASPECTS OF PROFESSIONAL FUNCTIONING: HISTORICAL DEVELOPMENT, ORGANIZATIONAL STRUCTURE AND CREDENTIALING, AND STANDARDS. PRESENTS A DEFINITION AND DESCRIPTION OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM. FOCUSES ON ETHICS PRACTICES AND RESPONSIBILITIES OF SCHOOL COUNSELORS.

EDUC-5453 Developmental School Counseling 3 Credits
THIS COURSE COVERS ORGANIZATION, PLANNING, MANAGEMENT, AND EVALUATION OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS. APPROPRIATE ROLES AND FUNCTIONS OF SCHOOL COUNSELORS, COORDINATION OF PROFESSIONAL SERVICES, AND PROFESSIONAL ETHICAL CODES SPECIFICALLY RELATING TO SCHOOL COUNSELING. CANDIDATES WILL DESIGN A COMPREHENSIVE SCHOOL COUNSELING PROGRAM FOR A SPECIFIC SCHOOL SETTING, PREPARE GUIDANCE AND COUNSELING UNITS AND SAMPLE LESSON PLANS, AND IMPLEMENT THESE UNITS IN SCHOOLS. CANDIDATES WILL INTE Required Previous: EDUC-5413

EDUC-5483 School Counseling Intervention Strategies 3 Credits
THE COURSE ENABLES SCHOOL COUNSELORS TO DEVELOP COUNSELING INTERVENTION STRATEGIES TO ASSIST STUDENTS, OTHER COUNSELORS, TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL. COUNSELING INTERVENTION STRATEGIES INCLUDE METHODS TO HELP STUDENTS IMPROVE ACADEMIC, CAREER, AND PERSONAL/SOCIAL SKILLS. INTERVENTION STRATEGIES INCLUDE REFLECTION AND MODIFICATION RELATED TO MULTICULTURAL AND ETHICAL CONCERNS. Required Previous or Concurrent: EDUC-5493

EDUC-5493 Practicum and Capstone in School Counseling 3 Credits
PLACEMENT IS IN AN ELEMENTARY OR SECONDARY (MIDDLE OR HIGH) SCHOOL SETTING WHERE THE PRACTICUM AND CAPSTONE WILL BE COMPLETED WHILE SUPERVISED BY A CERTIFIED SCHOOL COUNSELOR. HOURS: 150 CLOCK HOURS DURING THE 16-WEEK SEMESTER, INCLUDING AT LEAST 75 DIRECT SERVICE HOURS (E.G., INDIVIDUAL STUDENT PLANNING, STUDENT ASSESSMENT, INDIVIDUAL AND GROUP COUNSELING, CLASSROOM GUIDANCE AND/OR PSYCHOEDUCATIONAL ACTIVITIES, ETC.). THE REMAINING 75 NON-DIRECT SERVICE HOURS INCLUDE OBSERVATIONS, MAINTAINING C Required Previous or Concurrent: EDUC-5483

EDUC-5503 Public School Organization 3 Credits
STUDY OF THE ORGANIZATION, STRUCTURE, AND POLITICS OF AMERICAN PUBLIC EDUCATION.

EDUC-5513 Supervision of Instruction 3 Credits
APPLICATION OF LEADERSHIP THEORY TO CLINICAL SUPERVISION, EXAMINATION OF THE ADMINISTRATOR'S ROLE AS AN INSTRUCTIONAL LEADER, EVALUATION OF INSTRUCTIONAL APPROACHES AND PROGRAMS, PRACTICES AND PROCEDURES OF CLINICAL SUPERVISION.

EDUC-5523 School Plant Management 3 Credits
STUDY OF THE MANAGEMENT OF PUBLIC SCHOOL FACILITIES, PLANNING AND DEVELOPMENT, OPERATION AND MAINTENANCE, AND FISCAL SYSTEM PRINCIPLES.

EDUC-5533 Fundamentals of Public School Admin 3 Credits
BASIC PRINCIPLES AND PRACTICES IN MODERN SCHOOL ADMINISTRATION INCLUDING: HOW TO LEAD COLLABORATIVELY A SCHOOL THROUGH MISSION, VISION, AND SCHOOL IMPROVEMENT; ADVOCATING FOR ETHICAL DECISIONS AND CULTIVATE PROFESSIONAL NORMS; USING DATA TO DRIVE DECISIONS THAT ARE EQUITABLE, INCLUSIVE AND CULTURALLY RESPONSIVE; ENGAGING ALL STAKEHOLDERS TO STRENGTHEN AND ADVOCATE FOR THE NEEDS OF STAKEHOLDERS IN THE SCHOOL AND COMMUNITY; AND PROVIDING FOR A COLLABORATIVE PROFESSIONAL CULTURE. ASSIGNMENTS IN COU

EDUC-5553 School Public Relations 3 Credits
A DETAILED COMPREHENSIVE PRESENTATION OF THE METHODS AND MEDIA FOR BUILDING AND SUSTAINING GOOD PUBLIC RELATIONS FOR PUBLIC EDUCATIONAL INSTITUTIONS.

EDUC-5573 Public School Finance 3 Credits

A STUDY IN THE SOURCES OF SCHOOL FINANCE AND GENERAL PRINCIPALS OF FINANCIAL ADMINISTRATION INCLUDING SCHOOL-LEVEL GOVERNANCE AND OPERATIONS SYSTEM TO IMPROVE MANAGEMENT, COMMUNICATION, TECHNOLOGY AT THE BUILDING LEVEL. THE STUDENT WILL STUDY THE DEVELOPMENT AND IMPLEMENTATION OF DATA-INFORMED AND SCHOOL RESOURCE PLANS THAT ARE EQUITABLE AND APPLY LAWS, POLICIES, AND REGULATIONS. ASSIGNMENTS IN COURSE PROVIDE FOR CLINICAL EXPERIENCES RELATED AUTHENTIC LEADERSHIP ACTIVITIES.

EDUC-5583 Legal Aspects of Education 3 Credits

AN EXAMINATION OF FEDERAL AND STATE CONSTITUTIONAL PROVISIONS, STATUTES, JUDICIAL DECISIONS, AND AGENCY REGULATIONS THAT AFFECT EDUCATION. SPECIAL EMPHASIS ON ETHICS, PROFESSION NORMS, EQUITY, OPERATIONS, MANAGEMENT, AND BUILDING PROFESSIONAL CAPACITY THROUGH STAFF SUPERVISION, SUPPORT, AND EVALUATION AS WELL AS APPLICATION OF SCHOOL RELATED LAWS, POLICIES, AND REGULATIONS. ASSIGNMENTS IN COURSE PROVIDE FOR CLINICAL EXPERIENCES RELATED AUTHENTIC LEADERSHIP ACTIVITIES.

EDUC-5603 Survey of Intellectual Property 3 Credits

THE SURVEY OF INTELLECTUAL PROPERTY ADDRESSES THE CONCEPTS AND TRENDS RELATED TO OWNERSHIP AND TECHNOLOGY IN NAVIGATING THE WEB, RESPECT AND INTEGRITY, DISTRIBUTION OF WORKS, ALTERNATIVES TO INTELLECTUAL PROPERTY, DOMAIN NAMES, BUSINESS METHODS PATENTS ONLINE, AND JURISDICTION.

EDUC-5623 The Principalship 3 Credits

A STUDY OF PRINCIPAL AND BUILDING LEVEL LEADERSHIP SKILLS, KNOWLEDGE, AND APPLICATION OF P-12 SCHOOL ADMINISTRATION WITH AN EMPHASIS ON ORGANIZATIONAL STRUCTURE AND THE LEADERSHIP ROLE OF THE PRINCIPAL INCLUDING: HOW TO LEAD COLLABORATIVELY A SCHOOL THROUGH MISSION, VISION, AND SCHOOL IMPROVEMENT WITH A SET CORE OF VALUES WHICH INCLUDE DATA, TECHNOLOGY, DIGITAL CITIZEN, DIVERSITY, AND CONTINUOUS SCHOOL IMPROVEMENT; ADVOCATING FOR ETHICAL DECISIONS AND CULTIVATE PROFESSIONAL NORMS; USING DATA AND

EDUC-5631 Advanced Student Teaching 1 Credit

THIS WORK IS OFFERED IN THE FALL AND SPRING SEMESTERS--NOT IN THE SUMMER SESSION.

EDUC-5632 Advanced Student Teaching 2 Credits

THIS WORK IS OFFERED IN THE FALL AND SPRING SEMESTERS--NOT IN THE SUMMER SESSION.

EDUC-5633 Advanced Student Teaching 3 Credits

THIS WORK IS OFFERED IN THE FALL AND SPRING SEMESTERS--NOT IN THE SUMMER SESSION.

EDUC-5634 Advanced Student Teaching 4 Credits

THIS WORK IS OFFERED IN THE FALL AND SPRING SEMESTERS--NOT IN THE SUMMER SESSION.

EDUC-5643 Methods Tch Stu W/ Sev Disabi 3 Credits

THIS COURSE WILL EXPLORE METHODS AND STRATEGIES USED TO EDUCATE STUDENTS WITH SEVERE DISABILITIES BIRTH THROUGH 21 ACROSS EDUCATIONAL ENVIRONMENTS. EMPHASIS WILL BE GIVEN TO RESEARCH-BASED EVALUATION TECHNIQUES, IEP DEVELOPMENT, INSTRUCTIONAL METHODS, TECHNIQUES AND CURRICULUM MATERIALS, AND CLASSROOM MANAGEMENT THEORY. Required Previous: EDUC-2402

EDUC-5653 Diagnosis of Learning Disabilities 3 Credits

THE STUDY OF VARIOUS TESTS AND EVALUATION INSTRUMENTS USED IN NON-DISCRIMINATORY MULTIDISCIPLINARY EVALUATIONS AND THE INTERPRETATION OF TEST DATA ALONG WITH PRE-REFERRAL INFORMATION IN DIAGNOSING CHILDREN WHO HAVE LEARNING DISABILITIES. F (ODD YEARS),SU

EDUC-5663 Literacy Leadership and Coaching 3 Credits

THIS COURSE WILL PROVIDE STUDENTS WITH THE MOST CURRENT UNDERSTANDING OF LITERACY CONSULTATION AND COACHING. TOPICS WILL INCLUDE LEADERSHIP FOR A SCHOOL LITERACY PROGRAM, COLLABORATION WITH TEACHERS AND OTHER PROFESSIONALS, DATA ANALYSIS, CURRICULUM ISSUES, KNOWLEDGE OF LITERACY STANDARDS, AND FACILITATION OF PROFESSIONAL DEVELOPMENT. THESE FOUNDATIONS

WILL PROVIDE STUDENTS WITH EXPERIENCE IN WORKING WITH TEACHERS TO IMPROVE THEIR INSTRUCTIONAL PRACTICE AS WELL AS STUDENT ACHIEVEMENT. AN EMPHASI

EDUC-5673 Ed Planning & Intervention Lrn Disab 3 Credits

PROCEDURES FOR PLANNING AND IMPLEMENTING A PROGRAM FOR THE EDUCATIONAL INTERVENTION FOR CHILDREN WHO HAVE BEEN DIAGNOSED WITH LEARNING DISABILITIES. INCLUDES STRATEGIES FOR CLASSROOM MODIFICATIONS, INDIVIDUALIZED PROGRAMMING, AND BEHAVIOR MANAGEMENT PLANS. Required Previous: EDUC-5653 or PSYCH-4213 or EDPsy-5353

EDUC-5681 Practicum and Portfolio in Educ 1 Credit

DEVELOPMENT OF AN ACCEPTABLE PORTFOLIO ACCORDING TO DEPARTMENTAL GUIDELINES. THE ACCEPTABILITY OF THE PORTFOLIO WILL BE DETERMINED BY A 3 MEMBER FACULTY COMMITTEE. THIS COURSE ALSO REQUIRES DIRECT WORK IN AN EDUCATIONAL SETTING RELATED TO YOUR DEGREE FIELD. Required Previous: EDUC-5113

EDUC-5691 Thesis 1 Credit

DEVELOPMENT OF AN ACCEPTABLE THESIS, ACCORDING TO THE DEPARTMENTAL GUIDELINES. A MAXIMUM OF 3 HOURS MAY BE COUNTED TOWARD THE DEGREE. CONTINUOUS ENROLLMENT IS REQUIRED UNTIL A THESIS ACCEPTABLE TO THE THESIS COMMITTEE AND THE GRADUATE DEAN IS PRESENTED. Required Previous: EDUC-5113

EDUC-5692 Thesis 2 Credits

DEVELOPMENT OF AN ACCEPTABLE THESIS, ACCORDING TO THE DEPARTMENTAL GUIDELINES. A MAXIMUM OF 3 HOURS MAY BE COUNTED TOWARD THE DEGREE. CONTINUOUS ENROLLMENT IS REQUIRED UNTIL A THESIS ACCEPTABLE TO THE THESIS COMMITTEE AND THE GRADUATE DEAN IS PRESENTED. Required Previous: EDUC-5113

EDUC-5693 Thesis 3 Credits

DEVELOPMENT OF AN ACCEPTABLE THESIS, ACCORDING TO THE DEPARTMENTAL GUIDELINES. A MAXIMUM OF 3 HOURS MAY BE COUNTED TOWARD THE DEGREE. CONTINUOUS ENROLLMENT IS REQUIRED UNTIL A THESIS ACCEPTABLE TO THE THESIS COMMITTEE AND THE GRADUATE DEAN IS PRESENTED. Required Previous: EDUC-5113

EDUC-5703 Instructional Design and Technology Capstone 3 Credits

THIS COURSE ENGAGES COMPLETERS OF THE M.ED. INSTRUCTIONAL DESIGN AND TECHNOLOGY PROGRAM IN A CULMINATING EXPERIENCE TO EXTEND LEARNING IN A TOPIC OF RELEVANCE AND INTEREST TO EACH INDIVIDUAL STUDENT. CAPSTONE PROJECTS ARE FLEXIBLE IN NATURE BUT ARE EXPECTED TO DEMONSTRATE A SYNTHESIS AND APPLICATION OF CONCEPTS LEARNED THROUGHOUT THE PROGRAM. THE CAPSTONE PROJECT WILL BE PRESENTED TO A FACULTY COMMITTEE AND POSSIBLY OTHER AUDIENCES.

EDUC-5713 Administration of Fed Prog in Educ 3 Credits

STUDY OF FEDERAL PROGRAMS AFFECTING PUBLIC EDUCATION, INCLUDING SPECIAL EDUCATION, DISADVANTAGED EDUCATION, INDIAN EDUCATION, IMPACT AID, NATIONAL SCHOOL LUNCH ACT, BILINGUAL EDUCATION, AND FEDERAL ENFORCEMENT OF RIGHTS OF HANDICAPPED CHILDREN.

EDUC-5723 Adv Legal Aspects of Educ 3 Credits

ADVANCED STUDY OF THE LEGAL ASPECTS OF EDUCATION, SPECIAL EMPHASIS ON RECENT DEVELOPMENTS IN PUBLIC SCHOOL LAW.

EDUC-5733 Organizational Theory of School Administration 3 Credits

ADVANCED STUDY OF PRINCIPLES AND PRACTICES OF ADMINISTRATIVE LEADERSHIP THEORY AND ORGANIZATIONAL CHANGE, WITH SPECIAL EMPHASIS ON ORGANIZATIONAL CLIMATE AND CULTURE.

EDUC-5743 Collaborative Learning Communities in Special Education 3 Credits

THIS COURSE WILL EXAMINE COLLABORATIVE LEARNING COMMUNITIES ALSO DESIGNATED AS WRAP AROUND SERVICES, FOR STUDENTS WITH MILD/MODERATE DISABILITIES FROM BIRTH TO 21 YEARS OF AGE. FAMILY SYSTEMS THEORY AND STRATEGIES USED TO PREPARE STUDENTS WITH MILD/MODERATE DISABILITIES FOR TRANSITION FROM SCHOOL TO COMMUNITY LIFE WILL ALSO BE EMPHASIZED.

EDUC-5753 Differentiated Instruction for Special Education 3 Credits

THIS COURSE WILL EXAMINE RESPONSE TO INTERVENTION (RTI), USING IEP ASSESSMENT RESULTS TO DESIGN CURRICULUM, ALIGNING CURRICULUM WITH PASS SKILLS, AND STRATEGIES FOR MODIFYING CURRICULUM FOR STUDENTS WITH MILD/MODERATE DISABILITIES IN ACADEMIC CONTENT AREAS (I.E., READING, MATH, LANGUAGE ARTS, AND SCIENCE). SPECIFIC EMPHASIS WILL BE ON PROVIDING ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES.

EDUC-5762 Practicum and Portfolio in Special Education 2 Credits

THIS COURSE WILL PROVIDE ACTUAL CLASSROOM EXPERIENCES WITH STUDENTS WITH MILD/MODERATE DISABILITIES. STUDENTS WILL ATTEND SEMINARS TO REFLECT ON THE CLASSROOM EXPERIENCE, DEMONSTRATE EFFECTIVE PRACTICES AND DISCUSS RELEVANT ISSUES. THE COURSE MAY BE REPEATED WITH STUDENTS WITH SEVERE/PROFOUND DISABILITIES.

EDUC-5773 Politics and Governance of American Education 3 Credits

STUDY OF THE STRUCTURE, ORGANIZATION, POLITICS, POWER GROUPS, AND MULTICULTURALISM OF PUBLIC EDUCATION.

EDUC-5783 Personnel Administration in Public Schools 3 Credits

STUDY OF BASIC PRINCIPLES AND PRACTICES OF PERSONNEL ADMINISTRATION IN PUBLIC SCHOOLS, CURRENT ISSUES INVOLVING BOTH CERTIFIED AND NON-CERTIFIED PERSONNEL.

EDUC-5793 The Superintendency 3 Credits

PRINCIPLES OF PUBLIC SCHOOL CENTRAL OFFICE ADMINISTRATION, WITH EMPHASIS ON THE LEADERSHIP ROLE OF THE SUPERINTENDENT.

EDUC-5832 Practicum and Capstone in Public School Administration 2 Credits

SUPERVISED AUTHENTIC INTERNSHIP/PRACTICUM AND CAPSTONE EXPERIENCES IN AN APPROVED PUBLIC SCHOOL ADMINISTRATION ENVIRONMENT UNDER THE SUPERVISION OF A KNOWLEDGEABLE EXPERT IN EDUCATIONAL LEADERSHIP AT THE BUILDING LEVEL. STUDENTS WILL COMPLETE AUTHENTIC, COHERENT, AND SUSTAINED ACTIVITIES AND HOURS ALIGNED TO CURRENT PROGRAM STANDARDS. Required Previous: 21 hours in the program or department approval.

EDUC-5843 Advanced Classroom Management 3 Credits

THIS COURSE WILL EXAMINE RESEARCH BASED STRATEGIES USED TO IMPROVE THE CLASSROOM LEARNING ENVIRONMENT. MODELS OF CLASSROOM MANAGEMENT RELATED TO STUDENT DEVELOPMENT WILL BE EXAMINED AS WELL. THIS COURSE MEETS THE STATE REQUIREMENT FOR ALTERNATIVE AND EMERGENCY CERTIFICATION CANDIDATES.

EDUC-5853 Advanced Strategies for Effective Teaching 3 Credits

A VARIETY OF THE ASPECTS OF EDUCATIONAL PEDAGOGY WILL BE ADDRESSED INCLUDING, THE DEVELOPMENT OF LESSON PLANS, INSTRUCTIONAL OBJECTIVES, AND EVALUATION TECHNIQUES. THE CREATION OF EFFECTIVE LEARNING ACTIVITIES, ENGAGEMENT STRATEGIES, AND VARIOUS THEORIES ABOUT TEACHING AND LEARNING WILL ALSO BE COVERED. THIS COURSE MEETS THE STATE REQUIREMENT FOR ALTERNATIVE AND EMERGENCY CERTIFICATION CANDIDATES.

EDUC-5933 Survey of Emerging Technologies 3 Credits

THIS COURSE WILL EXPLORE THE LATEST TRENDS IN TECHNOLOGY THAT ARE NOW, OR SOON WILL BE, IMPACTING K-12 EDUCATION. STUDENTS WILL EXAMINE THE POSSIBILITIES AND CHALLENGES OF THE CURRENTLY MOST PROMINENT EMERGING TECHNOLOGIES AS APPLIED TO A VARIETY OF LEARNING SPACES.

EDUC-5943 Educational Technology Leadership 3 Credits

THIS COURSE PREPARES EDUCATIONAL LEADERS TO EFFECTIVELY PLAN, EVALUATE, AND MANAGE TECHNOLOGY INITIATIVES TO SUPPORT TEACHING, LEARNING AND OPERATIONS IN EDUCATIONAL SETTINGS.

EDUC-5961 Special Studies in Education 1 Credit

DIRECTED GROUP STUDY ON A SPECIAL TOPIC, NORMALLY OF SHORT DURATION.GRADING IS USUALLY P OR F.

EDUC-5962 Special Studies in Education 2 Credits

DIRECTED GROUP STUDY ON A SPECIAL TOPIC, NORMALLY OF SHORT DURATION.GRADING IS USUALLY P OR F.

EDUC-5981 Seminar in Education 1 Credit

DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.

EDUC-5982 Seminar in Education 2 Credits

DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.

EDUC-5983 Seminar in Education 3 Credits

DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.

EDUC-5984 Seminar in Education 4 Credits

DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.

EDUC-5991 Individual Study in Education 1 Credit

DIRECTED INTENSIVE STUDY ON DEFINITE PROBLEM OR SPECIAL SUBJECT, BASED ON APPROVED OUTLINE OR PLAN, CONFERENCES, ORAL AND WRITTEN REPORTS.

EDUC-5992 Individual Study in Education 2 Credits

DIRECTED INTENSIVE STUDY ON DEFINITE PROBLEM OR SPECIAL SUBJECT, BASED ON APPROVED OUTLINE OR PLAN, CONFERENCES, ORAL AND WRITTEN REPORTS.

EDUC-5993 Individual Study in Education 3 Credits

DIRECTED INTENSIVE STUDY ON DEFINITE PROBLEM OR SPECIAL SUBJECT, BASED ON APPROVED OUTLINE OR PLAN, CONFERENCES, ORAL AND WRITTEN REPORTS.

EDUC-5994 Individual Study in Education 4 Credits

DIRECTED INTENSIVE STUDY ON DEFINITE PROBLEM OR SPECIAL SUBJECT, BASED ON APPROVED OUTLINE OR PLAN, CONFERENCES, ORAL AND WRITTEN REPORTS.

EDUC-A2312 Sp Ed Practicum & Procedures-Mntl Rtd 2 Credits

A COURSE DESIGNED TO PROVIDE SUPERVISED OPPORTUNITIES FOR OBSERVATIONAND CONTACT WITH EXCEPTIONAL CHILDREN SO THAT THE STUDENT MIGHT HAVE ANOVERALL VIEW OF ACTIVITIES ENCOMPASSED IN THE TEACHING OF SPECIAL EDUCATION.

EDUC-A4912 Spec Ed Practicum & Procedures-Mr 2 Credits

PREREQ.: SIX HOURS OF EDUCATION METHODS COURSES OR DEPARTMENTAL APPROVAL. CAMPUS SEMINARS AND SUPERVISED EDUCATION FIELD EXPERIENCES WITH EXCEPTIONAL CHILDREN IN THE CLASSROOM OR THERAPEUTIC SETTING.

EDUC-B2312 Special Education Practicum and Procedures (Area named in title listing) 2 Credits

A COURSE DESIGNED TO PROVIDE SUPERVISED OPPORTUNITIES FOR OBSERVATION AND CONTACT WITH EXCEPTIONAL CHILDREN SO THAT THE STUDENT MIGHT HAVE AN OVERALL VIEW OF ACTIVITIES ENCOMPASSED IN THE TEACHING OF SPECIAL EDUCATION.

EDUC-B4912 Special Education Practicum and Procedures (Area named in title listing) 2 Credits

PREREQ.: SIX HOURS OF EDUCATION METHODS COURSES OR DEPARTMENTAL APPROVAL. CAMPUS SEMINARS AND SUPERVISED EDUCATION FIELD EXPERIENCES WITH EXCEPTIONAL CHILDREN IN THE CLASSROOM OR THERAPEUTIC SETTING.

EDUC-H2402 Honors-Survey of Exceptional Children 2 Credits

AN INTRODUCTION TO INTELLECTUAL, BEHAVIORAL, SENSORY, PHYSICAL, AND LEARNING DEVELOPMENT OF SPECIAL NEEDS STUDENTS WITHIN THE GENERAL EDUCATION CLASSROOM. STUDENTS WILL GAIN UNDERSTANDING OF THE IMPACT DEVELOPMENTAL NEEDS OF LEARNERS IN A DIVERSE CLASSROOM ENVIRONMENT. STUDENTS WILL GAIN UNDERSTANDING OF BOTH STATE AND FEDERAL REGULATIONS WHICH IMPACT STUDENTS WITH EXCEPTIONALITIES. A MINIMUM OF FIFTEEN HOURS INTERACTION WITH INDIVIDUALS WHO HAVE DISABILITIES IS REQUIRED IN THIS COURSE.

EDUC-H3013 Honors-Foundations and Current Issues in Early Childhood 3 Credits

TEACHER CANDIDATES WILL DEMONSTRATE AND APPLY KNOWLEDGE LEARNED ABOUT FOUNDATIONAL READING AND WRITING THEORIES TO INCORPORATE FOUNDATIONAL COMMUNICATION AND READING SKILLS NECESSARY TO PROMOTE EARLY LITERACY DEVELOPMENT. CANDIDATES WILL DEVELOP COMPETENCY AND APPLY KNOWLEDGE OF COMPONENTS OF EMERGENT LITERACY, INCLUDING ORAL LANGUAGE DEVELOPMENT, DECODING, FLUENCY DEVELOPMENT AND WRITING AND SPELLING STRATEGIES TO PLAN FOCUSED, INTENSIVE INSTRUCTION TO MEET THE DIVERSE READING AND ORAL COMMUNIC Required Previous: Take EDUC-3463

EDUC-H3333 Honors- Methods in Creative Arts for Young Children 3 Credits

STUDY AND APPLICATION OF DEVELOPMENTALLY APPROPRIATE SYNTHESIZED CREATIVE ARTS EXPERIENCES THROUGH THE INTEGRATION OF INSTRUCTIONAL CONTENT AND METHODS ASSOCIATED WITH PLAY, MOVEMENT, MUSIC/RHYTHMIC, AND VISUAL ARTS EXPLORATION THAT ALLOWS FOR INDIVIDUAL VARIATIONS OF EXPRESSION FOR EARLY CHILDHOOD AND ELEMENTARY-AGE LEARNERS AS WELL AS DEVELOPMENT OF EXECUTIVE FUNCTION SKILLS.

EDUC-H3413 Honors- Methods in Elementary Language Arts 3 Credits

METHODS AND TECHNIQUES OF TEACHING DEVELOPMENT OF SKILLS IN LISTENING, SPEAKING, WRITING AND SPELLING IN THE ELEMENTARY GRADES.

EDUC-H3463 Honors-Foundations of Reading 3 Credits

STUDENTS WILL DEMONSTRATE AND APPLY KNOWLEDGE LEARNED FROM FOUNDATIONAL READING THEORIES INCLUDING READING DEVELOPMENT THROUGH PROCESSES OF EMERGENT READING INCLUDING PRINT AWARENESS, PHONOLOGICAL AND PHONEMIC AWARENESS AND PHONICS LEADING TO FLUENT READING. STUDY ALSO INCLUDES LEARNING AND APPLICATION OF FOUNDATIONAL EMERGENT WRITING STAGES OF PRELITERATE, EMERGENT, TRANSITIONAL TO FLUENT.

EDUC-H3483 Honors-Methods of Reading 3 Credits

METHODS AND TECHNIQUES FOR PREPARING TEACHER CANDIDATES TO TEACH THE ELEMENTARY TRANSITION FROM LEARNING TO READ TO READING TO LEARN. THIS COURSE COVERS ALL ELEMENTARY GRADES, BUT WILL FOCUS ON STUDENTS IN GRADES 3-6. INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES CENTER ON USING READING STRATEGIES ACROSS THE CURRICULUM TO ENHANCE LEARNING, THE RECIPROCAL PROCESS OF READING AND WRITING INSTRUCTION, VOCABULARY DEVELOPMENT, FLUENCY, AND COMPREHENSION INSTRUCTION.

EDUC-H3493 Honors-Diagnosis and Remediation of Reading Difficulties 3 Credits

TEACHER CANDIDATES WILL ADMINISTER FORMATIVE AND SUMMATIVE ASSESSMENTS TO BOTH DETERMINE AND ENHANCE THE DIVERSE READING DEVELOPMENTAL NEEDS OF EARLY CHILDHOOD AND ELEMENTARY STUDENTS. CANDIDATES WILL UTILIZE ASSESSMENT DATA TO INFORM, MONITOR, AND PLAN DIFFERENTIATED FOCUSED AND INTENSIVE READING INSTRUCTION FOR BOTH SMALL GROUP AND INDIVIDUAL LEARNING TO ENHANCE THE DIVERSE NEEDS OF STRUGGLING READERS IN THE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS. Required Previous: Take EDUC-3463

EDUC-H3503 Honors-Methods in Elementary Mathematics - Primary 3 Credits

APPLY MAJOR MATHEMATICS PRACTICES AND PROCESSES THROUGH PLANNING INSTRUCTIONAL STRATEGIES AND ENGAGING LEARNING ACTIVITIES TO CREATE CONNECTIONS BETWEEN MATHEMATICAL PRACTICES AND APPROPRIATE MATH CONTENT/CONCEPTS TO MEET THE MATHEMATICAL LEARNING NEEDS OF PK THROUGH 3RD GRADE STUDENT POPULATIONS. TEACHER CANDIDATES WILL ALSO APPLY SUMMATIVE AND FORMATIVE ASSESSMENT TECHNIQUES TO MONITOR STUDENT LEARNING AND TO GUIDE INSTRUCTIONAL PRACTICES THAT ARE DEVELOPMENTALLY APPROPRIATE, CULTURALLY AND LI

EDUC-H3513 Honors-Methods in Elementary Mathematics - Intermediate 3 Credits

APPLY MAJOR MATHEMATICS PRACTICES AND PROCESSES THROUGH PLANNING INSTRUCTIONAL STRATEGIES AND ENGAGING LEARNING ACTIVITIES TO CREATE CONNECTIONS BETWEEN MATHEMATICAL

PRACTICES AND APPROPRIATE MATH CONTENT/CONCEPTS TO MEET THE MATHEMATICAL LEARNING NEEDS OF 4TH THROUGH 8TH GRADE ELEMENTARY STUDENT POPULATIONS. TEACHER CANDIDATES WILL ALSO APPLY SUMMATIVE AND FORMATIVE ASSESSMENT TECHNIQUES TO MONITOR STUDENT LEARNING AND TO GUIDE INSTRUCTIONAL PRACTICES THAT ARE DEVELOPMENTALLY APPROPRIATE, CULTU

EDUC-H3613 Honors- Methods in Elementary Natural Science 3 Credits

DEMONSTRATION AND APPLICATION IN DEVELOPING TEACHING METHODS WITHIN PHYSICAL SCIENCE, LIFE SCIENCE, EARTH AND SPACE SCIENCE, AND ENGINEERING DESIGN USING THE THREE DIMENSIONS: 1) SCIENCE AND ENGINEERING PRACTICES, 2) CROSS-CUTTING CONCEPTS, AND 3) DISCIPLINARY CORE IDEAS. STUDENTS PLAN INSTRUCTION INCLUDING GOALS, MATERIALS, LEARNING ACTIVITIES AND ASSESSMENTS FOR DIVERSE STUDENT POPULATIONS, INCLUDING VARIOUS INSTRUCTIONAL PRACTICES AND DIFFERENTIATION. CLASS ACTIVITIES UTILIZE PROFESSIONAL LEA

EDUC-H3713 Honors-Methods in Elementary Social Studies 3 Credits

METHODS AND TECHNIQUES FOR PREPARING TEACHER CANDIDATES TO USE MATERIALS AND UNDERSTAND THE PROCEDURES FOR TEACHING HISTORY, CIVICS, GEOGRAPHY SKILLS, CURRENT EVENTS, EARLY ECONOMICS AND ANTHROPOLOGY CONCEPTS. SPECIAL EMPHASIS WILL BE PLACED ON USING LITERACY STRATEGIES IN ORDER TO CONVEY SOCIAL STUDIES CONTENT AND USING THE INQUIRY PROCESS AND HANDS-ON ACTIVITIES TO FACILITATE DIVERSE ELEMENTARY STUDENT LEARNING.

EDUC-H3753 Honors-Methods in Early Childhood Education 3 Credits

TEACHER CANDIDATES WILL PLAN LEARNING ACTIVITIES TO DEMONSTRATE THEIR UNDERSTANDING OF THE DIVERSE FACTORS CONCERNING THE GROWTH, DEVELOPMENT AND LEARNING OF CHILDREN IN EARLY CHILDHOOD EDUCATION. CURRICULUM FOCUS WILL BE CENTERED UPON AGE AND DEVELOPMENTALLY APPROPRIATE CURRICULAR CONTENT AND TEACHING MATERIALS FOR YOUNG CHILDREN. TEACHER CANDIDATES WILL APPLY KNOWLEDGE OF BUILDING RELATIONSHIPS WITH FAMILIES TO GAIN INSIGHT TO THE VARIOUS LEARNING AND DEVELOPMENTAL NEEDS OF CHILDREN.

EDUC-H3823 Honors-Introduction to Students With Mild Disabilities 3 Credits

THIS COURSE WILL EXPLORE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF SPECIAL EDUCATION FOR STUDENTS WITH MILD DISABILITIES, CHARACTERISTICS OF STUDENTS WITH MILD DISABILITIES, AND PROFESSIONAL ETHICAL PRACTICES IN THE FIELD OF SPECIAL EDUCATION.

EDUC-H4133 Honors-Methods in Teaching the Mentally Retarded and Physically Disabled 3 Credits

A STUDY OF POLICY AND PROCEDURES IN SPECIAL EDUCATION AND CURRICULAR CONTENT, TEACHING METHODS AND LEARNING CHARACTERISTICS OF CHILDREN WITH MENTAL RETARDATION AND PHYSICAL DISABILITIES.

EDUC-H4262 Honors-Student Teaching Seminar I Assessment and Professional Learning 2 Credits

DURING THIS SEMINAR COURSE THE TEACHER WORK SAMPLE WILL BE COMPLETED. Required Previous or Concurrent: Take two sections of the following: EDUC-4954 OR EDUC-4964 OR EDUC-4974

EDUC-H4632 Honors-Educational Technology Integration Strategies 2 Credits

THIS COURSE INCLUDES INCORPORATION OF TECHNOLOGY INSTRUCTION, DIGITAL COMMUNICATION AND ONLINE CLASSROOM MATERIALS GIVING TEACHER CANDIDATES OPPORTUNITIES TO INCORPORATE BOTH DIGITAL AND ONLINE RESOURCES AS INSTRUCTIONAL TOOLS. TEACHER CANDIDATES WILL DEMONSTRATE AND APPLY UNDERSTANDINGS OF BOTH DIGITAL AND ONLINE RESOURCES IN USING TECHNOLOGY FOR ENHANCEMENT AND DIFFERENTIATION OF INSTRUCTIONAL STRATEGIES FOR DIVERSE STUDENT LEARNING POPULATIONS. Required Previous: Take EDUC-3001

EDUC-H4813 Honors-Nature and Characteristics of Children With Mental Retardation 3 Credits

COMPREHENSIVE STUDY OF MENTAL RETARDATION INCLUDING THE HISTORY, CLASSIFICATION SYSTEMS, ETIOLOGIES AND SYNDROMES,

THEORETICAL APPROACHES TO AN EDUCATIONAL PROGRAMS FOR CHILDREN WITH MENTAL RETARDATION.

EDUC-H4993 Honors-Individual Studies- 3 Credits
DIRECTED INDIVIDUAL STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-S4981 Need Name 1 Credit
DIRECTED GROUP STUDY ON SPECIAL SUBJECT OR PROBLEM.

EDUC-S5981 Need Name 1 Credit
DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.

EDUC-S5982 Need Name 2 Credits
DIRECTED INTENSIVE STUDY ON SELECTED PROBLEM OR SPECIAL TOPIC.