

Education (EDUC)

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Courses

EDUC 515. Teaching English as a Second Language. 3 Credits.

Basic methods of teaching English to non-native speakers and the underlying theories from linguistics, psychology, education and sociolinguistics; development and evaluation of lessons for the ESL classroom.

P: gr st.

Fall Only.

EDUC 519. Adolescent Literature in Middle and Secondary School Reading. 3 Credits.

Design and content of effective adolescent literature programs; analysis and evaluation of adolescent literature; current practices in literacy curricula; adolescent literature and personal development; literature and social issues.

P: gr st.

Spring Odd.

EDUC 540. Introduction to Learning Disabilities and Emotional Disturbance. 3 Credits.

This course will provide students with the history, definitions, etiology, methodology and programming options for students with learning and/or emotional disabilities.

P: gr st.

EDUC 541. Normal and Abnormal Language Development. 3 Credits.

Introduction to communication and normal and abnormal language development in relationship to cognitive development.

P: gr st.

EDUC 542. Teaching Methods for Diverse Learners. 2 Credits.

A study of instructional methods and materials for teaching diverse learners.

P: gr st.

Fall Odd.

EDUC 543. Educational Assessment. 2 Credits.

This course will focus on the study of the principles, procedures, interpretation, and administration of formal and informal student assessment.

P: gr st.

Fall Odd.

EDUC 544. Principles of Career and Vocational Education. 1 Credit.

This course will focus on the study of curriculum and instructional approaches that contribute to the preparation for the world of work.

P: gr st.

Fall Odd.

EDUC 545. The Exceptional Child in Regular Education. 2 Credits.

This course will focus on the study of instructional techniques and programming options designed to increase the success of students learning and/or behavior disabilities served within inclusionary settings. P: gr st.

P: gr st.

EDUC 546. Collaborative Strategies for Working w/Colleagues, Parents, Community. 2 Credits.

This course will focus on the study of collaborative models and practices used within a variety of educational and relevant community settings and help students to develop the communications skills necessary to interact effectively with individuals in schools, agencies, and the community. P: gr st.

P: gr st.

EDUC 547. Classroom and Behavior Management Strategies. 2 Credits.

This course will address various theories and models for organizing and maintaining an effective classroom as well as strategies for working with individuals and groups. P: gr st.

P: gr st.

EDUC 552. Social and Family Influences on Early Development and Learning. 3 Credits.

An ecological systems approach to understanding social and family influences that affect success or failure in the first years of school. Includes discussion of recent child development and education risk theories, research, and practitioner accounts. Survey of effective prevention and intervention programs for young children (prenatal - 8 yrs.) and families "at-risk." P: gr st. (F,S)

P: gr st.

Fall and Spring.

EDUC 606. Evaluation and Testing in Education. 2-3 Credits.

Techniques for constructing tests and measurement systems; statistical procedures applied to classroom data; monitoring and assessing individual and group learning situations; using and interpreting data from standardized tests. P: gr st. (SO)

P: gr st.

Spring Odd.

EDUC 615. Counseling Role of the Classroom Teacher. 3 Credits.

Specific counseling and guidance skills necessary for guidance effectiveness of the classroom teacher and their implementation in the classroom. P: gr st.

P: gr st.

EDUC 620. Workshop in Economics Education. 1-3 Credits.

Workshop is designed to provide information on selected current economic topics and concepts; enables educators to examine new print and non-print instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year for focus. Topic will be identified by subtitle with each offering. May be repeated for credit. P: May be repeatable for credit. None.

EDUC 621. Literacy and Language Development in Young Children. 3 Credits.

Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading. P: gr st. (F,S)

P: gr st.

Fall and Spring.

EDUC 622. Reading in the Content Areas. 3 Credits.

Practical guidelines for classroom teachers in subject areas--English, social studies, mathematics, science, etc.; suggestions for teaching reading and study skills related to content, specialized and technical vocabulary; dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).

P: graduate status

Fall and Spring.

EDUC 652. Principles of Middle Level Education. 3 Credits.

This course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic considerations. P: gr st and exper in educ. (F,S)

P: gr st and exper in educ.

Fall and Spring.

EDUC 699. Travel Course. 1-6 Credits.

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

EDUC 820. Critical Analysis of Systemic Inequity: Social Justice Education. 3 Credits.

This course is an advanced and in-depth exploration of the issues of power and inequality in U.S. history including but not limited to racism, classism, sexism, homophobia, and linguicism. The historical survey of inequity becomes a foundation for addressing current issues from a variety of perspectives and possibilities. Key course concepts for social justice in education include cultural deficit frameworks, meritocracy, whiteness as social construct, color blindness and race neutrality, microaggressions, and the politics of epistemology. Students will examine historic and contemporary examples of educational institutions as mechanisms of social, political, and economic control. Examples will include U.S. American Indian boarding schools, school segregation, tracking, and vocational education. Students will engage in critical research, analysis, writing and development of programs in their field that strive to end oppressive practices and balance systemic inequities.

Acceptance into EdD program

Spring.