

EDUC: EDUCATION (EDUC)

EDUC 501. Foundation Of Education. (3 Credits)

This course is designed to develop an understanding of the historical, philosophical, and social foundations underlying the role, development, and organization of public education in the United States. This course outlines the legal status of teachers and students, including federal and state laws and regulations; schools as an organization/culture, and contemporary issues in education. Close attention is paid to the relationships among assessment, instruction, and monitoring student progress. * Field experiences embedded in this course show the alignment between regular and special education; how the current curriculum (SOLs) impacts student learning, and how the laws regulate learning experiences and instruction.

EDUC 502. Collaboration & Instr with LEA. (3 Credits)

This course addresses consultations, case management, collaboration with families and service personnel, curriculum and instruction at the secondary level, and transition planning and services. Topics covered include the implementation of collaborative models, the roles and responsibilities of collaborative teams, the use of effective communication with a variety of educational stakeholders, student performance evaluation; the relationship among assessment, instruction, and progress monitoring, data collection and analysis, standards-based instructional strategies and planning in secondary education, assistive technology, and service delivery options necessary for successful postsecondary transition, e.g., college readiness skills, independent living skills, career development, community resources; entitlement and eligibility for agency services such as SSI, work incentive, Medicaid.

EDUC 503. Seminar in Special Education. (3 Credits)

This course provides knowledge of historical perspectives; characteristics of children and youth with disabilities; developmental milestones; medical aspects of disabilities; the influence of the family system and cultural/environmental issues related to disabilities, the educational implications; understanding the ethical and practice of accepted behavior; an understanding and application of legal regulations and statutes with regards to disabilities which include but not limited to IDEIA, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act, etc., and the current regulations governing special education with placements and rights and privileges of parents and students. *Field Experiences are embedded in this course. Candidates in the Special Education program are responsible for participation in collaborative consultative classrooms and inclusive classrooms with students with disabilities in K-12 schools. This course gives an overview of the exceptionalities and how they fit into the regular curriculum.

EDUC 511. Guidelines Plan Conduct Curr E. (1-3 Credits)

Analyzes such topics as evaluation as it relates to research and assessment; strategies for selecting appropriate evaluation techniques; guidelines for planning evaluation studies; a comparative examination of criterion referenced, domain referenced, norm- referenced data collection and analysis procedures; and generating evaluation objectives. An emphasis will be placed on systematic needs assessment, planning, and articulated involvement within and between all groups having an impact on the curriculum.

EDUC 512. Strategies Implem Mult-Cult Ed. (1-3 Credits)

Designed to help teachers, administrators, and curriculum specialists to increase their understanding of the concept of multi-cultural education, and to gain some experiences in how to effective multi-cultural education programs in schools. Explores the implications of ethnic and cultural diversity for staff preparation, curriculum design, and classroom instruction. Specifically, the two major objectives of the course are 1) to delineate the conceptual and theoretical framework of multi-cultural and 2) to illustrate How the theory can be translated into practice through select.

EDUC 513. Educational Research. (3 Credits)

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and pilot study) with emphasis on the following: (1) statement of the problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters candidates and should be taken after STAT 510.

EDUC 520. Technologies of Media. (3 Credits)

A variety of instructional media; such as Laser Disc, Digital imagery, Computer Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. Candidates will be given the opportunity to reflect upon the most effective and efficient uses of various technologies for individual students, groups of students, and for their own personal use in the classroom. They will be expected to create certain types of software, presentations and materials to achieve instructional goals and objectives.

EDUC 522. Infor Proc,CySpace Internet We. (3 Credits)

This course is designed to study curriculum procedures, organizations, and instructional methods of teaching desk-top publishing for curriculum and instruction. Skills are developed in elements of desktop publishing using current curriculum software and other components of page layout, composition, and graphics software. This course will infuse technology into instruction in diverse content areas. Another outcome for the course will be to define new technology terms and discover ways to integrate new technology tools into the curriculum.

EDUC 528. Teaching Curriculum Developmen. (3 Credits)

Focuses on problems of innovation and improvement of curriculum and instruction for classroom teachers, supervisors, and administrators in the Pre-K-12 setting. Attention is given to the design of performance oriented curricula, strategic instructional planning, critrion-based education, theory and practice of unit construction, individualized instruction, application of instructional systems and technology and organization for teaching and learning.

EDUC 530. Curr Instr Materials In Elem S. (3 Credits)

This course focuses on curriculum development and instructional procedures in the elementary school. Attention is given to research, theory, practice, current issues, and trends applicable to teaching and learning in the elementary school. Emphasis is placed on the roles of the teacher, classroom learning environments, curriculum integration, and instructional planning and teaching models. The utilization of current and emerging technologies in educational process is emphasized as is the impact of curriculum design and implementation of the education of students with special needs. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

EDUC 531. Lang Instr & Literacy Elem Sch. (3 Credits)

This course focuses on the research, issues, trends, theory and practice relative to instruction in reading and the other language arts in the elementary school. Attention is given to instructional approaches, methods, materials, and resources for planning, implementing, and evaluating learning. The utilization of current and emerging technologies in the educational process is emphasized as well as the education of students with special needs in the areas of language instruction and literacy. Special attention is given to the assessment of reading skills and how assessment results drive instruction.

EDUC 534. Language Acquisi & Literacy II. (3 Credits)

This course is designed to be a continuation of Language Acquisition and Reading I. This course enhances beginning reading skills and emphasizes comprehension skills in content. Special attention is given to the assessment of reading skills and how assessment results drive instruction. Implementation of literature-based instruction is further explored to enhance reading comprehension skills for students.

EDUC 535. Data Driven Assess Instruction. (3 Credits)

This course is designed to investigate various forms of, and issues related to, assessment, from traditional and standardized to performance and authentic. An understanding of the relationship between assessment, instruction and the monitoring of student progress will be developed. There will be investigation of the various forms of assessment such as classroom rubrics and portfolios. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

EDUC 536. Practicum In Elementary Educat. (3 Credits)

Internship in Elementary Education is a capstone course for prospective teachers and emphasizes learning through application, analyses, synthesis, evaluation, and reflection. In this educational environment, the student teacher will participate in the planning and implementation of instruction. The student teacher will engage in the teacher-learning process as a reflective practitioner. All of the components of the conceptual framework are applied and formerly assessed at least weekly by the cooperating teacher and the university supervisor(s). The main focus will be to enhance the proficiencies and dispositions of the teacher candidate as a competent, caring, effective and reflective practitioner.

EDUC 537. Independent Study Curr Instruc. (3 Credits)

Provides the student with an opportunity to pursue an intensive and extensive exploration, analysis, and examination of a curriculum and instruction in an educational setting. Designed to provide opportunities for in-service teachers and for administrators to work directly with curriculum specialists during the semester. Experiences include observation and participation in school and community work, curriculum planning and evaluating technology and learning strategies.

EDUC 540. Assessment Instruc & Behavior. (3 Credits)

This course is designed to develop an understanding and application of the foundation of assessment and evaluation related to best practices; ethical issues and responsibilities in the assessment process; knowledge of the procedures for screening, pre-referral, referral, and eligibility determinations; cultural, behavioral and learning diversity factors which may influence assessment; the administration, scoring, and interpretation of data from commonly used individual and group assessments; data analysis; classroom, organization and curriculum development; scope and sequence of the general education curriculum; how to differentiate instruction in numeracy, alternative ways to teach content, how to evaluate instruction; strategies to promote integration of students w/ disabilities with their nondisabled peers; technology, and structure and organization of the general education classroom. *Field experiences are embedded in this class on how assessments work. Candidates are a part of the public schools and participate in several types of assessments and how results from these assessments are used to structure instruction.

EDUC 541. Assess Instr & Behavior Mgmt. (3 Credits)

This course addresses the theory and application of best practices in assessment and evaluation; ethical issues and responsibilities in the assessment process; knowledge of the procedures for screening, pre-referral, referral, and eligibility determinations - including Response to Intervention; cultural, behavioral and learning diversity factors which may influence instruction and assessment; the administration, scoring, and interpretation of data from commonly used individual and group assessments - including curriculum-based measurements, and standardized assessments; data collection and analysis; classroom organization and management; the application of classroom and behavior management skills that promote emotional well-being, teach and maintain behavioral skills based on culturally responsive and trauma informed theory and practice.

EDUC 542. Career and Life Choices. (3 Credits)

This course provides the knowledge base to prepare students and work with families to provide transition throughout the educational experience to include postsecondary training, employment, and independent living skills that address long-term planning, career development, community experiences and resources, self-advocacy, and self-determination; coordinates service delivery agencies, have awareness of community resources; and knowledge of related services; accommodations that pertain school to work programs; know about entitlement and eligibility for agency services such as SSI, work incentive, Medicaid and knowledge of generic skills that lead to success in and out of school. *Field experiences embedded in this course include those by which candidates work closely with the schools and students in planning their transitioning from different phases in their life. They learn how to write transition plans to work collaboratively with all parties involved in the transition process.

EDUC 543. Lang Acquisition & Implementat. (3 Credits)

This course explores language development and speech and language deficits associated with articulation disorders, voice production, fluency, and hearing loss. Educational interventions to address learner deficits are introduced. Instruction is to be given to demonstrate strategies to deliver instruction and improve student achievement as part of a quality learning experience. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition which includes phonemic awareness, print, fluency, and vocabulary development.*Field experiences embedded in this course for candidates are designed so that candidates understand and know the complex nature of language acquisition and reading and how to apply these skills to non-readers.

EDUC 547. Stud w/ Except: Curr & Instruc. (3 Credits)

EDUC 547 Students with Exceptionalities: Curriculum and Instruction - 3 semester hours Exploration of instructional programming and student program evaluation appropriate to learners with exceptionalities is presented with the goal of facilitating their integration in inclusive settings. Included are methods for remediating oral and written language learning disabilities and social emotional and nonverbal disabilities. the utilization of current and emerging technologies in the educational process is emphasized.

EDUC 550. Rdg Dev & Achieve Class Settin. (3 Credits)

This course provides the knowledge base and demonstration of the skills needed to: (a) assess and develop the language and reading skills of exceptional learners from Pre-K through adolescence, (b) distinguish between the influence of cultural difference and disability in the acquisition and development of skills, (c) develop IEPs based on appropriate use of the general education curriculum and SOLs, (d) design, select, implement, and evaluate reading and language programs, and (e) use technology in language and reading instruction. Skills in this area shall include phonics, reading rate, and comprehension strategies. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading. *Field experiences embedded in these courses for pre-candidates and candidates are designed so that these candidates understand and know the complex nature of language acquisition and reading and how to apply these skills to non-readers.

EDUC 553. Graduate Internship in SPED. (3 Credits)

This supervised field experience provides the graduate candidate with an opportunity to develop and use the skills, dispositions, and competencies necessary for the successful implementation of evidence-based, culturally responsive instructional strategies with diverse learners with exceptionalities in the general K-12 classroom.

EDUC 554. Charac & Instr Learners Except. (3 Credits)

This course demonstrates knowledge of definitions, characteristics, and learning and behavioral support needs of students identified as having learning disabilities; emotional disabilities; intellectual disabilities; Developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities. Topics covered will include Response to Intervention (RTI), Universal Design for Learning. Evidence-Based Practices, assistive technology, pre-referral to eligibility assessment data collection and analysis, IEP development and implementation, standards based instructional strategies and planning at the elementary level, assessment and evaluation of data from task analyses, observation, portfolio assessment and other curriculum-based measures for learners with exceptionalities who assess the K-12 general education curriculum.

EDUC 556. Indiv Ed Prog Implementation I. (3 Credits)

This course is designed to apply knowledge of assessment and evaluation throughout the K-12 grade levels to know, use, and assess data from task analysis, observation, portfolio assessment and other curriculum-based measures and to make decision about student progress, instruction, program, accommodations, placements and teaching methodology for students with exceptional needs who assess the general education curriculum across the k-12 classroom setting. *Field experiences are embedded in this course. Since this course gives an overview of special education and the special education process, the development of Individualized Education Plans is an integral part of this course. Candidates learn how to write and apply the IEP to the total school program. They learn the language of the IEPs and how this interprets into instruction.

EDUC 558. Curr & Instruct'l Procedures. (3 Credits)

This course is designed to contribute to the understanding of the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; evaluation of pupil performance; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standard-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance. *Field experiences embedded in these courses ensure the candidates and pre-candidates can read data, read IEPs and teach individuals with disabilities using alternate teaching methods and assistive technology.

EDUC 580. Action Research. (3 Credits)

Action Research requires candidates to plan, design, and implement an action research project that relates to problems and issues in a specific area of concentration. Candidates implement the problem and write results following the scientific method. They are required to meet regular with their advisor and present result in a prescribed written form.