

College of Education



The College of Education is home to Eastern's professional programs in Teacher Education, Physical Education and Health and the Master of Science in Education. Approximately one-third of Eastern's graduates select majors or licensure programs offered by the College. The faculty of the College of Education is dedicated to meeting the University's mission of serving rural Oregon and beyond through professional programs of instruction, research, and service. We have a special commitment to the educational needs of public schools and teachers and to health promotion specialists in the eastern region of Oregon.

The faculty of the College is committed to quality learning opportunities for our students at both the undergraduate and graduate levels. Each program is grounded in current

theory and substantial content subject mastery matched with opportunities for application including practica, internships, and field placements.

Physical Activity and Health offers a major with three concentrations, and Liberal Studies BA/BS in Business and Health promotion and three minors. Teacher education offers one undergraduate major (Multidisciplinary Studies), minors in Elementary Education and English for Speakers of Other Languages, courses of study in Reading and English for Speakers of Other Languages (ESOL), a graduate initial preparation program (Master of Arts in Teaching), and a Master of Science degree with several graduate endorsement preparation programs (ESOL, Literacy, Library Media and Special Education).

Education

TEACHER EDUCATION

The College of Education is dedicated to providing high quality teacher preparation programs.

The catalog information provides general information about these programs. Program requirements are responsive to external accreditation and to the rules established by Oregon's Teacher Standards and Practices Commission (TSPC). It is important that interested students obtain the most current advising information by consulting education advisers and obtaining the most current College of Education advising handbooks and admission materials.

There are two options leading to initial teacher licensure for elementary teachers (CUESTE and MAT) and one for secondary education (MAT).

1. CUESTE (Curriculum for Undergraduate Elementary School Teacher Education): The CUESTE program requires undergraduate students to weave together an academic degree program and an education minor. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies, a minor in Elementary Education, and an additional academic minor or course of study. The completion of these requirements leads to a Bachelor of Science or Arts in Multidisciplinary Studies and a minor in Elementary Education. The Elementary minor requires Structured Practicum, Primary Core, Elementary Core, and Student Teaching as basic elements.

2. Master of Arts in Teaching (MAT): The MAT is a post baccalaureate degree designed for those interested in either elementary or secondary teacher licensure. The program requires a year of graduate coursework as well as field experiences in a public school. Candidates qualify for a teaching license at two authorization levels and, with an additional summer session of coursework, a Master of Arts in Teaching degree.

EOU's teacher preparation programs have a competitive admissions process. Admission to the University does not guarantee admission to the professional education component of any particular education program. The CUESTE and MAT programs are limited in the number of students who can be accepted each year. Only the most qualified candidates will be considered for admission. Specific guidelines for admission to program are published each year. Please contact the College of Education for the current Admissions Packet for specific requirements and procedures for each program.

OUTCOMES

The Initial Teacher Preparation Programs (CUESTE and MAT) have the following stated outcomes:

1. The candidate demonstrates knowledge of curriculum

content appropriate to the teaching level.

2. The candidate plans instruction that supports student progress in learning.

3. The candidate utilizes assessment to support student progress in learning.

4. The candidate differentiates instruction to meet the developmental levels of a diverse student population.

5. The candidate establishes a classroom climate conducive to learning.

6. The candidate employs effective practices and teaching methodologies that motivate and engage all students.

7. The candidate engages in reflective practice.

8. The candidate exhibits professional behaviors, ethics and values.

ASSESSMENT

Multiple points of assessment are implemented in both the undergraduate and graduate teacher preparation programs. Candidates are assessed in the areas of basic skills and subject content. Before students are admitted to the teacher education program they must demonstrate competency in core subject areas. Completion of designated general education and core course work with a grade point average that meets program standards, passage of standardized tests and experience with students in an educational context are required as admission standards. Assessment of these traits is the first step in assuring the quality and standards of the students who will ultimately become graduates of the institution. A major requirement for teacher candidates is to design work samples and implement lessons in field practica. The assessment of these critical tasks assures that students will meet minimum professional standards. In the culminating experiences of the program, professional skills, applications of subject and pedagogical knowledge and personal, social and professional ability are assessed. The final and cumulative assessment of students occurs in student teaching. Multiple observations by Cooperating Teachers and University Supervisors give students feedback on performance indicators. This capstone requirement ensures that the teaching professional exits the program with competency in the program outcomes.

OVERVIEW OF CUESTE: CURRICULUM FOR UNDERGRADUATE ELEMENTARY SCHOOL TEACHER EDUCATION

Students interested in becoming elementary teachers through EOU's CUESTE program must complete the Multidisciplinary Studies Degree, the Elementary Education Minor, and an additional course of study or minor.

ADMISSION TO THE CUESTE PROGRAM

As early as the sophomore year, eligible students may seek formal admission to the Education Minor of CUESTE. An application process is held at least once a year. Required admission materials and application forms are published prior to each admission cycle and have the most current EOU admissions information.

THE MULTIDISCIPLINARY STUDIES DEGREE

Any student may seek the Multidisciplinary Studies degree. However, students desiring the Elementary Education minor must also complete the MDST degree. [Students may earn the MDST without the elementary education minor, if it is determined that Elementary Education is not a career path.] The Bachelor of Science or Bachelor of Arts* in Multidisciplinary Studies requires a minimum of 180 hours for graduation, including a specific distribution of course work in the liberal arts, completion of the general education distribution, University Writing Requirement, an academic minor or course of study, and a minimum upper division distribution of 60 hours. Electives may range from zero to thirty hours depending upon minors selected and degree of overlap between general education requirements, minor and major. All courses must be completed with no grade lower than a "C-." The required courses and/or competencies for the degree are listed below. A checklist of specific courses is available from the College of Education.

Literature
Philosophy
Art History or Art Appreciation
Psychology
Geography
American History
World History
Cultural/Ethnic Awareness
Creative Arts
Fundamentals of Elementary Mathematics
Music Fundamentals
One sequence in life, earth, or space descriptive science.
One sequence in experimental science such as physical science, physics or chemistry.
Health and lifestyle fitness awareness
Speech
Writing at the 200 level

LEARNING OUTCOMES—MULTIDISCIPLINARY STUDIES DEGREE

Students who successfully complete the requirements for the CUESTE Program will demonstrate the following outcomes:

- Communication/Integrated Learning: Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.
- Integrated Learning: Students have adhered to the five domains established by Teacher Standards and Practices Commission of Oregon: Plans Instruction, Classroom Climate, Engages Students, Reports Student Progress, Professional Behavior

- Inquiry/Critical Thinking: Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to facilitate learning. Engage in teaching as inquiry through reflection.

- Civic Engagement/Critical Thinking: Recognize that they will be teaching in a society that is growing in terms of diversity and complexity, and that they will be required to adapt to the ever-changing face of education

Multidisciplinary Studies Degree Credit Summary:

General Education	60 Hours
Additional major coursework	30 Hours
Minor or course of preparation	30 Hours**
Elementary Education Minor	48-52 Hours
Other Course Requirements (Including integrated arts linguistics and math methods)	8-12 Hours
Electives	0-6 Hours
Total Program	180 Hours

*Those desiring a Bachelor of Arts in Multidisciplinary Studies must meet the foreign language requirement set by the University.

**Students may use General Education or Multidisciplinary Studies major requirements to satisfy a portion of the minor or course of study. The number of elective credits depends on the degree of overlap between major, minor and general education requirements.

TYPICAL FIRST YEAR CURRICULUM

Math courses at the appropriate levels
Writing 115, 121 as needed
Science sequence (100- or 200 level)
Other 100/200 level MDST coursework
HWS 250/298
Speech or Theater
MUS 101
ED 142 (Intro to Education, 1 credit)
ED 242 - as early as Spring term of Freshman year.

TYPICAL SECOND YEAR CURRICULUM

Continue general education coursework
2nd Science sequence
200-level Math, if eligible
Academic Minor or course of study coursework,
if lower division
ED 242 (Education Concepts, 3 credits)
ED 209 (Practicum, 1 or more credits)

TYPICAL THIRD AND FOURTH YEAR CURRICULUM

Complete lower division coursework
Upper division coursework for Academic minor or
Course of Study
Upper division coursework—**MATHE 333, ART 390, ENG 316**
Complete Elementary Education Minor coursework

ELEMENTARY MINOR

Foundational Education Experiences:
ED 142 Education Orientation (1) (optional)

- ED 242** Education Concepts (3)
ED 309 Structured Practicum (0-3)

Primary Core:

- ED 480** Primary Learning Cycle (2)
ED 480L Primary Learning Cycle Lab (0)
ED 481 Primary Curriculum/Standards: Art & Music (1)
PES 481 Primary Curriculum/Standards PES (1)
ED 482 Primary Classroom Dynamics (2)
ED 483 Indiv Diff & Issues in Primary (1)
ED 484 Special Needs in Primary (1)
ED 485 Primary Assessment (2)
LIB 387 Literature for Primary Grades (2)
ED 354 Primary Reading/Lang. Arts (3)
LIB 490 Educational Technology (1)

Elementary Core:

- ED 380** Elem. Learning Cycle (2)
ED 380L Elementary Learning Cycle Lab (0)
ED 381 Elem. Curriculum/Standards: Science (1)
ED 381 Elem. Curriculum/Standards: Soc. Sci. (1)
ED 382 Elementary Classroom Dynamics (2)
ED 383 Development and Individual Diff. (2)
ED 384 Exceptionality (2)
ED 385 Elem. Assessment (2)
LIB 388 Children's Literature (2)
ED 355 Elementary Reading/Language Arts (3)

Field Practicum

- ED 415** Primary Student Teaching (5)
ED 415 Elementary Student Teaching (5)
ED 412 Student Teaching Seminar (2)

Credit Summary

ED 142 Education Orientation	0-1
ED 242 Education Concepts	3
ED 309 Structured Practicum	0-3
Primary Core	17
Elementary Core	17
Student Teaching	12
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Total Education Minor **48 Credit Hours**

Minors: To satisfy the MDST degree requirements the Elementary candidate must also complete an additional minor or an approved course of study. Since the minor should augment the elementary teacher's content preparation, it must be approved by an education adviser and only a select group of minors are allowed for elementary education candidates. Students who already possess a baccalaureate degree in an appropriate academic area do not need an additional minor for fulfilling the Multidisciplinary Studies degree requirements. In lieu of a minor, a candidate may complete an approved course of study in either reading, ESOL or mathematics. Individual courses of study may also be approved under certain conditions. Consult with an education adviser for further information.

Undergraduate Reading Course of Study

The undergraduate reading course of study prepares students to become competent in classroom reading instruction. The course of study is composed of foundational courses that are

in the Elementary Education minor plus advanced courses. The foundational courses must be taken as prerequisites for the advanced courses.

Candidates may add the reading endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on the TSPC designated test.

Foundational Courses 14 credits

- LIB 388** and **LIB 387**
ENGL 315 or **316**
ED 354 and **ED 355**

Advanced Courses 18 credits

- ED 356** Middle Level Read/Language Arts (2)
ED 356L Middle Level Practicum (0)
ED 437 Emergent Literacy (2)
ED 469 Developmental and Expanding Literacy (3)
ED 468 Diagnostic and Remedial Techniques (3)
ED 468L Diagnostic and Remedial Techniques Laboratory Experience (2) To be taken concurrently with ED 468
ED 438 School Reading Programs (3)
ED 439 Reading Practicum (3)
 Electives: at least 3 credits, ESOL course preferred

A graduate literacy program in preparation for a reading endorsement is available. The purpose of the graduate reading program is to provide licensed teachers with additional preparation in working in the role of a reading specialist. A description of this preparation may be found following the Master of Science (MS) program requirements.

Undergraduate Course of Study in ESOL (English for Speakers of Other Languages)

This course of study (equal to a year of preparation) is designed for those seeking an endorsement in English for Speakers of Other Languages. It may serve in place of a minor in the Multidisciplinary Studies degree. Candidates may add the ESOL endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on the TSPC-designated test.

Required Courses 27 credits

- ENGL 316** Approaches to Grammar (4)
ED 130 Cultural Differences in American Education (2)
ED 361 Foundations of Second Language Education (3)
ED 362 Language and Cognition in Second Language Learners (3)
ED 421 Second Language Acquisition & ESOL Strategies (3)
ED 421L ESOL Practicum I (concurrent with ED 421) (1)
ED 422 Issues in Educating Language Minority Students (2)
ED 437 Emergent Literacy (2)
ED 446 Sociolinguistics for Teachers (3)
ED 479 ESOL Practicum II (2)

Recommended Course

- ED 423** Praxis Review (1)

English for Speakers of Other Languages (ESOL) Minor

The ESOL Minor includes all the requirements of the ESOL course of study plus an additional 3-5 elective credits. In

addition, all ESOL Minor candidates must demonstrate experience in non-native language learning. A specific minor checklist is available from the College of Education.

MDST Provision for Non-Elementary Licensure Candidates

Students not seeking elementary teacher licensure are required to complete all of the requirements of the Multidisciplinary Studies major. In lieu of the Elementary Education minor, students select an alternative minor (any official minor at EOU), resulting in two academic minors. Students must select courses that will meet the University Writing Requirement and must complete a capstone experience either in the minor area as described by the discipline or by completing a multidisciplinary capstone. The multidisciplinary capstone for non-licensure majors is ED 499: Senior Seminar.

ASSOCIATE OF ARTS IN EDUCATION DEGREE

The Associate of Arts (AA) in Education is a benchmark toward entry into a teacher preparation program, specifically the Multidisciplinary Studies (MDST) degree. The AA guides both the freshman and sophomore years, and, with appropriate planning, a student can receive a Certificate in Education at the end of the freshman year. All courses listed for the AA in Education apply toward the Multidisciplinary Studies degree and support the student in advancing toward a bachelor's degree and elementary teacher preparation.

The AA in Education is valuable for those seeking employment as educational assistants in K-12 education or for those working in early childhood settings. It is also useful for those wishing to enter into social services types of employment.

Aesthetics and Humanities

Art 101 Foundations of Visual Literacy	4
Eng Any lower division Literature	3
Phil Any philosophy course in this category	3-5

Natural Mathematical & Informational Sciences

MTH 211 or 212 or 213	4
One sequence in Biology, Geology, Physical Science or Chemistry	9-12
One course in another science (One science course must include a lab.)	3-4

Social Sciences

Hist 201 or 202 American History	5
Geog 105 Cultural Geography	5
Psy 201 Intro to Psychology	4
HIST 101, 102, 111 or 112 World History	5

Artistic Process and Creation

Music 101	3
Any artistic creation course other than music	3

Gateway

HUM 110 or Core 101	1-3
LIB 127 Information Access	3
WR 2 courses at WR 121 or higher English Composition	6
SP 111 or SP 112 Speech	3

Other

ED 142 Education Orientation	1
ED 109 or 209 Practicum	1-3
ED 130 Cultural Differences American Education	2
ED 202 Linguistic/Cognitive Development	3
ED 220 The Growing Child	3
ED 234 Early Childhood Literature	2
HWS 250 or 298 Health Technology (BA 131)	3
Electives to reach 90 credits	4-12
Total	90

CERTIFICATE IN EDUCATION

The Certificate in Education is designed to lead to the AA in Elementary Education. Both are benchmarks toward entry into a teacher preparation program, specifically the Multidisciplinary Studies (MDST) degree. The certificate guides the freshman year but also can serve as a stand-alone preparation for work. All courses listed for the Certificate in Education apply toward the MDST degree and support the student in advancing toward a bachelor's degree and CUESTE (elementary teacher preparation).

The certificate alone is valuable for those seeking employment as educational assistants in K-12 education or for those working in early childhood settings. It is also useful for those wishing to enter into social services types of employment.

Course	Credits
ED 142 Education Orientation	1
BA 131 Technology	3
ED 130 Cultural Differences American Education	2
ED 109 or 209 Practicum	1-3
LIB 127 Information Access	3
WR 115 or higher	3
Art 101	4
Music 101	3
Science class	3-4
History or Geography	3-5
Introduction to Literature or Speech	3
Health (HWS 298 or 250)	3
ED 202 Linguistic/Cognitive Development	3
ED 234 Early Childhood Literature	2
ED 220 The Growing Child	3
Math: one course at a level appropriate to the student varies	
Electives	0-7
Total credits needed for the certificate:	45

LIBERAL STUDIES BA/BS DEGREE: EARLY CHILDHOOD EDUCATION CONCENTRATION

The Liberal Studies degree, with a concentration in Early Childhood Education, is an online bachelor's degree program for early childhood educators. The program content is multidisciplinary and integrative in relation to areas of family and child development, literacy, health, curriculum, administration and diversity. The degree's core courses build and expand on each student's knowledge, skills and perceptions necessary to work in an early childhood setting. This degree does NOT lead to teacher licensure.

This degree is intended for those who have preparation

and experience in early childhood education and requires admission to program prior to registration for any ECED courses. The ECED concentration requires 60 upper division credits with 39 of those credits having the ECED prefix, accompanied by 21 planned electives.

Required Courses: 39 credits

- ECED 320** Child and Family Literacy I (3)
- ECED 330** Early Childhood Dev I (3)
- ECED 340** Child and Family Health I (3)
- ECED 350** Admin Early Childhood I (3)
- ECED 360** Early Chldhd Curr/Lrn I (3)
- ECED 370** Ling/Culturally Div Chld I (3)
- ECED 420** Child and Family Literacy II (3)
- ECED 430** Early Childhood Dev II (3)
- ECED 440** Child and Family Health II (3)
- ECED 450** Admin Early Childhood II (3)
- ECED 460** Early Chldhd Curr/Lrn II (3)
- ECED 470** Ling/Culturally Div Chld II (3)
- ECED 490** Early Childhood Capstone I (3)
- ECED 492** Early Childhood Capstone II (3)

Electives: 21 upper division credits. Elective courses must be related to and support the content of the six core areas: Literacy, development, health, administration, curriculum and diversity. Electives must be approved by an adviser.

ECED Program Requirements include:

- 39 credits of core classes listed above are required to be taken at EOU.
- 6 of the 21 elective credits listed above are required to be taken at EOU.
- 15 upper division credits may be transferred into the program if approved by the ECED Adviser.

Credit Summary for Early Childhood Education

Program:

General Education	60
ECED Pre-approved Program Degree Requirements	60
Electives	60
Total Credits	180

OVERVIEW OF THE MAT PROGRAM

The degree program, Master of Arts in Teaching (MAT), is designed for individuals who have a baccalaureate degree and are seeking an initial teaching license. The program features a year-long, field-based experience combined with professional preparation coursework. The program prepares teachers in either Early Childhood and Elementary or Middle Level and High School developmental levels. The program begins with on-campus coursework during Summer Term, continues with a school-based practicum assignment at the start of the public school year, and includes on-campus coursework during Fall and Winter terms. Candidates complete the teacher preparation portion of the program in spring term.

An additional term of summer work is required to complete the MAT degree. The program features classroom placements in schools in eastern Oregon in at least two authorization

levels with experienced classroom teachers and professional preparation coursework delivered on-campus and supported online. The College of Education seeks candidates who demonstrate exemplary professional behaviors, social aptness, personal excellence, and academic competency.

PROGRAM ADMISSION

Admission is based on meeting high standards of academic performance and teacher potential. Program candidates should begin planning a year in advance to meet all admission standards and submit materials by the designated due date. Resource restrictions in selected locations, levels, or endorsements may limit the number of students accepted to the program. Specific admission requirements, procedures and application materials are available on the college website: <http://www.eou.edu/ed/mat/index.html> Personal advising is available by calling 541-962-3529.

MAT CORE CURRICULUM

The MAT curriculum supports candidates in learning the basic sets of skills and pedagogical knowledge required of teaching. The Core Curriculum consists of the essential elements of teaching and learning as well as specific methods in each of the subject disciplines.

TYPICAL MAT PLAN FOR ELEMENTARY PREPARATION

First Summer

- ED 601** Teaching as a Profession (1)
- ED 611** Curriculum/Instruction/Assessment Core (2)
- ED 615** Learning/Development/Classroom Dynamics Core (2)
- ED 604** Classroom Based Action Research (1)
- ED 620** Reading/Language Arts (2)
- MTHE 532** Math Methods: ECE (1)
- ED 630** Music Methods: ECE (1)
- ED 632** Art Methods: ECE (1)
- ED 642** Technology for the Elementary Classroom (1)
- PES 571** PE/Health Methods: ECE (1)
- ED 609** Field Placement (0)

Fall Term

- ED 612** Curriculum/Instruction/Assessment Core (2)
- ED 616** Learning/Development/Classroom Dynamics Core (2)
- ED 605** Classroom Based Action Research (1)
- ED 621** Reading and Language Arts (2)
- ED 636** Science Methods: ECE (1)
- MTHE 533** Math Methods: ELE (1)
- ED 631** Music Methods: ELE (1)
- ED 633** Art Methods: ELE (1)
- ED 640** Teaching in a Diverse Society (3)
- ED 609** Field Placement (0)

Winter Term

- ED 613** Curriculum/Instruction/Assessment Core (1) credit
- ED 617** Learning/Development/Classroom Dynamics Core (1)
- ED 606** Classroom-Based Action Research (1)
- ED 622** Reading and Language Arts (1)
- MTHE 534** Math Methods: General (2)
- ED 637** Science Methods: ELE (1)
- ED 638** Social Studies Methods: ECE/ELE (2)
- ED 641** Exceptionality (3)
- PES 572** PE/Health Methods: ELE (1)

ED 609 Field Placement (0)

Spring Term

ED 692 Field Placement: ECE (4)

ED 694 Field Placement: ELE (4)

ED 607 Classroom Based Action Research (1)

ED 691 Seminar Field Placement (0)

Second Summer

ED 610 Meeting the Needs of Diverse Learners Core (3)

ED 610 Environmental Aesthetics of the Learning Community Core (3)

ED 610 Literacy Core (3)

TOTAL CREDITS: 58

TYPICAL MAT PLAN FOR SECONDARY PREPARATION

First Summer

ED 601 Teaching as a Profession (1)

ED 650 Curriculum/Instruction/Assessment Core (2)

ED 653 Learning/Development/Classroom Dynamics Core (2)

ED 604 Classroom Based Action Research (1)

ED 660 Secondary Methods (2)

ED 656 Content Area Literacy (2)

ED 609 Field Placement (0)

Fall Term

ED 651 Curriculum/Instruction/Assessment Core (2)

ED 654 Learning/Development/Classroom Dynamics Core (2)

ED 605 Classroom Based Action Research (1)

ED 657 Content Area Literacy (2)

ED 641 Exceptionality (3)

ED _____ Secondary Methods (3)

ED 609 Field Placement (0)

Winter Term

ED 652 Curriculum/Instruction/Assessment Core (1)

ED 655 Learning/Development/Classroom Dynamics Core (1)

ED 606 Classroom Based Action Research (1)

ED 658 Content Area Literacy (1)

ED _____ Secondary Methods (3)

ED 640 Teaching in a Diverse Society (3)

ED 643 Technology in the Secondary Classroom (2)

ED 659 Adolescence Health (1)

ED 609 Field Placement (0)

Spring Term

ED 696 Field Placement: Middle School (4)

ED 698 Field Placement: High School (4)

ED _____ Secondary Methods (2)

ED 607 Classroom Based Action Research (1)

Second Summer

ED 610 Meeting the Needs of Diverse Learners Core (3)

ED 610 Environmental Aesthetics of the Learning Core (3)

ED 610 Current Topics in Education Core (3)

TOTAL: 56

MASTER OF ART IN TEACHING DEGREE COMPLETION

Nine quarter hours of advanced coursework are needed

during the second summer to complete the degree requirements. These courses are designed to bolster candidates' preparation in advanced topics. These courses allow flexibility and accommodation of new trends and research. Each course will address recent information relating to exemplary practices in education.

MASTER OF SCIENCE IN EDUCATION

The Master of Science degree (MS) is intended to provide the student with advanced preparation in both theoretical and applied knowledge and skills. Although most participants will be educators, others seeking an advanced degree in education related studies are encouraged to apply. The Master of Science program is primarily offered online. Students will generally follow a three-year program to complete the degree but individuals may proceed at their own pace within a seven year period. The Master of Science Program is divided into three components: core, focus area cognate and electives. The core contains fundamental research courses. The focus area opportunities include literacy (reading), special education, curriculum and instruction, teacher-librarian (library media), writing, ESOL, Physical Activity and Health or other available cognates. The electives may include graduate courses that are arranged with the Master of Science adviser or an additional focus area

ADMISSION REQUIREMENTS

Admission information and forms are available from the College of Education.

Upon approval of the program coordinator, a maximum of 15 credits may be transferred from another institution into the Master of Science program and counted toward either a focus area or electives. EOU courses completed prior to admission into the MS program will be reviewed for their appropriate inclusion.

A. CORE PROFESSIONAL COURSEWORK (17 Credits)

The core courses are required of all students. Courses must be taken in sequential order with the exception that ED 516 may be taken before ED 515.

ED 500 MS Seminar (2)

ED 515 Quantitative Rsrch (3)

ED 516 Qualitative Rsrch (3)

ED 517 Lit Reviews in Ed Rsrch (3)

ED 518 Research Proposal (2)

ED 519 Research Completion (4)

B. COGNATE AREA COURSEWORK (15 Credits)

Literacy Focus

Students choose 15 credits from the following courses:

ED 560 Foundations for Literacy Learning (2)

ED 561 Emergent Literacy (3)

ED 562 Literacy in the Elementary Grades (3)

ED 563 Literacy in a Selected Content Area (2)

ED 564 Literature in the Literacy Program (2)

ED 565 Techniques of Literacy Assessment for the Classroom Teacher (2)

ED 567 Spelling Matters (2)

ED 568 School Reading Programs (3)

ED 569 Issues and Research in Literacy (2)

- ED 581** Literacy in the Middle Level and High School (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3)
READ 512 Foundations of Literacy: ECE/ELEM (3)
READ 513 Foundations of Literacy: Mid/High (3)
READ 514 Linguistics for Teachers (3)
READ 531 Teaching Struggling Adolescent Readers (3)
READ 536 Teaching Phonics/Word Study (1)
READ 550 Foundations Second Language Ed (3)
READ 575 Lit Assess ELL Student (3)
READ 594 Young Adult Literature (3)
READ 595 Multicultural Literature (1)

Special Education Focus

Students in the Special Education cognate (focus) must be part of a Special Education cohort seeking the Special Education endorsement. Fifteen credits of the coursework in the endorsement course of study may be used for the cognate. Remaining credits may be counted as elective for the MS program.

Curriculum and Instruction Focus

Students take one course in Curriculum, one course in Education Psychology (learning theory or development), one course in Education Foundations, one course in Current Issues/Topics in Education, and one course in Literacy or ESOL.

ESOL – English for Speakers of Other Languages Focus

Students take the following courses:

- ED 544** Language and Cognition in Second Language Learners (3)
ED 514 Linguistics for Teachers (3) or
ED 556 Applied Linguistics (3)
ED 545 Foundation of Second Language Acquisition and ESOL Strategies (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 509 ESOL Practicum (3)

Writing Focus

- Oregon Writing Project at Eastern (6)
 Teacher Research (4)
 Advanced Writing Project (4)
 Writing for Publication (4)
 Reading course (select from **ED 560, 561, 562, 567, 581** or **READ 512, 513, 531**) (3)
 Electives (7-8)

Total: 27 credits

GRADUATE LITERACY PROGRAM

Eastern Oregon University offers a graduate reading course of study aligned with national standards and approved by Oregon's Teacher Standards and Practices Commission (TSPC). Completion of the coursework, including a practicum, and passage of the TSPC-designated standardized test is required in order to add the reading endorsement to an initial or continuing license. Those holding a basic or standard license need to consult with an adviser to determine the requirements for adding the endorsement.

All courses of the graduate literacy program are offered in a distance delivered format. Most classes require access to

a classroom where literacy learning may be observed and course strategies might be incorporated.

EOU participates in the ReadOregon collaborative. All of the courses in the graduate literacy program count toward the ReadOregon program.

Required Courses Reading Specialist Preparation: Elementary

- ED 560** Foundations of Literacy Learning (2) or
READ 512 Foundations of Literacy: ECE/ELEM (3)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3)
ED 564 Literature in the Literacy Program (2) or
READ 594 Young Adult Literature (3)
ED 568 School Reading Programs (3)
ED 548 Second Language Acquisition Strategies (3) or
ED 545 Foundation of Second Language Education (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3) (Prerequisite: 10 graduate credits in reading and permission of the instructor)
ED 583 Field Experience in Literacy (3 credits – 90 hours) (Prerequisite: 12 graduate credits in reading, including assessment and leadership classes, and permission of the instructor)

Total: 22-24 Credits

Reading Specialist Preparation: Middle/High School

- ED 560** Foundations of Literacy Learning (2) or
READ 513 Foundations of Literacy: Mid/High (3)
ED 561 Emergent Literacy (3)
ED 581 Literacy in Middle/High School (3)
ED 564 Literature in the Literacy Program (2) or
READ 594 Young Adult Literature (3)
ED 568 School Reading Programs (3)
ED 548 Second Language Acquisition Strategies (3) or
ED 545 Foundations of Second Language Education (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3) (Prerequisite: 10 graduate credits in reading and permission of the instructor) or
READ 574 Literacy Assessment: Mid/High (3)
ED 583 Field Experience in Literacy (3 – 90 hours) (Prerequisite: 10 graduate credits in reading, including assessment and leadership classes, and permission of the instructor)

Total: 22-24 Credits

GRADUATE ESOL PROGRAM

This graduate course of study is designed for those seeking an endorsement in English for Speakers of Other Languages. Candidates may add this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on the TSPC designated standardized test

The graduate ESOL program may serve as a focus area in the Master of Science degree.

Prerequisites

BS/BA Degree and a Teaching License (any state)

Courses

ED 544 Language and Cognition in Second Language Learners (3)
READ 514 Linguistics for Teachers (3) or
ED 556 Applied Linguistics (3)
ED 545 Foundations of Second Language Education (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 547 ESOL Practicum (3)
ED 510 Praxis Review (Recommended but not required) (0/1)
Total: 15 credits

TEACHER-LIBRARIAN (LIBRARY MEDIA) PROGRAM

Eastern Oregon University offers a graduate course of study aligned with national standards and approved by Oregon's Teacher Standards and Practices Commission (TSPC). Completion of the coursework, including a practicum, and passage of the TSPC-designated standardized test is required in order to add the endorsement to a teaching license. All courses of the program are offered in a distance delivered format. The teacher-librarian program may serve as a focus area in the Master of Science degree.

ED 570 School Library Administration (3)
ED 573 Reference and Information Services in the School Library (3)
ED 575 Information Technology Tools (3)
ED 577 Collection Management in the School Library (3)
ED 578 Instructional Methods for the Educational Media Specialist (3)
ED 579 Ed Media Practicum (3)

SPECIAL EDUCATION PROGRAM

Eastern Oregon University offers teachers who possess a basic or an initial state teaching license an opportunity to pursue their interests and professional objectives in the field of special education. The Special Educator Endorsement Program is designed to provide comprehensive training and experience and to prepare teachers of learners with disabilities for state licensure. Coursework, field experience, and practica are balanced within the program to meet individual teacher preparation needs. The program provides theoretical and applied instruction pertaining to the characteristics of exceptional learners, the legal and procedural aspects of special education, assessment, planning, instruction, behavior management, collaboration and critical issues in the field.

The Special Educator Endorsement prepares teachers to teach exceptional learners at the early childhood/elementary level and/or at the middle/high school level. The Special Educator Endorsement Program, with a single level authorization requires the completion of 32-36 credit hours of specified coursework, field work and practicum experiences. A second level authorization requires the completion of an additional 11-15 credits of specified field work and practicum experiences.

The Special Educator Endorsement Program is offered through a cohort model over a two-year cycle and is designed to meet the needs of working professionals. The program begins with a three week summer session offered on the Eastern campus. During the ensuing academic year,

approximately one course per term is provided to students throughout the region through a combination of delivery methods. A second three week summer session on the Eastern campus is followed by a second academic year of courses offered via combined delivery methods. Course offerings are sequential in content and scheduling and need to be completed in the order in which they are offered over a two year period.

Coursework completed for the Special Educator Endorsement may be applied toward the Master of Science degree in Education. For additional information, contact the Coordinator of Special Education or check online information: http://www.eou.edu/ed/graduate/special_ed.html.

ADMISSION REQUIREMENTS

Admission information and application forms are available from the College of Education and online at http://www.eou.edu/ed/graduate/special_ed.html.

Program Completion Requirements

Program completion and recommendation for Oregon licensure require that candidates:

1. Complete all required coursework with a grade of C or better.
2. Maintain an overall grade point average in the program of 3.0 or better.
3. Complete work samples required in the culminating field work and practicum assignments.
4. Demonstrate average or higher levels of competency in all areas indicated on the Special Educator Competency Evaluation form, as rated by University and site supervisors.
5. Obtain passing scores on the TSPC-approved standardized test(s).

Coursework

Prerequisites: Initial or Basic Teaching License that includes preparation in:

Human Development
 Evaluation & Measurement
 Multicultural Education
 Classroom Management

Required Courses

SPED 520 Theories & Characteristics of Exceptionality (3)
SPED 522 Legal & Procedural Aspects of Special Education (3)
SPED 524 Foundations of Assessment in Special Education (1)
SPED 526 Special Education Assessment of Cognitive, Pre/Academic & Communication Skills (2)
SPED 528 Special Education Assessment of Life, Pre/Vocational & Social Skills (2)
SPED 530 Special Education Assessment: Applications in Early Childhood & Elementary (1) and/or
SPED 532 Special Education Assessment: Applications in Middle & High School (1)

SPED 534 Planning for the Exceptional Learner (2)

SPED 536 Planning Applications: Early Childhood & Elementary Exceptional Learners (1)
and/or

SPED 538 Planning Applications: Middle & High School Exceptional Learners (1)

SPED 540 Special Education Methods - Pre/Academics & Communication: Early Childhood & Elementary (2)
and/or

SPED 542 Special Education Methods - Academics & Communication Skills: Middle & High School (2)

SPED 544 Special Education Methods - Life & Prevocational Skills: Early Childhood & Elementary (2)
and/or

SPED 546 Special Education Methods - Life & Vocational/ Career Skills: Middle & High School (2)

SPED 548 Behavior & Classroom Management for Exceptional Learners (3)

SPED 550 Collaboration & Consultation in Special Education (2)

SPED 552 Collaboration & Consultation in Special Education: Early Childhood/Elementary (1)
and/or

SPED 554 Collaboration/Consultation Applications: Middle Level/High School (1)

SPED 556 Issues in Special Education (3)

SPED 558 Field Experience with Early Childhood Exceptional Learners (1-2)
and/or

SPED 560 Field Experience with Middle Level Exceptional Learners (1-2)

SPED 562 Practicum: Elementary Special Education (3-6)
and/or

SPED 564 Practicum: High School Special Education (3-6)

EARLY CHILDHOOD EDUCATION

COURSES DESCRIPTIONS

ECED 310- Topics Early Chldhd Ed Credits: 1.00 TO 3.00

Special topics in Early Childhood Education. Student must have at least sophomore standing to register for this course.

ECED 320- Child/Family Literacy I Credits: 3.00

An introduction to theory and research on language and literacy development in children, birth through age eight. It develops an awareness of social and cultural differences in language and literacy learning. The emphasis of this course is on early language development and its implications for literacy learning as well as the role of family and environment in developing the foundations of literacy. Prerequisite: An associate degree in early childhood education. Student must have at least sophomore standing to register for this course.

ECED 325- Literature and Library for the Young Child Credits: 3.00

An opportunity to become familiar with many books intended for the birth through age 8 audience, ways that libraries can involve children of this age and ideas for involving families in literature and library activities.

ECED 330- Early Childhood Dev I Credits: 3.00

To be an effective early-childhood teacher, we must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical,

intellectual, personality, and social learning process of children attending preschool programs. This course explores the theoretical, practical, and applied approaches to the child's early development. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 335 Behavior/Guid Young Chld Credits 3.00

Students will engage in learning and activities related to age and stage in the development of the young child's behavior. Guidance and appropriate interventions will be discussed. The effect of the environment and the adult/child interaction will be emphasized. Student must have at least junior standing to register for this course.

ECED 340- Child & Family Hlth I Credits: 3.00

Comprehensive overview of ways that ensure young children and their families' health and physical well-being. Basic and changing health, safety and nutritional needs of children are examined as well as appropriate methods by which these needs can best be met in early childhood settings. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 350- Admin Early Childhood I Credits: 3.00

Identifies and assesses the principles and practices of early childhood program planning and administration. An analysis of administrators' interaction with governmental, legal, business/finance, medical, social services and educational agencies will be included. Students will examine the management processes of planning, staffing, record keeping, budgeting and purchasing and monitoring for quality. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 360- Early Chldhd Curr/Lrn I Credits: 3.00

Major concepts and principles of curricula and learning within the field of early childhood education. Topics include current issues, theoretical and historical underpinnings, career opportunities, curriculum, behavior and guidance, and observation. Observation of early childhood programs is required. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 370- Ling/Culturally Div Chld I Credits: 3.00

Introduction to the linguistic and cultural diversity of young children. Research and theoretical background for determining appropriate instruction approaches for second language learners. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 420- Chld/Family Literacy II Credits: 3.00

Analysis of theory and research on literacy development in children, birth through age eight and applies it to developmentally appropriate practices for young children's literacy learning. It examines the effects of the home and

classroom environment on literacy learning and the role of families, caregivers, teachers and communities in literacy learning. The emphasis of this course is on the role of early childhood educators in working with families and in classrooms to promote emergent literacy. Students will link their professional experiences in the early childhood field, developing, implementing and evaluating a range of language and literacy experience for young children. Prerequisite: ECED 320. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 430- Early Childhood Dev II Credits: 3.00

To be an effective early-childhood teacher, we must be able to facilitate learning through implementing development strategies as they relate to the physical, intellectual, personality, and social learning process of children. This course continues to explore the theoretical, practical, and applied approaches to child development. Prerequisite: ECED 330. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 440- Child & Family Hlth II Credits: 3.00

Comprehensive overview of ways that ensure young children and their families' mental and emotional development and well-being. Topics include socio-emotional learning, neighborhood and community influences and the role of teachers and families. Prerequisite: ECED 340. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 450- Admin Early Childhood II Credits: 3.00

Examination of the principles and practices of managing an early childhood program, specifically personnel and staff development, community relations, advocacy and marketing. Prerequisite: ECED 350. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 460- Early Childhd Curr/Lrn II Credits: 3.00

This course is a study of developmentally appropriate practices and the teacher's role in supporting development of young children ages birth to six. An emphasis on curriculum planning including goals, environment, roles of teachers and parents, materials, and settings will be the main focus. Field experience is required. Prerequisite: ECED 360. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 470- Ling/Culturally Div Chld II Credits: 3.00

Supporting the learning of linguistically and culturally diverse young children through appropriate practices. Develop cultural awareness and ability to work and communicate with families. Prerequisite: ECED 370. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 490- Early Childhood Capstone I Credits: 3.00

The capstone project provides an opportunity for students to examine an area of Early Childhood Education in depth. This is the first in a sequence of two capstone courses, in which the student examines qualitative research methods, establishes the research questions, frames the study and

submits the research proposal, and conducts the review of literature related to the selected research area. Prerequisite: ECED 320, 330, 340, 350, 360, 370, 420, 430, 440, 450, 460 and 470.

ECED 492 Early Childhood Capstone II Credits: 3.00

In the second Capstone course, the student builds on the work initiated in the first Capstone course and is expected to engage in some original work; different formats are acceptable. Most often, the student conducts a brief study, collects and analyzes data, and synthesizes and reports the findings. The student will also complete the supporting Review of Literature and share the findings with an audience. Prerequisites: ECED 320, 330, 340, 350, 360, 370, 420, 430, 440, 450, 460, 470, and Early Childhood Capstone I (ECED 490).

ECED 530- Development: ECE Credits: 3.00

An effective early-childhood teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of primary aged children. This course explores the theoretical, practical, and applied approaches to the child's early development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

EDUCATION COURSE DESCRIPTIONS

ED 109 - Education Practicum Credits: 1.00 TO 6.00

Provides opportunities to work in a kindergarten situation under direct supervision. Students will work with small groups of children implementing the teachers' plans. Second year students will assist with the planning.

ED 129 - Early Childhood Education Credits: 5.00

Designed to introduce the students to the field of early childhood education and the career opportunities available. The course will cover the history, current trends, and issues in early childhood education.

ED 129L - ECE Lab Credits: 2.00

ED 130 - Cult Differences Amer Ed Credits: 2.00

Focus on educational problems of minority groups including migrants, Spanish speaking people, Blacks, and American Indians. Special attention given to role of the teacher in changing the educational environment.

ED 142 - Education Orientation Credits: 1.00

Provides students with initial information about teacher education programs at EOU. Designed as a group seminar course, Freshmen students are encouraged to enroll in this course.

ED 200I - Signing English Credits: 1.00

ED 201 - Early Child Curriculum Credits: 5.00

Planned to introduce the student to the curriculum areas which should be implemented in a developmentally-based early childhood classroom. The course will concentrate in methods and materials used specifically with children ages 5-6.

ED 201L - ECE Curriculum Lab Credits: 2.00

ED 202 - Linguist/Cognitive Development Credits: 3.00

This course will introduce the student to the areas of language and cognition. Topics will include developmental theories, influencing factors, and the relationship between the two areas.

ED 203 - ECE Administration Credits: 2.00

The course introduces students to the administrative practices involved in planning, development, operation, and evaluation of the early childhood program.

ED 206 - Early Childhood Ind Rsrch Credits: 5.00

Special individual studies arranged with advisor in the area of special interest: Day-care, infants, learning disabilities in young children.

ED 208 - Seminar in ECE Credits: 1.00 TO 6.00**ED 209 - Practicum Credits: 1.00 TO 15.00**

A planned and supervised work experience at an introductory level designed to offer students opportunity to explore or finalize career goals. The work experience extends the students learning experience beyond the classroom through approved learning objectives.

ED 210 - Topics In ECE Credits: 1.00 TO 6.00**ED 220: The Growing Child: Early Childhood Development credits: 3.00**

This course is designed for an audience of parents, teachers, care-providers, church leaders and others interested in enhancing the lives of young children. Having in-depth working knowledge of child development and developmentally appropriate practice, enables persons responsible for the care of children to provide the necessary, most desirable environment and experiences for successful, healthy and happy growth.

ED 234 - Early Child Lit Credits: 2.00

Designed to give the student basic knowledge of literature available and appropriate for use with young children. Provides information, experience and skills needed for selection and use.

ED 242 - Education Concepts Credits: 3.00

Provides prospective teachers with information of basic elements and principles of learning related to elementary and secondary classrooms.

ED 245 - Early Childhd Fld Exp Credits: 5.00 TO 9.00

Supervised experience in an early childhood education classroom or center. Teaching experience with children ages 5 - 6.

ED 309 - Structured Practicum Credits: .00 TO 3.00

Provides the admitted candidate with a context for learning and a proving ground for demonstration of several personal, professional and social traits. The Structured Practicum is an opportunity for candidates to participate in the public school at the beginning weeks of the school year. Candidates will shadow a cooperating teacher for this time period and engage in all activities of a classroom teacher including inservice, classroom

preparation, and initial teaching experience. Student must have at least sophomore standing to register for this course.

ED 310 - Topics In Education Credits: 1.00 TO 5.00

Student must have at least sophomore standing to register for this course.

ED 320 - Behavior & Discipline Credits: 3.00

To provide prospective teachers with information concerning behavior development and practical techniques for managing classrooms effectively. The course will explore teacher-learner relationships, effects of emotional disturbances, environment, and communication on behavior. Emphasis will be placed on establishing desirable behavior and guiding students toward self-management. Each student will leave the class with the experience needed to develop a workable management plan for a classroom. Student must have at least sophomore standing to register for this course.

ED 342 - Pedagogy I Credits: 3.00

In a supervised, field based experience the student will gain practical experience in working with learners in a classroom setting. The experience may involve the student in planning, instruction, and evaluation of learners' progress at the introductory level with direct supervision from the classroom teacher. The seminar held in conjunction with this field experience will provide a focus for discussion of issues related to the experience, and to current and foundational issues in American education. Student must have at least sophomore standing to register for this course.

ED 354 - Rdng/Lang Arts Prim Grd Credits: 3.00

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication, drama). Explains the components of learning language, learning through language, and learning about language. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 354L - Rdng/Lng Arts Lab Pr Grd Credits: .00

Student must have at least sophomore standing to register for this course.

ED 355 - Elem Read/Lang Arts Credits: 3.00

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication, drama). Explains the components of learning language, learning through language, and learning about language. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 355L - Elem Rdng/Lang Arts Lab Credits: .00

Student must have at least sophomore standing to register for this course.

ED 356 Content Area Rdng:Mdle Lvl Credits: 2.00

This course increases students' knowledge of literacy and its place in the middle school classroom. This content

area literacy course will focus on concepts, strategies, and implementation of reading and writing across the curriculum.

ED 356L Content Area Rdng:Mdle Lvl Lab Credits: .00

Implementation of ED 356 course content in a content area classroom setting.

ED 360 - Multicultural Amer Soc Credits: 3.00

Focuses on the multicultural nature of the students in American schools; analysis of their culture, language, individualism and diversity and addresses their educational implications. Student must have at least sophomore standing to register for this course.

ED 361 - Fndtn Second Lang Lrng Credits: 3.00

Introduction to the theory and practices of bilingual education. The history of bilingual education in the United States and the world will be discussed, and the political implications will also be considered. Student must have at least sophomore standing to register for this course.

ED 362 - Lang/Cog Sec Lang Lrn Credits: 3.00

The process of first and second language acquisition will be discussed; the relationship between bilingualism and cognition will be discussed; the psychological, political and social implications of language learning will be presented. Student must have at least sophomore standing to register for this course.

ED 363 - Curriculum Methods Credits: 3.00

High School Methods: BUSINESS This seminar is designed to help students learn to prepare lesson design and unit plans appropriate for the Business Education classroom. Additional topics include business lab management, computer software, accounting, business law, and personal finance.

High School Methods: JOURNALISM This course will introduce students to the curriculum topics most generally found in High School Journalism courses. Topics will include Techniques of Journalistic Investigation, Writing, Layout, Photography and Resources available to the teacher. Also included will be the influence of media and discovery of available materials.

High School Methods: MODERN LANGUAGES This course is designed to familiarize students with recent effective teaching methodology, currently developed texts, and curriculum design utilized in the teaching of modern languages. Additional topics include current research on second language acquisition and supportive resources.

High School Methods: ART A course designed to familiarize students with contemporary pedagogical trends in Art. Topics include curriculum design, supportive materials, lesson preparation, and student evaluation. Students will, in addition, learn activities designed to infuse visual education across the curriculum.

High School Methods: SOCIAL STUDIES A seminar designed to provide students with an understanding of foundational concepts of social science, contemporary social issues, grade level or subject area, scope and sequence,

and application of selected social studies skills within the classroom.

High School Methods: MUSIC This course is designed to enhance the prospective teachers' knowledge and understanding of music in the High School. The course content focuses on working with music ensembles of various ability levels.

High School Methods: SPEECH A seminar designed to assist the student in the supervision and instruction of speech activities at the High School level.

High School Methods: DRAMA A seminar designed to assist the student in the Supervision and instruction of speech activities at the High School level. Student must have at least sophomore standing to register for this course.

ED 380 - Elem Learning Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core 1 experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the Core. ED 380 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 380L - Elementary Core Lab Credits: .00

Student must have at least sophomore standing to register for this course.

ED 381 - Curric Stndrds Credits: 1.00

Elementary Curriculum & Standards: Science: As part of the Core 1 experience, determines the essential goals and standards of the elementary curriculum. Learn appropriate content, methods, and strategies for teaching science in elementary grades. Prerequisite: Program admission required. **Elementary Curriculum & Standards: Social Science** As part of the Core 1 experience, determines the essential goals and standards of the elementary curriculum. Learn appropriate contend, methods, and strategies for teaching social science in elementary grades. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 382 - Elementary Clsrm Dynamics Credits: 2.00

Examines teaching from these perspectives: 1) management of children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 383 - Ind Diff/Issues In Elem Credits: 2.00

Explores principles of human development including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 384 - Exceptionality:Elem Credits: 2.00

Provides a broad based introductory course that introduces students to the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at both the elementary level and in High School content courses. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 385 - Elem Assessment Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas is key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 390 - High Sch Lrng Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core 1 experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the Core. ED 380 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Student must have at least sophomore standing to register for this course.

ED 390L - High Sch Learning Lab Credits: .00

Student must have at least sophomore standing to register for this course.

ED 391 - High Sch Curric/Stndrds Credits: 2.00

As part of the Core 1 experience, determines the essential goals and standards of the High School curriculum especially CIM/CAM perspectives. Learn appropriate content, methods, and strategies for teaching high school. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 392 - Classroom Dynamics Credits: 2.00

Examines teaching from these perspectives: 1) management of adolescents, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 393 - Development & Ind Diff Credits: 2.00

Explores principles of human development including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 394 - Exceptionality Credits: 2.00

Provides a broad based introductory course that introduces students to the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at the high school level. Student must have at least sophomore standing to register for this course.

ED 395 - Assess Tech In High Sch Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas is key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 396 - Read/Writing Acrs Curric Credits: 2.00

Language Across The Curriculum (2) Focuses on language processes as supportive tools for learning in all curricular areas. Emphasis will be given to the practical side of integrating the basic skills of reading, writing, speaking, and listening to enhance or further explain subject area knowledge. Additional topics will include, but are not limited to: study skills, content specific writing assignments, accommodating language differences, enhancing vocabulary development, use of appropriate literature to support the curriculum, and the utilization of narrative and poetic as well as expository texts as a basis for learning subject area information. The term "language" in this course refers to all forms of written and oral communication. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 402 - Supervision & Conferencing Credits: 1.00

Student must have at least junior standing to register for this course.

ED 405 - Reading & Conference Credits: 1.00 TO 5.00

Student must have at least junior standing to register for this course.

ED 407 - Seminar Credits: 1.00 TO 15.00

Student must have at least junior standing to register for this course.

ED 408 - Workshop Credits: 1.00 TO 6.00

Student must have at least junior standing to register for this course.

ED 409 - Practicum Credits: 1.00 TO 12.00

An advanced, field-based experience. Student must have at least junior standing to register for this course.

ED 410 - Topics In Education Credits: 1.00 TO 5.00

Student must have at least junior standing to register for this course.

ED 412 - Student Teaching Sem Credits: 2.00

Focuses on the current issues occurring in the student teaching experience, plus issues related to work samples, job placement, interviews, licensure requirements, discrimination, etc. To be taken concurrently with student teaching. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 415 - Student Tchng: Prim or Elem Credits: 5.00

PRIMARY: Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion. ELEMENTARY: Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion. Student must have at least junior standing to register for this course.

ED 416 - Student Tchng: HS or MID Credits: 5.00

Student Teaching: MID LEVEL Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion. Student Teaching: HIGH SCHOOL Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion. Student must have at least junior standing to register for this course.

ED 421 - Second Lang Acq Credits: 3.00

Methodology for the teaching of English as a second language in a bilingual education program. The process of first and second language acquisition will also be discussed. Another topic to be discussed is the political and social implication of language learning. Student must have at least junior standing to register for this course.

ED 421L - ESOL Strategies Lab Credits: 1.00

The purpose of the (English for Speakers of Other Languages) ESOL field experience is to provide opportunities for preservice and practicing teachers to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work one on one with a reading buddy to help them develop literacy in second language learners. At the same time, efforts are made to accommodate participants' preferences for specific grade levels. Student must have at least junior standing to register for this course.

ED 422 - Ed Lang Minority Student Credits: 3.00

The application of social science theory and methodology to the issues of educating American children from language

minority groups; examination of the research and related literature concerning the goals of education in a pluralistic society, cross cultural education, and bilingualism. Student must have at least junior standing to register for this course.

ED 423: ESOL Exam Preparation Credits: 1.00

Prepares students for taking the ESL content area exam. Students will review linguistic theory, language acquisition, current and preferred methods, curriculum, and programs for ESL instruction. Prerequisite: Completed at least 12 credits of ESOL coursework.

ED 437 - Emergent Literacy Credits: 2.00

Develops an understanding of beginning readers and writers. Includes exploration of emergent literacy, characteristics of developmental spelling and writing, appropriate instructional strategies for emergent literacy learners, assessment, materials, and classroom environments that facilitate literacy learning. Note: to be taken concurrently with or following ED 354. Required for the Reading Course of Study. Student must have at least junior standing to register for this course.

ED 438 - School Reading Programs Credits: 3.00

Organization of district level and school reading programs; roles of classroom teachers, resource personnel, aides, parents and volunteers; standards; current issues. Required for the Reading Course of Study. Student must have at least junior standing to register for this course.

ED 439 - Reading Practicum Credits: 3.00

Supervised experience in a school reading program. Includes student assessment, program planning, and instruction. Required for the Reading Course of Study. Prerequisites: Core 1, ED 468, ED 468L. Student must have at least junior standing to register for this course.

ED 446 - Socio-Linguistics Tchrs Credits: 3.00

This class is designed to give pre-service teachers, practicing teachers, and teacher-researchers an overview of the structure and functions of spoken and written language in diverse discourse communities. Students will engage in intensive study and practice of the methods involved in sociolinguistic research and discourse analysis. Emphasis is placed on how language is acquired (both grammatical and communicative competence) and how we can support language and literacy learning in school settings by drawing on our students' existing competencies in different discourse communities. Student must have at least junior standing to register for this course.

ED 463 - Mid Level Subj Meth Credits: 2.00

Middle School Methods: BUSINESS
Middle School Methods: JOURNALISM
Middle School Methods: MODERN LANGUAGES
Middle School Methods: ART
Middle School Methods: SOCIAL STUDIES
Middle School Methods: MUSIC
Middle School Methods: PHYSICAL EDUCATION/HEALTH
Middle School Methods: SPEECH
Middle School Methods: DRAMA

This series of seminars is an extension of ED 363 Curriculum Methods. Ideally placed in a middle school setting, students

continue their work in subject specific curriculum in preparation of work samples and applied instruction in the classroom. Mentor faculty assist students in locating resources and in crafting units in practicum settings. Student must have at least junior standing to register for this course.

ED 468 - Diag/Remedial Tech Credits: 3.00

Techniques for assessing reading strategies and skills; diagnosis and instruction of reading difficulties; prevention strategies. Required for the Reading Course of Study. Prerequisite: Core 1. Student must have at least junior standing to register for this course.

ED 468L - Diag/Remed Tech Lab Credits: 2.00

ED 469 - Devmntl/Expand Literacy Credits: 3.00

Develops an understanding of the developing and fluent reader in upper elementary, middle, and secondary levels. Includes strategies and techniques for developing literacy and study skills for various media. Note: to be taken concurrently with or following ED 356. Required for the Reading Course of Study. Prerequisite: Core 1. Student must have at least junior standing to register for this course.

ED 479 - Practicum For ESOL Credits: 2.00

The purpose of this course is to provide opportunities for preservice and practicing teachers to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, in close contact with teachers and/or staff who are certified as ESOL instructors. This course may be repeated for up to four credits. Student must have at least junior standing to register for this course.

ED 480 - Primary Learning Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the balance of the Core. This course is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 480L - Primary Core Lab Credits: .00

ED 481 - Curr Stnd:Art & Music Credits: 1.00

Primary Curriculum and Standards: MUSIC AND ART As part of the Core experience, determines the essential goals and standards of the ECE curriculum. Learn appropriate content, methods, and strategies for teaching art and music in elementary grades. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 482 - Primary Clsrm Dynamics Credits: 2.00

Examines teaching from these perspectives: 1) management of pre-K through grade 4 children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies

for pre-K through grade 4. Prerequisite: Program admission required.

ED 483 - Ind Diff & Iss Prim Grd Credits: 1.00

Explores principles of human development and learning particular to primary grades including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 484 - Exceptionality:Primary Credits: 1.00

Provides application knowledge needed to effectively teach and work with exceptional students in ECE. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 485 - Primary Assessment Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas is key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 490 - Middle Lvl Lrng Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the Core. ED 490 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 491 - Mdle Lvl Curric/Stndrds Credits: 2.00

As part of the Core 2 experience, determines the essential goals and standards of the middle school curriculum including early CIM requirements. Learn appropriate content, methods, and strategies for teaching the seven subject areas of middle school grades: Science, art, social studies, language arts, mathematics, physical education/health, and music. Survey the ancillary learning opportunities in vocational areas. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 492 - Classroom Dynamics Credits: 2.00

Examines teaching from these perspectives: 1) management of middle school students, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies of middle school curriculum. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 493 - Ind Diff/Iss Mdle Lvl Credits: 1.00

Principles of human development and learning particular to middle level grades including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 494 - Spec Needs In Mdle Lvl Credits: 1.00

Provides application knowledge needed to effectively teach and work with exceptional students in Middle Level. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 495 - Mdle Lvl Assess Tech Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas is key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 499 - Senior Seminar Credits: 3.00

The capstone is for the Multidisciplinary Studies majors who do not complete the Elementary Education minor. Prerequisite: Permission of instructor. Student must have at least junior standing to register for this course.

ED 500 - MS Seminar Credits: 2.00

This course provides an overview of graduate research in education. A general topics course based on reading professional literature and writing a referenced essay using the style and skills required in graduate education. Prerequisite: Required for MS program admission. Student must have graduate standing to register for this course.

ED 502 - Supervisn & Conferencng Credits: 1.00

Student must have graduate standing to register for this course.

ED 503 - Master's Project Credits: 4.00 OR 6.00

A field-based project, approved by a graduate advisor and graduate master's project committee providing evidence of quality graduate level scholarship. Prerequisite: Admission to graduate level program. Student must have graduate standing to register for this course.

ED 504 - Continuing License WS Credits: 1.00 TO 3.00

Student must have graduate standing to register for this course.

ED 505 - Reading & Conference Credits: 1.00 TO 5.00

Student must have graduate standing to register for this course.

ED 506 - Special Independent Studies Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 507 - Seminar Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 508 - Workshop Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 509 - Practicum Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 510 - Topics In Education Credits: 1.00 TO 6.00

Individual or group investigations of special topics in education, philosophy, curriculum, supervision or administration. Student must have graduate standing to register for this course.

ED 511 - Reading Research In Ed Credits: 3.00

A Comprehensive course on sources of research, reading and understanding research, and doing a literature review. Also an emphasis on qualitative research Possible Outcome: A review of 10 journal articles with annotated summaries of specific criteria. Or, alternatively, a literature review. Student must have graduate standing to register for this course.

ED 512 - Integrated Curriculum Credits: 2.00

An opportunity to become informed about goal-based, narrative-framed, and constructivist curriculum. Student must have graduate standing to register for this course.

ED 514 - Foundations Education Credits: 3.00

A survey of some major sociological, historical, philosophical and psychological factors underlying present-day American education. Student must have graduate standing to register for this course.

ED 515 – Quantitative Rsrch In Ed Credits: 3.00

An introduction to quantitative research in education. Includes sampling techniques, basic descriptive designs, correlational designs, and experimental/quasi-experimental designs. Prerequisite: MS program admission; ED 500. Student must have graduate standing to register for this course.

ED 516 – Qualitative Rsrch In Ed Credits: 3.00

An introduction to qualitative research methods for use in educational settings. Concepts and strategies of qualitative based data collection and data analysis, including case studies, participant/observer approaches, interviewing, and field note collection. Prerequisite: MS program admission; ED 500. Student must have graduate standing to register for this course.

ED 517 – Lit Reviews In Ed Rsrch Credits: 3.00

A comprehensive course in reading and understanding educational research, and learning the process of writing a literature review appropriate for a focused research proposal. This course provides the background knowledge for the literature review developed later within the research

proposal and final research paper. Prerequisite: MS program admission; ED 500, ED 515, ED 516. Student must have graduate standing to register for this course.

ED 518 – Research Proposal Credits: 2.00

Development and writing of the research proposal. Establishment of the thesis committee. Securing permission for the study. Finalization of the research design and procedures. Preliminary drafts of the research paper. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517. Student must have graduate standing to register for this course.

ED 519 – Research Completion Credits: 4.00

Implementation of the research project. Data collection, analysis, and interpretation. Writing and presentation of the final draft of the research paper. Expected to be completed within two terms. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517, ED 518. Student must have graduate standing to register for this course.

ED 537 - Development:Elementary Credits: 3.00

An effective elementary school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

ED 538 - Development:Middle Sch Credits: 3.00

An effective middle school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

ED 539 - Development:High School Credits: 3.00

An effective high school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

ED 544 - Language & Cognition Credits: 3.00

This seminar course provides an exploration of issues related to second language acquisition in schools, cognitive development in bilingual learners, and restructuring K-12 education to better meet the needs of linguistic minority students. Course participants will read extensively in the literature regarding second language education research, learner strategies in acquiring a second language, and the analysis of English and its underlying system. Three major projects will be required, including a literature circle response presentation; a portfolio of weekly response assignments over course readings and

weekly linguistic analysis assignments; and an integrative capstone experience which includes conducting and writing up a case study of a selected bilingual learner. Student must have graduate standing to register for this course.

ED 545 - Found Second Lang Ed Credits: 3.00

Introduction to theory and practices of bilingual education and the history of bilingual education in the U.S. will be discussed. Students will become familiar with current issues and problems in the field of bilingual education, with federal legislation and court cases as they relate to minority students, and with different models of bilingual education programs. Student must have graduate standing to register for this course.

ED 546 - Iss Ed Lang Minority Std Credits: 3.00

The application of social science theory and methodology is the issue of educating American children from language minority groups; examination of the research and related literature concerning the goals of education in a pluralistic society, cross cultural education, and bilingualism. Identification of major teaching methodologies which utilize ESOL will be discussed. Student must have graduate standing to register for this course.

ED 547: ESOL Practicum Credits: 3:00

ESOL (English for Speakers of Other Languages) practicum experience. The purpose of this field experience is to provide opportunities for participants to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, in close contact with teachers and/or staff who are certified as ESOL instructors.

ED 548 - 2nd Lang Acquist & ESOL Strat Credits: 3.00

This seminar course is designed to assist practicing teacher in development and practice of research based strategies for meeting the needs of second language learners in the mainstream classroom. Effective methods of teaching both the English language and regular curriculum objectives will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in mainstream classroom. Student must have graduate standing to register for this course.

ED 552 - Growing Chld:Birth-8 Yrs Credits: 3.00

A study of the development of the whole child; from birth to age eight, in the areas of physical, cognitive, social, emotional, and aesthetic growth. The relationship between theories and development in each of these areas of growth and application of those theories into practice, in programs for young children. The importance of considering “age and stage” of development when setting goals for the young child is embedded in this course content. Student must have graduate standing to register for this course.

ED 554 - Behav/Guid Of Yng Child Credits: 5.00

A course to provide learning, related to stages, in the development of behavior, and applying that learning when planning interactions with, and programs for, the young child. Guidance as opposed to control, using methods which have the child's well being as the focus. Exploring adult/child

relationships and the effect of the environment on behavior. Student must have graduate standing to register for this course.

ED 555 - Practicum:ECE Credits: 1.00 TO 6.00

This course will provide supervised, practical experience in a prekindergarten and kindergarten setting. The practicum will extend the learner's experience beyond the college classroom by integrating course work, theories, techniques, into the young child's environment. Student must have graduate standing to register for this course.

ED 556 - Applied Linguistics Credits: 3.00

Introduces the structure and functions of English. Course participants will analyze the underlying grammatical system of English at the phoneme, word, and text levels. Learners will demonstrate their knowledge of basic language structures and processes. A major focus of the course is the application of knowledge about linguistic processes to instructional decision making in literacy education. Student must have graduate standing to register for this course.

ED 560 - Found Literacy Lrng Credits: 2.00

Course focuses on organization, personnel, management, and evaluation of comprehensive reading programs K-12 at classroom, school, and district levels. Implementation and administrative issues are also included. Required for Basic Reading Endorsement. Prerequisite: Elem. or Sec. reading course. Student must have graduate standing to register for this course.

ED 561 - Emergent Literacy Credits: 3.00

Techniques and methods for teaching reading in the primary grades. Designed to acquaint the student with different procedures, media, and materials for teaching reading from the preschool level through the primary grades. Special focus on language development and communication. Required for Basic Reading Endorsement. Prerequisite: Elem. or Sec. reading course. Student must have graduate standing to register for this course.

ED 562 - Lit In Elem Grades Credits: 3.00

A survey of elementary literacy programs as well as principles of motivation in literacy learning, major reading strategies and their variants, guided reading, reading/writing connections, the role of basal programs. Prerequisite: ED 560 or equivalent. Student must have graduate standing to register for this course.

ED 563 - Lit Selected Cont Area Credits: 2.00

Specifics of teaching reading and writing within a specific discipline (K-12). This course would be based on the general knowledge about reading but extended to meet the needs within a specific discipline of a student's choice. Prerequisite: ED 560 or equivalent. Student must have graduate standing to register for this course.

ED 564 - Literature In Lit Program Credits: 2.00

Explores the many kinds of literature that support literacy programs, principles of literature-based reading, matching literature to student's reading ability and interest level, exploring different types of book sharing. Includes multicultural literature. Student must have graduate standing to register for this course.

ED 565 - Tech Lit Assess CIs Tchr Credits: 2.00

Views assessment as part of the learning cycle. Develops ability to conduct classroom based assessment and to gather classroom work samples in reading and writing. Would include either running records or miscue analysis appropriate for the classroom teacher. Prerequisite: ED 560 or equivalent. Student must have graduate standing to register for this course.

ED 566 - Pract Lit Assessment Credits: 1.00 TO 3.00

Apply assessment information of ED 565 in an authentic context working with an individual or several literacy learners to diagnose and assess their literacy learning. Prerequisite: ED 565 or equivalent. Student must have graduate standing to register for this course.

ED 567 - Spelling Matters Credits: 2.00

An in-depth look at developmental spelling and the type of instruction that supports learning to spell from preschool through high school.

ED 568 - School Reading Prog Credits: 3.00

Characteristics of outstanding reading programs, problem solving in curriculum and instruction within a school and district context, role of all stakeholders in literacy including school personnel, parents, public, press, and politicians. Prerequisite: ED 560 or equivalent. Student must have graduate standing to register for this course.

ED 569 - Issues/Rsrch In Lit Credits: 2.00

Issues such as the role of phonics in learning to read or literacy for ESL students would be selected and researched based on current public and professional interest. Students would be expected to write referenced position statements on issues and take action based on those statements. A seminar to provide summation of literacy coursework. Prerequisite: At least two previous undergraduate level reading courses. Student must have graduate standing to register for this course.

ED 570: School Library Administration Credits: 3.00

Introduces the functions and organization of the school library media program. It will include services to the learning community, personnel, facilities, budgeting, collection management, and evaluation. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 573: Reference and Information Services in the School Library Credit: 3.00

Focuses on the basic reference sources and information services, analysis of the information needs of the learning community, and the ethics of reference service. It will prepare the teacher-librarian to evaluate and utilize online search tools and search strategies, understand database structure and access, and select, manage, and evaluate reference sources to support the K-12 curriculum. Prerequisite: Children's Literature and Young Adult Literature

ED 575: Information Technology Tools Credits: 3.00

Addresses technological applications and current issues in the K-12 classroom including the role of the teacher-librarian in the training, uses, and development of technology in the school setting. Topics will include video streaming,

website creation, social networking, Web 2.0 user services, presentation design, K-12 classroom and productivity software/hardware. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 577: Collection Management in the School Library Credits: 3.00

Introduces the issues and practices of collection development in the dynamic school library. The focus will be on selection, acquisition, and maintenance of materials in all forms that support the curriculum and user needs of the learning community. Additional topics include collection review, evaluation, preservation, and intellectual freedom. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 578 Instructional Methods for the Teacher-Librarian credits: 3.00

Provides a foundation for the teacher-librarian /educational media specialist to provide quality, student-centered information literacy instruction. State and national standards will be addressed as students develop literature appreciation experiences, curriculum and skill lessons, and collaborative learning units with the classroom teacher. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 579: Educational Media Practicum Credits: 3.00

Guided practical field experience under the supervision of a currently practicing teacher-librarian /educational media specialist. Requires visual documentation of activities in integral areas of school librarianship. The practicum is to be arranged to include experience at both the ECE/ELE and Mid/HS levels. Prerequisite: 9 credits of ED 573, 575, 577 or 578 (or equivalents)

ED 580 - Early Interv/Accl Prg Lit Credits: 2.00

Investigate the research and principles that underlie successful programs for young children and examine specific programs such as Reading Recovery, Early Steps, First Steps, Success For All, Four Blocks, etc. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading including ED 561. Student must have graduate standing to register for this course.

ED 581 - Literacy Mid/High Sch Credits: 3.00

Principles of successful literacy programs at these levels for all students and specifics of how to work with students who have not yet found success in literacy. This course is appropriate for the MS Literacy cognate and is a requirement for the Middle School/High School Reading Endorsement. Student must have graduate standing to register for this course.

ED 582 - Tech Diag/Inst Rdnng Spec Credits: 3.00

Specific strategies that would be appropriate in small group and individualized diagnosis and instruction for students with special needs in learning to read, more advanced diagnosis than for the classroom setting. Advanced miscue analysis. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading. Student must have graduate standing to register for this course.

ED 583 - Practicum In Literacy Credits: 1.00 TO 3.00

Contextualize theoretical and research information in a school or clinical setting. Prerequisite: Undergraduate reading endorsement or twelve graduate credits in reading including ED 582. Student must have graduate standing to register for this course.

ED 585 - Rdg/Writ Across Curric Credits: 2.00

This course will focus attention on current research which supports the utilization of reading and writing as supportive tools for learning. Emphasis will be given to the practical side of integrating these two basic skills to enhance or further explain subject area knowledge. Additional topics may include, but are not limited to: textbook readability, designing study guides, alternative writing assignments, assisting the learning impaired in content area instruction, enhancing vocabulary development, the use of appropriate literature to support the curriculum, the value of journal writing, and the utilization of poetic as well as transactional writing as a basis for learning subject area information. Student must have graduate standing to register for this course.

ED 587 - Curric Stndrds & Pract Credits: 2.00

A course designed to help students understand the foundations of curriculum design for the classroom. A course to aid in teacher participation of school curriculum construction, curriculum improvement, designing of student outcomes, textbook adoption, and annual classroom planning. Student must have graduate standing to register for this course.

ED 588 - Assess Issues & Pract Credits: 2.00

Explores the theoretical, practical and applied approaches to assessment. Student must have graduate standing to register for this course.

ED 601: Teaching as a Profession 1.00

Develops student awareness of the teaching profession and how it relates to the society of today. Philosophical and sociological foundations and their influences on the American educational institutions will be included. The role of state, local, and federal agencies will be analyzed as students are prepared for the role of the professional and ethical teacher. Prerequisites: Graduate standing and admission to the MAT program.

ED 604: Classroom-based Action Research 1 1.00

A four-term sequence presents the basic concepts, definitions and examples of classroom-based research and contrasts it with other types of research. The sequence addresses the process and product of action research including selecting a research question, research design, APA style and academic writing. Also presents legal and ethical requirements for human-based research. Prerequisites: Graduate standing and admission to the MAT program.

ED 605: Classroom-based Action Research 2 1.00

The second course in a four-term sequence. Continues the topics and concepts of ED 604. Prerequisites: Graduate standing and admission to the MAT program.

ED 606: Classroom-based Action Research 3 1.00

The third course in a four-term sequence. Continues the topics and concepts of ED 604 and 605. Prerequisites:

Graduate standing and admission to the MAT program.

ED 607: Classroom-based Action Research 4 1.00

The final course in a four-term sequence. The focus in this term is on the implementation of and reporting on the actual classroom-based research project. Prerequisites: Graduate standing and admission to the MAT program.

ED 608: Workshop 1.00 TO 6.00

Prerequisites: Graduate standing.

ED 609: Practicum 0.00 TO 6.00

Supervised, extended teaching experience in a public school setting. The student will be responsible for planning implementing and assessing in the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement may be in an ECE, Elementary, middle level or high school classroom. Prerequisites: Graduate standing and admission to the MAT program

ED 610: Topics in Education 1.00 TO 6.00

Prerequisites: Graduate standing.

ED 611: Curriculum / Instruction / Assessment Core 1 2.00

Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in the elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion- referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 612: Curriculum / Instruction / Assessment Core 2 2.00

Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in the elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion- referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 613: Curriculum / Instruction / Assessment 3 1.00

Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion- referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 615: Learning/Development/Classroom Dynamics Core ECE/ELE 1 2.00

Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. Building on this development foundation, this course uses an eclectic approach in examining classroom behavioral and management issues. Prerequisites: Graduate standing and admission to the MAT program.

ED 616: Learning/Development/Classroom Dynamics Core ECE/ELE 2 2.00

Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. This course is intended to present a broad range of management techniques that support a positive classroom climate. Planning and implementation of specific models for management and instruction of students will be emphasized. Prerequisites: Graduate standing and admission to the MAT program .

ED 617: Learning/Development/Classroom Dynamics Core ECE/ELE 3 1.00

Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. This course is intended to present a broad range of management techniques that support a positive classroom climate. Planning and implementation of specific models for management and instruction of students will be emphasized. Students will actively participate in their own learning through discussions, presentations, small group activities, out of class assignments, and guest speakers. Prerequisites: Graduate standing and admission to the MAT program.

ED 620: Reading and Language Arts 1 2.00

Introduces knowledge and understanding of the language arts curriculum and the teaching of reading and additional language arts skills (spelling, oral communication, grammar, listening, penmanship, drama, and vocabulary development). Also includes the utilization of children's literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

ED 621: Reading and Language Arts 2 2.00

Develops knowledge and understanding of the language arts curriculum and the teaching of reading and additional language arts skills (spelling, oral communication, grammar, listening, penmanship, drama, and vocabulary development). Also includes the utilization of children's literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

ED 622: Reading and Language Arts 3 1.00

Enhances the knowledge and understanding of the language

arts curriculum and the teaching of reading and additional language arts skills (spelling, oral communication, grammar, listening, penmanship, drama, and vocabulary development). Also includes the utilization of children's literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

ED 630: Music Methods ECE 1.00

Develops skills in music teaching while also providing growth in introductory experiences in playing and reading music. Focusing on integrating music activities across all disciplines, students will study music literacy standards, multiple genres, and their role as musical leader in the classroom. The expressive characteristics of music, coupled with movement, will be studied and applied to curricular activities. Lesson plans and resources will be focused on developmentally appropriate activities and experiences for early childhood. Prerequisites: Graduate standing and admission to the MAT program.

ED 631: Music Methods ELE 1.00

Develops skills in music teaching while also providing growth in introductory experiences in playing and reading music. Focusing on integrating music activities across all disciplines, students will study the national music literacy standards, multiple genres, and their role as musical leader in the classroom. Best practices in music methods will be introduced with a current look at music technology. The expressive characteristics of music, coupled with movement, will be studied and applied to curricular activities. Lesson plans and resources will be focused on elementary students. Prerequisites: Graduate standing and admission to the MAT program.

ED 632: Art Methods ECE 1.00

Introduces art for the ECE student, based on the philosophy and curriculums of Discipline Based Art Education (DBAE) and the National and Oregon State Visual Arts Standards. Designed to familiarize students with contemporary art pedagogy including curriculum design, strategies and methods, classroom management techniques, external resources and self-development in the visual arts area. Prerequisites: Graduate standing and admission to the MAT program.

ED 633: Art Methods ELE 1.00

Introduces art for the elementary student, based on the philosophy and curriculums of Discipline Based Art Education (DBAE) and the National and Oregon State Visual Arts Standards. Designed to familiarize students with contemporary art pedagogy including curriculum design, strategies and methods, classroom management techniques, external resources and self-development in the visual arts area. Prerequisites: Graduate standing and admission to the MAT program.

ED 636: Science Methods ECE 1.00

Acquaints candidates with grade level curriculum, textbooks and support materials, and the creation of elementary school science programs. An emphasis will be placed upon classroom activities applicable to ECE science instruction. Prerequisites: Graduate standing and admission to the MAT program.

ED 637: Science Methods ELE 1.00

Acquaints candidates with grade level curriculum, textbooks and support materials, and the creation of elementary school science programs. An emphasis will be placed upon classroom activities applicable to ELE science instruction. Prerequisites: Graduate standing and admission to the MAT program.

ED 638: Social Studies Methods ECE/ELE 2.00

Gives candidates the basics of teaching in the area of social studies in the ECE and ELE classroom, including history, geography, government, and contemporary social issues. Introduces grade level curriculum, scope and sequence, and application of selected social studies skills within the classroom. Prerequisites: Graduate standing and admission to the Mat program.

ED 640: Teaching in a Diverse Society 3.00

Examines cultural diversity in U.S. society and increases self-awareness related to worldviews and beliefs about diversity issues. Special attention is given to role of the teacher in establishing an appreciation of diversity. Prerequisites: Graduate standing and admission to the MAT program.

ED 641: Exceptionalities 3.00

Introduces students to the broad area of exceptionalities and allows them to demonstrate competency in, or understanding of, the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 642: Technology in the Elementary Classroom 1.00

Provides access to educational technology tools and strategies that support instruction leading to increased student achievement. Having a collection of software and hardware tools will aid in communicating learning objectives, energizing classroom learning activities, and acquiring new knowledge and synthesizing information. The use of educational technology is the backbone of many research models and is a rich resource for online information for classroom activities. This course is designed to prepare future elementary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 643: Technology in the Secondary Classroom 2.00

Provides access to educational technology tools and strategies to support instruction leading to increased student achievement. Having a collection of software and hardware tools will aid in communicating learning objectives, energizing classroom learning activities, and acquiring new knowledge and synthesizing prior information. The use of educational technology is the backbone of many research models and is a rich resource for online information for classroom activities. This course is designed to prepare future secondary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 650: Curriculum/Instruction/Assessment Core ML/HS 1 2.00

Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Students learn to determine entry skills and behaviors, design norm-and criterion-referenced testing, and describe assessment results. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the second main thrust of the course. Prerequisites: Graduate standing and admission to the MAT program.

ED 651: Curriculum/Instruction/Assessment Core ML/HS 2 2.00

Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing, and then describing the results is studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course. Admission to the MAT program is required to register for this course. Prerequisites: Graduate standing and admission to the MAT program.

ED 652: Curriculum/Instruction/Assessment Core ML/HS 3 1.00

Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing, and then describing the results is studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course. Prerequisites: Graduate standing and admission to the MAT program.

ED 653: Learning/Development/Classroom Dynamics Core ML/HS 1 2.00

Introduces the learning and developmental processes of the adolescent. Both physical and cognitive developments will be covered as an integral part of the learning. Cognitive and social theorists will be introduced to lay a foundation for future understanding of adolescent development. A survey of classroom management and discipline styles will also be included. Prerequisites: Graduate standing and admission to the MAT program.

ED 654: Learning/Development/Classroom Dynamics Core ML/HS 2 2.00

Extends the summer course, involving both student development and classroom dynamics. Practical applications of the theories and processes that were covered in the

Learning Core summer course will be introduced. Students will be required to review the basic components and apply them to the classroom situation. Included in this course will be lower and higher skill development. Prerequisites: Graduate standing and admission to the MAT program.

ED 655: Learning/Development/Classroom Dynamics Core ML/HS 3 1.00

Completes the sequence of the Learning Core for secondary education students. This course will review previous material and applications and focus on multiple strategies for middle and high school instruction in terms of cognitive, behavioral, and social developments of the adolescent. Prerequisites: Graduate standing and admission to the MAT program.

ED 656: Content Area Literacy 1 2.00

Designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on concepts and strategies for reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.

ED 657: Content Area Literacy 2 2.00

Provides a continuation of ED 656 and is designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on concepts, strategies, and implementation of reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.

ED 658: Content Area Literacy 3 1.00

Provides a continuation of ED 657 and is designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on implementation of reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.

ED 659: Adolescent Health 1.00

Provides an understanding of health and wellness issues for adolescent students in middle and high school settings. Topics include positive and risky health behaviors, individual health responsibility and developing school prevention strategies. Prerequisites: Graduate standing and admission to the MAT program.

ED 660: Secondary Methods 2.00

Provides the different methods and processes that can be used to teach in a middle and/or high school level class. Includes instructional techniques from direct instruction to inquiry-based lessons. A major emphasis is to help candidates prepare to teach the diverse learners of today. Prerequisites: Graduate standing and admission to the MAT program.

ED 661: Art Methods ML 3/00

Focuses on preparing the candidates to teach art to middle level students through enhancing their knowledge and understanding of art education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 662: Art Methods HS 3.00

Focuses on preparing the candidates to teach art to high school students through enhancing their knowledge and understanding of art education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 663: Art Methods K-12 2.00

Addresses state and/or national standards, available resources, support systems, and most importantly strategies for instructing K-12 students in art, including the ECE/ELE levels. Prerequisites: Graduate standing and admission to the MAT program.

ED 664: Business Methods ML 3.00

Focuses on preparing the candidates to teach business to middle level students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 665: Business Methods HS 3.00

Focuses on preparing the candidates to teach business to high school students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 666: Business Methods ML/HS 2.00

Focuses on preparing the candidates to teach business to middle level and high school students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 667: English Language Arts Methods ML 3.00

Focuses on preparing the candidates to teach language arts to middle level students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 668: English Language Arts Methods HS 3.00

Focuses on preparing the candidates to teach language arts to high school students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 669: English Language Arts Methods ML/HS 2.00

Focuses on preparing the candidates to teach language arts to middle level and high school students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 670: Language Methods ML 3.00

Focuses on preparing the candidates to teach world languages to middle level students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 671: Language Methods HS 3.00

Focuses on preparing the candidates to teach world languages to high school students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Candidates must have graduate standing to register for the class.

ED 672: Language Methods ML/HS 2.00

Focuses on preparing the candidates to teach world languages to middle level and high school students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 673 - Secondary Methods:Agriculture Credits: 3.00

This course is designed to equip the student for instruction and supervision of agriculture science and technology at the secondary level. Student must have graduate standing to register for this course.

ED 674 - Secondary Methods:Agriculture Credits: 3.00

This course is designed to assist the student in the supervision and instruction of agriculture processes and activities at the secondary level. This course is a continuum of ED 673. Student must have graduate standing to register for this course.

ED 675 - Secondary Methods:Agriculture Credits: 2.00

This course is designed to equip the student for instruction and supervision of agriculture science and technology at the secondary level. This course is a continuum of ED 673 and 674. Student must have graduate standing to register for this course.

ED 676: Music Methods ML 3.00

Focuses on preparing the candidates to teach music to middle level students through enhancing their knowledge

and understanding of music education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 677: Music Methods HS 3.00

Focuses on preparing the candidates to teach music to high school students through enhancing their knowledge and understanding of music education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 678: Music Methods K-12 2.00

Addresses state and/or national standards, available resources, support systems, and most importantly strategies for instructing K-12 students in music, including the ECE/ELE levels. Prerequisites: Graduate standing and admission to the MAT program.

ED 679: Speech & Drama Methods ML 3.00

Focuses on preparing the candidates to teach speech and drama to middle level students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Graduate standing and admission to the MAT program.

ED 680: Speech & Drama Methods HS 3.00

Focuses on preparing the candidates to teach speech and drama to high school students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 681: Speech & Drama Methods ML/HS 2.00

Focuses on preparing the candidates to teach speech and drama to middle level and high school students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 682: Science Methods ML 3.00

Focuses on preparing the candidates to teach science to middle level students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 683: Science Methods HS 3.00

Focuses on preparing the candidates to teach science to high school students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 684: Science Methods ML/HS 2.00

Focuses on preparing the candidates to teach science to middle level and high school students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 685: Social Studies Methods ML 3.00

Focuses on preparing the candidates to teach social studies to middle level students through enhancing their knowledge and understanding of social studies education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 686: Social Studies Methods HS 3.00

Focuses on preparing the candidates to teach social studies to high school students through enhancing their knowledge and understanding of social studies education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 687: Social Studies Methods ML/HS 2.00

Focuses on preparing the candidates to teach social studies to middle level and high school students through enhancing their knowledge and understanding of social studies education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 690: Field Placement Seminar 0.00

Provides students the opportunity to demonstrate understanding of the most effective teaching/learning strategies in ECE and Elementary classrooms. Prerequisites: Graduate standing and admission to the MAT program

ED 692: Field Placement ECE (4)

Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in an ECE classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 694: Field Placement ELE (4)

Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in an elementary classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 696: Field Placement ML (4)

Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in a middle school classroom. Prerequisites: Graduate standing and admission to the MAT program

ED 698: Field Placement HS (4)

Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in a high school classroom. Prerequisites: Graduate standing and admission to the MAT program

ED 705 - Reading & Conf Credits: 1.00 TO 5.00

Student must have graduate standing to register for this course.

ED 706 - Spec Indiv Stud Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 707 - Seminar Credits: 1.00 TO 15.00

Student must have graduate standing to register for this course.

ED 708 - Workshop Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

ED 709 - Practicum Credits: 1.00 TO 15.00

Student must have graduate standing to register for this course.

ED 710 - Topics In Education Credits: 1.00 TO 6.00

Student must have graduate standing to register for this course.

READ 509- Practicum in Literacy Credits: 3.00

Supervised experience in a school reading program. Contextualizes theoretical and research information in a school setting. Prerequisite: Twelve graduate credits in reading, including an assessment and leadership classes. You must have permission of the instructor to register for this practicum. You may not take both ED 583 and READ 509 for credit. Student must have graduate standing to register for this course.

READ 512- Fndtns Lit:Knowledge Base Credits: 3.00

Introduces the foundations of literacy. Learners will explore the factors that influence literacy learning and analyze core understandings about the nature of reading. They will be introduced to consensus research findings and learn how these are translated into best practices in the classroom. Student must have graduate standing to register for this course.

READ 513- Fndtns Lit Mid/High Sch Tchrs Credits: 3.00

Introduces the foundations of literacy as they apply to middle and high school learners. Students will explore the factors that influence literacy learning and analyze core understandings about the nature of reading. They will be introduced to consensus research findings and learn how these are translated into best practices in the classroom. Prerequisite: Graduate standing. It is assumed that all participants must have access to a middle/high school level classroom where they can conduct observations as well as incorporate the literacy strategies we discuss in this class. Student must have graduate standing to register for this course.

READ 514- Linguistics For Tchrs Credits: 3.00

Introduces the structure and functions of English. Course participants will analyze the underlying grammatical system of English at the phoneme, word and text levels. Learners will demonstrate their knowledge of how language change influences the rise of dialects within a given language and the creation of new languages over time. Learners will engage in a comparative analysis of the linguistic features of several world languages, collect and analyze different speech samples in English, and prepare a series of lesson plans aimed at helping specific learners analyze authentic English language and usage related to a selected content area. Student must have graduate standing to register for this course.

READ 531- Tchng Struggling Adol Rdrs Credits: 3.00

Having strong reading and literacy skills is not only essential to success in the academic world, it is vital for success in the greater world in which we live. This course is designed to help teachers develop an understanding and teaching repertoire that will allow them to effectively assist adolescent learners who struggle with literacy and to empower teachers to help all their students reap the benefits that accompany strong literacy skills. Student must have graduate standing to register for this course.

READ 536- Tchng Phonics/Wrd Stdy Credits: 1.00

Examines recent research regarding knowledge about how to include word study in a primary/elementary classroom. A specific goal is to increase knowledge about how to teach students to become word solvers. Students will in turn learn to use tools they need to approach new words that are embedded in texts they read and occur in the texts they write. Topics will include phonemic awareness, letter names/sounds, phonics, word walls, and spelling patterns. Many instructional strategies to reach this goal will be examined. Student must have graduate standing to register for this course.

READ 542- Prep For Rdng Spclt Exam Credits: 1.00

This course will address the material most often appearing on the examination TSPC requires for obtaining a reading endorsement. Students will increase their literacy-related vocabulary, address the content domains, and create an

individualized study plan to prepare for the examination. Student must have graduate standing to register for this course.

READ 550- Foundations Second Lang Ed Credits: 3.00

This seminar course is an introduction to the theory and practice of second language education instruction in the United States. Overview and comparison of second language education (including ESL, bilingual education, foreign language education) and second language literacy programs, practices, and goals will be presented. Assumptions about the nature and value of second language and literacy instruction in different program approaches will be explored. History of second language education in the U.S. will be discussed, as will political and social implications of language education. Emerging concepts central to culturally responsive pedagogy for language learners will also be explored. Student must have graduate standing to register for this course.

READ 561- 2nd Lang Acquist & ESOL Strat Credits: 3.00

Assists the practicing teacher in development and practice of research-based strategies for meeting the needs of second language learners in the mainstream classroom. Effective methods of teaching both the English language and regular curriculum objectives will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in mainstream classroom. Student must have graduate standing to register for this course.

READ 574- Lit Assess Mid/High Sch Tchrs Credits: 3.00

Focuses on the informed and critical use of literacy assessment at the middle and high school level. Students will learn both formal and informal techniques. Student must have graduate standing to register for this course.

READ 575- Literacy Assmnt ELL Stdnts Credits: 3.00

Provides a foundation in literacy assessment for second language learners. This will include, but not be limited to, an understanding of the various assessment techniques for use in the classroom as well as the use of published tests for the purposes of placement and monitoring of ELL students. Student must have graduate standing to register for this course.

READ 576- Miscue Analysis Credits: 1.00

Study of miscue analysis for assessing students' reading strategies; includes the development of instruction related to information from the miscue analysis. Student must have graduate standing to register for this course.

READ 594- Young Adult Literature Credits: 3.00

Explores the field of adolescent literature. Theoretical concepts and practical aspects will be explored. Student must have graduate standing to register for this course.

READ 595- Multicultural Literature Credits: 1.00

Enhances teachers' ability to locate, evaluate, and incorporate quality multicultural literature into their grade-level curriculum. Learners will read and explore selected fiction, poetry, and non-fiction works by noted contemporary authors in the realm of multicultural literature. Learners will familiarize themselves with new authors and titles, explore activities which introduce students to multicultural literature, and develop resource lists for their own classrooms and school libraries. Student must

have graduate standing to register for this course.

SPED 506- Independent Research Credits: 1.00 TO 3.00

Independent Research in Special Education. Student must have graduate standing to register for this course.

SPED 510- Special Topics Credits: 1.00 TO 3.00

Individual or group investigations of special topics in special education, philosophy, curriculum, supervision or administration. Student must have graduate standing to register for this course.

SPED 520- Thry/Characts Excpntly Credits: 3.00

This introductory level course presents theories of exceptionality, with a focus on individual differences in cognitive, physical, affective, sensory and communicative development that affect learning. The definitions, prevalence, causes and characteristics associated with categories and conditions of exceptionality are emphasized and state eligibility criteria are introduced. Multiculturalism and diversity as related to exceptionality are addressed. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 522- Legal/Procedural Aspects Credits: 3.00

Legislation, litigation and governance structures relevant to special education are presented. Federal, state, and local guidelines, procedures and practices in special education are examined, including prereferral, referral, assessment and identification, and placement processes. Service delivery models and options are identified and analyzed. Strategies and techniques for disseminating information and training to site level personnel regarding special law and procedures are provided. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 524- Fndtns Of Assessment Credits: 1.00

This course provides an overview of the principles and practices of assessment and evaluation in special education. Topics include the purposes of assessment, basic concepts related to evaluation and measurement, types of instruments and procedures for assessing exceptional learners, general procedures for administering and scoring assessment instruments, and guidelines for the interpretation of assessment information. The relationship between assessment information and eligibility criteria are examined. Prerequisite: SPED 520 and Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 526- Assmnt:Cog/Acad/Com Skls Credits: 2.00

Instruments and approaches for use in assessing mild, moderate and severe disabilities in the areas of cognition, sensory, perceptual, and motor skills, preacademics, academics, oral language and communication skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 528- Assmnt:Life/Voc/Soc Skls Credits: 2.00

Instruments and approaches for use in assessing mild, moderate and severe disabilities in the areas of self help and daily living skills, prevocational, vocational, and career skills, and social-personal skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 530- Assmnt:Appl EC/Elem Credits: 1.00

This field based experience is designed to augment SPED 524, SPED 526, and SPED 528, and enables students to use assessment instruments and approaches to diagnose mild, moderate and severe disabilities among early childhood and elementary level learners in school settings. A work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 532- Assmnt:Appl Mid/HS Credits: 1.00

This field based experience is designed to augment SPED 524, SPED 526, and SPED 528, and enables students to use assessment instruments and approaches to diagnose mild, moderate and severe disabilities among middle and high school level learners in school settings. A work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 534- PIng For Excptnl Lnrn Credits: 2.00

This course offers an overview of the principles and components involved in educational planning for the exceptional learner. Course content addresses guidelines for Individualized Education Plan (IEP) development and review, with emphasis on the use of assessment information to formulate goals and objectives for individual learners. Strategies for IEP implementations and daily planning are included. Models and methods of classroom and program organization, and individual and group instructional arrangements are presented. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 536- PIngAppl:EC/EL Excpt Lnrn Credits: 1.00

This field based course is designed to augment SPED 534. Students will develop an Individualized Family Services Plan (IFSP) for an early childhood level learner and an Individualized Education Plan (IEP) for an elementary level exceptional learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IFSP and IEP are included. A work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 538- PIngAppl:Mid/HS Excp Lrn Credits: 1.00

This field based course is designed to augment SPED 534. Students will develop an Individualized Education Plan (IEP) for a middle school level exceptional learner and an IEP/

Individualized Transition Plan (ITP) for a high school level exceptional learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IEP and ITP are included. A work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 540- Mthds Acad & Comm:EC/EL Credits: 2.00

This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching preacademics, academics and oral language and communication skills to early childhood and elementary level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 542- Mthds Acad & Comm:Mid/HS Credits: 2.00

This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching academics, oral language and communication skills to middle and high school level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 544- Mthds Life/Voc Skls:EC/EL Credits: 2.00

This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching self help, independent living, sensory development, motor skills and prevocational skills to early childhood and elementary level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 546- Mthds Life/Voc Skl:Mid/HS Credits: 2.00

This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching self help, independent Education living, sensory development, motor skills and vocational and career skills to middle and high school level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 548- Behav Mgmt Except Lnrns Credits: 3.00

This course addresses a range of behavior disorders and presents theoretical principles, applied models, strategies and techniques for effectively managing behavior disorders in school settings. Emphasis is given to specific intervention strategies and procedures for individual and classroom management. The use of applied behavior analysis is included, as are methods for implementing behavior supports in general education and home settings. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 550- Collab & Consult Credits: 2.00

This course is designed to develop interdisciplinary competencies among educators who instruct exceptional learners in special or regular settings. Specifically, the course will address: parent communication and involvement, collaboration with social service agencies, and an examination of the consultant model of service delivery. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 552- Collab/Cnslt Appl:EC/EL Credits: 1.00

This field based experience presents specific strategies and methods for consultation and collaboration in early childhood and elementary school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated early childhood and elementary school settings are emphasized. Family issues, resources, and interagency arrangements unique to early childhood and elementary special education learners will be addressed. A field based project is required. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 554- Collab/Cnslt Appl:Mid/HS Credits: 1.00

This field based experience presents specific strategies and methods for consultation and collaboration in middle and high school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated middle and high school settings are emphasized. Family issues, resources, and interagency arrangements unique to middle and high school special education learners will be addressed. A field based project is required. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 556- Issues In Special Educ Credits: 3.00

This seminar encourages students to identify various problems and issues in the delivery of special education programs, especially those programs located in rural and remote areas. Each student is required to thoroughly research one issue and provide a model for addressing it. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 558- Fld Exp:EC Except Lnrn Credits: 1.00 TO 2.00

This field based experience provides students the opportunity to work directly with learners with disabilities at the early childhood level in a school setting and to demonstrate the attainment of specified competencies in the special education areas of assessment, planning, instruction, management and consultation. A work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 560- Fld Exp:Mid Except Lnrn Credits: 1.00 TO 2.00

This field based experience provides students the opportunity to work directly with learners with disabilities at the middle school level in a school setting and to demonstrate the attainment of specified competencies in the special education areas of assessment, planning, instruction, management and consultation. A work sample is required. Prerequisite: Admission

to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 562- Practicum:Elem Spec Ed Credits: 3.00 TO 6.00

This field based, capstone experience provides students the opportunity to work directly with learners with disabilities at the elementary level in a school setting and to demonstrate the attainment of advanced level program competencies. A comprehensive work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 564- Practicum: HS Spec Ed Credits: 3.00 TO 6.00

This field based, capstone experience provides students the opportunity to work directly with learners with disabilities at the high school level in a school setting and to demonstrate the attainment of advanced level program competencies. A comprehensive work sample is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

MTHE 333- Math In Elem School Credits: 5.00

Scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Prerequisite: Program admission program. 12 hours in college-level mathematics required. Student must have at least sophomore standing to register for this course.

MTHE 363- Curric Meth:Math Credits: 3.00

A course designed to provide students with the opportunity to apply foundational information in the area of mathematics to the High School classroom setting, and to enable students to review High School mathematics curriculum, current instructional materials, and supportive resources. Student must have at least sophomore standing to register for this course.

MTHE 410- Sp Sec Math Meth Credits: 3.00

A consideration of some of the materials and teaching techniques appropriate to the Secondary school mathematics classroom. Prerequisite: Junior or Senior standing. Student must have at least junior standing to register for this course.

MTHE 463- Curric Meth:Mathematics Credits: 2.00

Student must have at least junior standing to register for this course.

MTHE 510- Topics In Education Credits: 1.00 TO 6.00

Topics which bear on the high school mathematics curriculum or which might be used to stimulate high school mathematics students; topics such as Boolean algebra, probability, continued fractions, Fibonacci sequence, etc. Prerequisite: One year of experience teaching mathematics. Student must have graduate standing to register for this course.

MTHE 532: Mathematics in the Elementary School, ECE 1.00

Introduces the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories

from past, acquire models of successful techniques from the present, and prepare themselves for the future. Manipulatives, problem solving, mathematical connections, estimation, mental math and assessments for mathematics are included. Cultural diversity, integrating technology into the classroom, and a general overview of K-8 mathematics curriculum may be incorporated. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 533: Mathematics in the Elementary School, ELE 1.00
Investigates the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories from past, acquire models of successful techniques from the present, and prepare themselves for the future. Manipulatives, problem solving, mathematical connections, estimation, mental math and assessments for mathematics are included. Cultural diversity, integrating technology into the classroom, and a general overview of K-8 mathematics curriculum may be incorporated. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 534: Math Methods ECE/ELE 3 2.00
Implements the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories from past, acquire models of successful techniques from the present, and prepare themselves for the future. Manipulatives, problem solving, mathematical connections, estimation, mental math and assessments for mathematics are included. Cultural diversity, integrating technology into the classroom, and a general overview of K-8 mathematics curriculum may be incorporated. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 535: Mathematics Methods ML 3.00
Applies foundational information in mathematics to the middle level classroom setting; explores mathematics curriculum, current instructional materials and supportive resources; addresses NCTM and Oregon state standards; practices developmentally appropriate methodologies. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 536: Mathematics Methods 2 3.00
Applies foundational information in mathematics to the high school classroom setting; explores mathematics curriculum, current instructional materials and supportive resources; addresses NCTM and Oregon state standards; practices developmentally appropriate methodologies. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 537: Mathematics Methods 2.00
Supports students in implementing mathematics in the middle and high school classroom setting with developmentally appropriate methodologies. Prerequisites: Graduate standing and admission to the MAT program

MTHE 574- Calc For Tchrs Credits: 3.00
Student must have graduate standing to register for this course.

MTHE 575- Calc For Tchrs Credits: 3.00
Student must have graduate standing to register for this course.

MTHE 576- Calc For Tchrs Credits: 3.00
Student must have graduate standing to register for this course.

SCED 310- Selected Topics Credits: 1.00 TO 6.00
Student must have at least sophomore standing to register for this course.

SCED 410- Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

SCED 463- Curric Meth:Science Credits: 2.00
A course designed to provide students with an understanding of the science curriculum at the High School level. Effective materials, support systems, and activities for optimum student gains in the science areas will be addressed. Student must have at least junior standing to register for this course.

SCED 508- Science Ed Workshop Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

SCED 509- Science Ed Practicum Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

SCED 510- Selected Topics Sci Ed Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

SCED 556- Science Methods Credits: 1.00
Acquaint candidates with grade level curriculum, textbooks and support materials, and the creation of elementary school science programs. An emphasis will be placed upon classroom activities that are especially applicable to science instruction. Student must have graduate standing to register for this course.

SCED 558- Science Meth Credits: 2.00
Science: Concepts (2), ED 558 Science: Strategies (2), ED 558 Science Methods: Implementation (2) These courses are designed to provide candidates with an understanding of the science curriculum at the secondary level. Effective materials, support systems, and activities for optimum student gains in the science areas will be addressed. Student must have graduate standing to register for this course.

WRED 355- Teaching Comp Credits: 3.00
Student must have at least sophomore standing to register for this course.