

Education

DIVISION OF TEACHER EDUCATION

Teacher education offers one undergraduate major (Multidisciplinary Studies), a minor in Elementary Education, courses of study in Reading and English for Speakers of other Languages (ESOL), a graduate initial preparation program (MTE), a Master of Science degree, and several graduate endorsement preparation programs (ESOL, Literacy and Special Education).

The catalog information concerning EOU's teacher education programs is general in nature. Because teacher licensure programs are subject to external accreditation and to the rules established by Oregon's Teacher Standards and Practices Commission, changes are made routinely to keep pace with new requirements. It is important that interested students obtain the most current advising information about programs in regularly published College of Education and Business Advising Handbooks and Admissions Guidelines.

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

1. CUESTE (Curriculum for Undergraduate Elementary School Teacher Education): This 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 equivalent. 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. The MTE Program: A post baccalaureate degree program designed for those interested in attaining either elementary or secondary licensure. The program requires a year of preparation of graduate coursework as well as an internship in the public school. The program culminates in elementary or secondary licensure and, with an additional summer session of course work, a Master of Teacher Education 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 MTE 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 term. Please see the College of Education for the current Admission Brochure for CUESTE and the MTE Application Packet for specific information about each program.

OUTCOMES

The Initial Teacher Preparation Programs (CUESTE and MTE) have the following stated outcome:

1. Knowledge of curriculum content appropriate to the teaching level selected (e.g., secondary discipline(s), elementary curriculum).
2. The ability to recognize, respond to, and integrate diverse cultural experiences within the teaching/learning process and how to teach students to understand and participate in our pluralistic society.
3. An understanding of the influence of language (spoken, written and nonverbal) on the learning process and the use of this knowledge to facilitate learning.
4. An understanding of the importance of the teaching-learning cycle and the use of this information to improve student performance, to evaluate instruction, and to promote learning in all students.
5. The ability to recognize differences in learners and to accommodate instruction to learner needs so as to promote learning in all students.
6. The ability to model for students the gathering, analysis and synthesis of information from a variety of sources.
7. The ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.
8. An understanding of personal health issues that affect the learner and learning environment.
9. Successful completion of pre-service experiences in both practica and student teaching.
10. The ability to apply decision-making principles

and group processes in the areas of curriculum, methodology, measurement, program design, and school improvement.

ASSESSMENT

There are multiple points of assessment required of both the undergraduate and graduate teacher preparation programs.

Assessment 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 certain general education and core course work with minimum grade point average, completion of certain skills activities, and other experiential learning tasks 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.

Assessment of personal and social characteristics: Supervising professionals assess students in areas such as reliability, initiative, sensitivity to diversity, hygiene, etc.

Assessment of academic and professional abilities in education: Major program tasks require students to design work samples and implement lessons in field practica. The static and dynamic assessment of these critical tasks assures that student will meet minimum professional standards. Individual courses and learning experiences also require specific performance. These assessments include tests, performance-based skills, accumulation of portfolio evidences, etc.

Assessment of professional skills and applications of subject and pedagogical knowledge & assessment of cumulative personal, social and professional ability: The final and cumulative assessment of students occurs at the student teaching phase of the program. Multiple visits and observations by mentoring public school teachers and university faculty give students feedback in several areas of professional and personal performance. This capstone requirement assures that the teaching professional exits the program with proficient competency in the outcomes described above.

Compliance with Federal Requirements

Testing requirements for program completion and Oregon's pass rates.

Federal regulations require that potential applicants and the general public are informed of the following:

In Oregon, a system of multiple measures is used to determine the status of program completers, who can then be recommended to the Teacher Standards and Practices Commission for licensure. One component of this system requires the educator to

pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Education Skills test (CBEST) or the PRAXIS I: Pre-Professional Skills Test (PPST). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT). The MSAT is comprised of two tests, one in multiple choice format and one in constructed response format, that assess knowledge in language arts, mathematics, science, social science, physical education, fine and performing arts, and human development. Secondary educators must pass PRAXIS II tests in their specific subject matter. Generally these are two or three tests in each subject matter endorsement area in some combination of multiple choice and constructed response formats.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses. Program information for the 2003-2004 academic year. The following information was submitted as part of the Title II federal report:

The total number of students enrolled during 2003-2004 was 206. During this same year, 174 students were supervised in student teaching experiences by 45 full time and part time faculty resulting in a student/faculty ratio of 3.867/1. The average number of hours per week required in supervised student teaching was 30 over a period of 10 weeks for a total of 300 hours. The teacher preparation program is currently approved by the state.

ADMISSION TO THE CUESTE PROGRAM

At the end of 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. A separate Admissions Brochure and Packet is published prior to each admissions cycle and has the most current EOU admissions information. See the current Advising Handbook and Admissions Brochure and Packet for the specific eligibility and competitive requirements of the program.

Overview of the CUESTE: Curriculum for Undergraduate Elementary Teacher Education

Students interested in becoming an elementary teacher through EOU's CUESTE program must complete the Multi-disciplinary Studies Degree, the Elementary Education Minor, and an additional core

of lower division and upper division courses or competencies.

The Multidisciplinary Studies Degree

Any student may seek the Multidisciplinary Studies degree program. Admission to the Multidisciplinary Studies Degree Program is not required. Students desiring the Elementary Education minor must complete the MUD degree. However, students may earn the MUD without the elementary education minor, if it 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 specific distribution of course work in the liberal arts, completion of the general education distribution, and completion of an academic minor or course of study with 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 following lists the required courses and/or competencies for the degree. 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
- A creative arts course
- Fundamentals of elementary mathematics
- Music theory and instrumentation
- 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
- Computer Literacy
- Speech practice
- Writing at the 200 level

Multidisciplinary Studies Degree Credit Summary:

- General Education 60 Hours
- Additional major course work 30 Hours
- Minor or course of preparation 30 Hours**
- Elementary Education Minor 46-53 Hours
- Other Course Requirements 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.

ELEMENTARY MINOR

Elementary Education Minor: Credit Summary
Foundation Education Experiences

- ED 142 Education Orientation 1 (credit optional)
- ED 242 Education Concepts 3 (credit optional)
- ED 309 Structured Practicum 3 (credit optional)

Primary Core:

- ED 480 Primary Learning Cycle (2)
- ED 480L Primary Learning Cycle Lab (0)
- ED 481 Primary Curriculum/Standards: Art & Music (1)
- PEH 481 Primary Curriculum/Standards PEH (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 and Elementary Student Teaching (10)
- ED 412 Student Teaching Seminar (2)

Credit Summary

ED 142 Education Orientation	0-1
ED 242 Education Concepts	0-3
ED 309 Structured Practicum	0-3
Primary Core	17
Elementary Core	17
Student Teaching	12

Total Education Minor 41-48 Credit Hours

Minors: To satisfy the MUD degree requirements the Elementary candidate must also complete an additional minor. Appropriate minors augment the elementary teacher's content preparation. Only a select group of minors are appropriate for elementary education. An education adviser must approve a minor. 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 preparation in either reading or ESOL. Individual courses of study may also be approved under certain conditions. Consult with an educator adviser for further information.

Undergraduate Reading Course of Study

The undergraduate reading endorsement is a course of study that prepares students seeking initial licensure to become competent in classroom reading instruction. It is composed of foundation courses that are in the Cores of CUESTE plus advanced courses. The foundational courses must be taken as prerequisites for the advanced courses.

Foundational Courses 15 credits

LIB 388 and **LIB 387**.

English 315 or **316**

ED 354 and **ED 355**.

Advanced Courses 15 credits

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) *Note: to be taken concurrently with ED 468*

ED 438 School Reading Programs (3)

ED 439 Reading Practicum (3)

Electives: at least 3 credits

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 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 this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on Praxis II Test.

Required Courses 27 credits

ENG 316 Approaches to Grammar (4)

ED 360 Multicultural American Society (3)

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 410 Praxis Review (1)

English for Speaker of Other Languages (ESOL) Minor

The ESOL Minor includes all the requirements of the ESOL course of study plus one elective and 3-5 credits. In addition, all ESOL Minor candidates must demonstrate experience in non-native language learning. A specific minor checklist is available from the School of Education.

MUD Provision for Non-Elementary Licensure Candidates

Students not seeking elementary 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 a capstone seminar course, ED 499.

Overview of the MTE Program

The degree program, Master of Teacher Education (MTE) is designed for individuals who have a baccalaureate degree and are interested in earning an Oregon teaching license. The program features an intensive year-long, field-based experience combined with advanced professional preparation course work. The program prepares teachers in the following developmental areas: Early Childhood, Elementary, Middle level, and High School.

The program begins with campus course work during Summer Term, continues with a school-based practicum assignment at the start of the public school year, and includes professional course work during Fall and Winter term. The full-time preparation blends acquired professional knowledge with practice in a school setting. Candidates complete the teacher preparation portion of the program in June. An additional term of summer work is required to complete the Masters Degree.

Additional features of the program include: classroom assignments in schools in eastern Oregon; placement with candidates in multiple grade levels; assignment as an Intern with two or more

experienced teachers; colleague, cohort study and association; and professional preparation course work delivered on-site and on-campus by various modes of distance delivery technology. A modem and computer access to Internet are required.

Admission is selective and acceptance 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. The application deadline is February 1 in the year of expected participation.

Resource restrictions in selected locations, levels, or endorsements may limit the number of students accepted to the program. The College of Education & Business is looking for candidates who demonstrate exemplary professional behaviors, social aptness, personal excellence, and academic competency.

To qualify for admission, all candidates must:

1. Have earned a baccalaureate degree
2. Have an upper division and graduate course work gpa of 3.0.
3. Current official transcript(s) for all institutions attended (EOU requirement).
4. Be admitted to Eastern Oregon University with graduate status
5. Sign an acceptable response to Character Questions and fingerprinting
6. Pass a TSPC recognized test of basic skills:
CBEST: California Basic Educational Skills Test, composite score 123 (Reading 37; Writing 37; Mathematics 37 minimums**) or, PPST: Pre-professional Skills Test** (Reading 174, Writing 171, Mathematics 175)
7. Pass an approved TSPC test** of academic subject competency for authorizations:
Early Childhood, Elementary: MSAT (At current TSPC pass score) Elementary, Middle Level: MSAT. (At current TSPC pass score**) With subject-area test is an exit requirement.
High School, Middle Level: Subject Area Test. (At current TSPC pass score**) MSAT is an exit requirement.
**All tests and scores subject to changes made by Teacher Standards and Practices. See most recent MTE Admissions Packet for current score requirements.
8. Two letters attesting to candidate professional potential as a teacher
9. At least 30 clock hours of experience with children in an instructional setting, with

documentation of positive performance

10. Technological competency: All candidates must demonstrate through course work, life experience, or examination a basic level of computer literacy including telecommunications and word processing.

11. Evidence of preparation through course work and/or experience:

ECE & Elementary: A baccalaureate degree with subject preparation in creative art and arts humanities, a broad spectrum of social science, health, physical education, a broad spectrum of science, and language arts. In mathematics the specific requirement is a sequence in elementary mathematics. At Eastern Oregon University, MATH 211, 212, 213 is the preferred set of courses which meet the requirement.

Mid-Level & High School: A baccalaureate degree with a major, or equivalent in a subject specific to an approved EOU endorsement area.

Selective admissions will be conducted on the following criteria:

- Academic excellence
- Personal and professional traits
- Quality and degree of experience with young people
- Regional need for endorsement area
- Diversity

Program completion and recommendation for Oregon licensure requires that candidates must also:

1. Pass the TSPC approved test of professional competency: PRAXIS test of Professional Knowledge at the TSPC approved level prior to admission.
2. Acceptable responses to Character Questions
3. Demonstrate teaching competence: Planning for Instruction; Establish a classroom climate conducive to learning; Engage students in planned learning activities; Evaluate student learning; and Exhibit professional behaviors, ethics and values. (All these as stated in the Benchmarks)
4. Receive positive recommendations from teacher mentors and supervisors
5. Complete two acceptable work samples as evidence of teacher planning and student learning
6. Successfully complete all required course work

For complete information of admission requirements see the College of Education MTE Application Packet or College of Education website.

MTE Core Curriculum

The MTE Core curriculum is designed to acquaint all candidates with the basic sets of skills and pedagogical knowledge required of teaching and of teaching in Oregon particular. The Core Curriculum is designed around the foundational requirement of teaching and learning. These themes are recalled through the year in repeated iterations of "The Learning Cycle." The recurrent theme of the learning cycle is repeated through each term of the Core Curriculum. Identification of goals, objectives and specific standards begins the cycle. Arrangement of specific instructional strategies to attain these goals is the next key element. Designing appropriate assessment strategies to measure stated goals completes the simple cycle. Issues that impact the learning cycle such as the developmental characteristics of the learner, special needs children, the multicultural classroom, and the practical knowledge and skill of classroom management are elements that inform the learning cycle curriculum. Added to these core curricular issues are specific issues in each of the subject disciplines. The companion methods curriculum for elementary and high school subject methods is discussed under each program.

Core Curriculum Courses

Both elementary and secondary candidates take these core courses. Differentiation and separation in some courses appears in ED 520 Learning & Development and in ED 526 Curriculum & Instruction. Each of these core courses begins with the foundational concepts that relate to the entire age spectrum. Mid-term, candidates are subdivided in each course such that specific discussions regarding ECE, Elementary, Middle level and High School developmental and curricular applications are held.

MTE: Core Curriculum

- ED 520 Learning & Development: Survey (2)
- ED 520 Learning & Development: Principles (1)
- ED 520 Learning & Development: Synthesis (1)
- ED 526 Curriculum & instruction: Models (2)
- ED 526 Curriculum& instruction: Planning (1)
- ED 526 Curriculum& instruction: Implementation (1)
- ED 527 Behavior & Management: Perspect. (2)
- ED 527 Behavior & Management: Models (1)
- ED 527 Behavior & Management: Implementation (1)
- ED 523 Exceptionality: Legal & Procedural (3)
- ED 524 Multiculturalism: Foundations (2)

ED 525 Eval. & Measure: Fundamentals (2)	
ED 525 Eval. & Measure: Tools/Techniques (1)	
ED 525 Eval. & Measure: Implementation (1)	
ED 522 Health Promotion & Education (1)	
Total	(22)

Each of these courses are fully integrated with the field experience. ED 520 Development and Learning leads this paradigm. Students make specific observations in the field of students, classrooms, and curriculum. These observations lead to questions about development, learning theory, and the individual. The field provides the context and the stimulus for the course work. Similarly ED 526 and ED 527 use the field as the primary window for observation and application. Field assignments to create lessons, management plans, and ultimately work samples are evidences that the MTE is truly a theory-into-practice model.

All Elementary candidates will, in addition to the Core Curriculum described above, complete the following Elementary track (ECE and Elementary Authorizations).

MTE: ECE/ELEMENTARY Curriculum

ED 530 Language Arts/Reading: Concepts (1)	
ED 530 Language Arts/Reading: Strategies (2)	
ED 530 Language Arts/Reading: Implem. (2)	
MATHE 531 Mathematics: Methods I (2)	
MATHE 531 Mathematics: Methods II (2)	
MATHE 531 Mathematics: Methods III (1)	
SCED 556 Science Methods (1)	
SCED 556 Science Methods: Implementation (1)	
ED 533 Social Studies: Methods (1)	
ED 534 Physical Education/Health Methods: ECE/ELEM (1)	
ED 535 Art Methods: ECE/ELEM (1)	
ED 536 Music Methods: ECE/ELEM (1)	
Total	(15)

The Secondary & Middle Level Program

All candidates interested in secondary teaching will take the High School and Middle level program. All candidates will take ED 521 Sec. Reading and Writing: Concepts (2), ED 521 Sec. Reading and Writing: Strategies (2) and ED 521 Sec. Reading and Writing: Implem. (1). These courses are differentiated to accommodate the levels differences between late adolescent learners and middle school students. Further differentiation occurs within each subject methods course. Each methods course is divided into three phases, Concepts, Strategies, and Implementation. This allows the course, teacher and candidates to develop a year-long arrangement of learning opportunities that is custom designed for the individual student and placement. Descriptions are given for the year-long sequence of outcomes and learning activities. Separation of credits during the

year allows for interim grade and transcript registration and formative assessment for year long requirements. Differentiation between mid level and high school applications are a matter of coordination with the year long experience and the changed practicum placement sometime in October through December.

All candidates are required to register for at least one subject methods course series. If a student is approved for an additional endorsement area, then an additional subject methods course series is required.

MTE: High School and Middle Level Methods

ED 521	Sec. Reading and Writing: Concepts	(2)
ED 521	Sec. Reading and Writing: Strategies	(2)
ED 521	Sec. Reading and Writing: Implem.	(1)
ED 540	Bus. Education Methods: Concepts	(2)
ED 540	Bus. Education Methods: Strategies	(2)
ED 540	Bus. Education Methods: Implementation	(2)
ED 557	Modern Languages: Concepts	(2)
ED 557	Modern Languages: Strategies	(2)
ED 557	Modern Languages: Implementation	(2)
SCED 558	Science: Concepts	(2)
SCED 558	Science: Strategies	(2)
SCED 558	Science Methods: Implementation	(2)
ED 559	Art Methods: Concepts	(2)
ED 559	Art Methods: Strategies	(2)
ED 559	Art Method: Implementation	(2)
MTHE 567	Mathematics Methods: Concepts	(2)
MTHE 567	Mathematics Methods: Strategies	(2)
MTHE 567	Mathematics Methods: Implementation	(2)
ED 571	Social Studies Methods: Concepts	(2)
ED 571	Social Studies Methods: Strategies	(2)
ED 571	Social Studies Methods: Implementation	(2)
ED 572	Music Methods: Concepts	(2)
ED 572	Music Methods: Strategies	(2)
ED 572	Music Methods: Implementation	(2)
PEH 573	PE/Health Methods: Concepts	(2)
PEH 573	PE/Health Meth: Strategies	(2)
PEH 573	PE/Health Meth. Implementation	(2)
ED 574	Language Arts Methods: Concepts	(2)
ED 574	Language Arts Methods: Strategies	(2)
ED 574	Language Arts Methods: Implem.	(2)
ED 576	Speech and Drama: Concepts	(2)
ED 576	Speech and Drama: Strategies	(2)
ED 576	Speech and Drama: Implementation	(2)
Total		(11 minimum)

Candidates who have finished the Elementary/ECE, or High School/Middle-Level Program requirements may complete the master's degree by completing the following:

Master in Teacher Education Second Summer

MTE students will be required to take 9 quarter hours of advanced course work during the second summer. These courses are designed to bolster candidates'

preparation in advanced topics. These topics courses are categorized to allow flexibility and accommodation of new trends and research. Each course will address the most recent information relating to exemplary reform practices in education.

Upon completion of the second summer masters degree courses, candidates for the masters degree must also:

- Complete a subjective analysis of a focus area that a student will select as part of an intensive literature review. As part of the year-long intern activities, candidates are given specific guidelines for acquisition of information relevant to an area of interest. These materials are collected, read, and summarized over the year as part of the Intern course work. The literature review is an essential component of action research.

Master of Science in Education Basic Assumptions and Rationale

The Master of Science degree (MS) is intended to provide the student with a strong graduate level course of study. Although most participants will be educators, others seeking an advanced degree in education related studies are encouraged to apply.

The Master of Science program will offer course work on the La Grande campus, usually during the summers, and throughout the school year using distance education. It is expected that students will generally follow a three-year program to complete the degree. Students will complete a 17 credit hour CORE which is required of all students. Students may then select either two cognate areas, each comprised of 15 credit hours; or one cognate and an elective course of study arranged with the MS adviser. Among the possible elective choices are Continuing License courses, or the Lewis and Clark College Education Administration program.

The faculty participating in the Master of Science program is experienced and qualified regular faculty at Eastern Oregon University.

Admission Requirements

Students must meet all admission requirements prior to beginning the program. The following steps identify the admission requirements.

1. Apply and be admitted to the Master of Science program.
2. Apply and be admitted to the Graduate program at Eastern Oregon University.
3. Have a GPA of at least 3.0 for the last 60 credit hours completed in either Upper Division or Graduate courses.

4. Complete the GRE with a minimum score of 500 in the Verbal Score and 500 in the Quantitative Score and a minimum of 4.5 on the Analytical Writing.

To accommodate a reasonable system of admission, a scaled criteria for adjusting GRE in relation to GPA is used.

Combined GRE Score	GPA Requirement
500 + 500 + 4.5	3.0
480 + 480 + 4	3.1
460 + 460 + 4	3.3
440 + 440 + 3.5	3.5
420 + 420 + 3.5	3.7
400 + 400 + 3	3.9

Students who fail to achieve a required GRE and GPA combination that is acceptable will not be admitted to the MS program. They will have the following options:

- Re-take the GRE and submit an acceptable score.
- Improve the GPA.
- Since the GPA requirement to be accepted to EOU as a graduate student is only 2.0, students could take graduate level courses to demonstrate their capability to complete the work required in the MS. Any student who is not admitted may complete 15 credits of graduate level work with a minimum GPA of 3.0 or above. Successful completion of these courses does not imply acceptance and admission to the MS. These courses may not be applied to the 45 credits required in the MS. Following completion of the 15 credits, the student will re-apply to the MS program and submit new GRE scores. Their new score and their 15 credits of graduate coursework will be adjudicated in consideration for admission to the program.
- A limit of 15 credits may be transferred from another institution into the Master of Science program and counted toward either a cognate or core requirement. 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 of the technology course.

ED 500 MS Seminar (2) A general topics course based on reading a good national book (or books) on the education profession or issues in education and then writes a referenced essay. This would verify writing ability at the highest level and would act as a cohort developer and advising session for program development. This course may be taken prior to admission but the student must have submitted an MS application.

ED 511 Reading Research in Education: Theoretical and Empirical Perspectives (3) A Comprehensive course on sources of research, reading and understanding research, and doing a literature review with a primary emphasis on qualitative research. Course Outcome: A Review of 10 journal articles with annotated summaries of specific criteria. Or, alternatively, a literature review in preparation for the thesis. Prerequisite: ED 500.

ED 522 Research Design in Education (3) Sampling and experimental design, quasi design. Comprehensive course on parametric and non - parametric methods. Focus on the practical application of statistical tests and the concept of significance. Sample tests such as descriptive statistics, correlation, regression, ANOVA, and tests for significance. Primarily an emphasis on quantitative educational research. Course Outcome: Tests, notebook of typical examples and tests. Prerequisite: ED 511.

ED 586 Research Methods in Education: Planning and Writing (3) This course outlines the actual outcomes for a research path. Also, application of software programs. Outcome: Master's Thesis/Project Proposal. Prerequisite: ED 522.

ED 503 Thesis/Project (6 credits) This course expands upon the introductory chapters of the thesis and complete the data collection, summary, discussion, and conclusions and recommendations. The thesis culminates with an oral presentation to the Masters committee and other interested faculty.

B. Cognate Area Coursework (15 Credits)

Literacy Cognate

Fifteen quarter credits in literacy to be selected from the following and after consultation with the graduate literacy adviser. Those seeking a reading endorsement must work with the graduate literacy adviser in order to meet current requirements.

- ED 560** Foundations for Literacy Learning (2)
- ED 561** Emergent Literacy (3)
- ED 562** Literacy in the Elementary Grades (3)
- ED 563** Literacy in the Selected Content Area (2)
- ED 564** Literature in the Literacy Program (2)
- ED 565** Techniques of Assessment the Classroom Teachers (2)
- ED 566** Practicum in Assessment (1-3)
- ED 567** Spelling Matters (2)
- ED 568** School Reading Programs (3)
- ED 569** Issues and Research in Literacy (2)
- ED 580** Early Intervention and Acceleration Programs (2)
- ED 581** Literacy in the Middle Level and High School (2)
- ED 582** Techniques of Diagnosis & Instruction for the Reading Specialist (2)
- ED 583** Field Experience in Literacy (1-3)

Special Ed Cognate

ED 570 Theories and Characteristics of Exceptionality (3)

- ED 579** Legal and Procedural Aspects of Special Education (3)
ED 510 Introduction to Inclusive Education (2)
ED 510 Methods for Inclusive Teaching (4)
ED 584 Behavior and Classroom Management for Exceptional (3)

Curriculum and Instruction in Elementary and Secondary Education

- ED 520** Learning and Development (3)
ED 527 Behavior and Management (3)
ED 587 Curriculum Standards and Practices (2)
ED 588 Assessment Issues and Practices (2)
ED 510 Selected Topics in Education (1-6)

Choose One of the following:

- ED 560** Foundations for Literacy Learning (2)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3)
ED 568 School Reading Programs (3)
ED 585 Reading and Writing Across the Curriculum (3)

Physical Education and Health (to begin in late 2003)

- PEH 507** Seminar in Health and Physical Education (1-6)
PEH 510 Selected Topics in Physical Education and Health (1-6)
PEH 522 Health Promotion in Schools (3)
PEH 544 Advanced Studies in Adapted Physical Education (3)

Electives (15 credits)

The remaining Continuing License courses may be applied as well as approved electives:

- ED 510** Continuing Licensure Workshop (1)
ED 510 Classroom Climate Conducive to Student Learning (1)
ED 510 Portfolio Planning Seminar (1)
ED 510 School and Community Resources and Relationships (1)
ED 510 Inquiry into Practice (2)
ED 510 Instructional Assessment (1)
ED 510 Portfolio Development Seminar (1)
ED 510 Portfolio Evaluation (2)
ED 510 Dynamic Assessment of Teaching (1-6) (Students may use approved Professional Development credits as electives.)

FOR NON-TEACHERS – choose two cognate areas or a pre-approved course of study with 15 credits of elective courses.

Graduate Literacy Program

This graduate course of study is designed for those seeking an endorsement in Reading. 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 Praxis II Reading Specialist.

Prerequisites

Graduate Status
 A Foundations literacy course at the undergraduate level
 Teaching License (any state)

Courses

- ED 560** Foundations of Literacy Learning (2)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3) or **ED 581** Middle/High Literacy (2)
ED 564 Literature in the Literacy Program (2)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3)
ED 583 Field Experience in Literacy (3)
ED 568 School Reading Programs (3)
ED 548 Second Language Acquisition Strategies (3)

Total Credits

21 or 22

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 Praxis II TESL (Teaching English as a Second Language).

Prerequisites

BS/BA Degree
 Teaching License (any state)

Courses

- ED 544** Language and Cognition in Second Language Learners (3)
READ 514 Linguistics for Teachers or **Ed 556** Applied Linguistics (3)
ED 545 Foundations of Second Language Education (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 509 ESOL Practicum (3)
ED 510 Praxis Review (Recommended but not required) (0/1)

Total

15 credits

Special Education Program

OVERVIEW

Eastern Oregon University offers practicing and preservice teachers who possess a basic or an initial state teaching license opportunities to pursue their interests and professional objectives in the field of special education. The Special Educator I Endorsement Program is designed to provide comprehensive training and experience and to prepare prospective teachers of learners with disabilities for state licensure. Course work, 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 I Endorsement authorizes teachers to teach exceptional learners at the early childhood/elementary level and/or at the middle/high school level. The Special Educator I Endorsement Program, with a single level authorization requires the completion of 32-36 credit hours of specified course work, fieldwork and practicum experiences. A second level authorization requires the completion of an additional 11-15 credits of specified fieldwork and practicum experiences.

The Special Educator I 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 Easter 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 distance education. 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 I Endorsement may be applied toward the Master of Science degree in Education. For addition information, contact the Coordinator of Special Education.

Admission Requirements

- Completion of a bachelor's degree
- Completion of basic/initial teaching license
- A grade point average of 3.0 in upper division and graduate course work
- Admission to Eastern Oregon University

Application Procedures

- Completed Application Special Educator I Program
- Copy of current teaching license and letters from TSPC, where applicable
- Three recent letters of recommendation addressing teaching ability, scholarship and character
- Copies of all graduate and undergraduate transcripts
- Copies of test results, where applicable

- Completed Character Questionnaire
- Completed application for Graduate Admission to EOU

Students accepted into the Special Educator I Endorsement program will receive extensive advising to assist them in developing a program plan that coordinates their professional goals and timelines with University requirements and offerings.

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 I Competency Evaluation form, as rated by University and site supervisors.
5. Obtain passing scores on the National Teacher Exam/Praxis Specialty Area tests.

Coursework

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

- Human Development
- Evaluation & Measurement
- Multicultural Education
- Classroom Management
- ED 570** Theories & Characteristics of Exceptionality (3)
- ED 579** Legal & Procedural Aspects of Special Education (3)
- ED 515** Foundations of Assessment in Special Education (1)
- ED 516** Special Education Assessment of Cognitive, Pre/Academic & Communication Skills (2)
- ED 517** Special Education Assessment of Life, Pre/Vocational & Social Skills (2)
- ED 518** Special Education Assessment: Applications in Early Childhood & Elementary (1)
- and/or**
- ED 518** Special Education Assessment: Applications in Middle & High School (1)
- ED 577** Planning for the Exceptional Learner (2)
- ED 578** Planning Applications: Early Childhood & Elementary Exceptional Learners (1)

and/or

ED 578 Planning Applications: Middle & High School Exceptional Learners (1)

ED 591 Special Education Methods - Pre/Academics & Communication: Early Childhood & Elementary (2)

and/or

ED 591 Special Education Methods - Academics & Communication Skills: Middle & High School (2)

ED 592 Special Education Methods - Life & Prevocational Skills: Early Childhood & Elementary (2)

and/or

ED 592 Special Education Methods - Life & Vocational/Career Skills: Middle & High School (2)

ED 584 Behavior & Classroom Management for Exceptional Learners (3)

ED 593 Collaboration & Consultation in Special Education (2)

ED 594 Collaboration & Consultation in Special Education: Early Childhood & Elementary Applications (1)

and/or

ED 594 Collaboration & Consultation in Special Education: Middle & High School Applications (1)

ED 599 Issues in Special Education (3)

ED 595 Field Experience with Early Childhood Exceptional Learners (1-2)

and/or

ED 595 Field Experience with Middle School Exceptional Learners (1-2)

ED 596 Practicum with Elementary Exceptional Learners (3-6)

and/or

ED 596 Practicum with High School Exceptional Learners (3-6)

EDUCATION COURSES DESCRIPTIONS

ED 000 - Workshop Credits: .00

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 152 - Creative Arts Credits: 3.00

Exploration of interrelationships of music, rhythm, graphic arts, creative movement and expression, as young children use them. Experience in planning and implementing activities in each creative arts area.

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 adviser 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 234 - Early Child Lit Credits: 2.00

Designed to give the student basic knowledge of literature available an 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 Chldhd 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 preparations, and initial teaching experiences.

ED 310 - Topics In Education Credits: 1.00 to 5.00**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.

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. (Recommended prior to MTE Program application. May be used as substitute for ED 242).

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.

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

ED 355L - Elem Rdng/Lang Arts Lab Credits: .00**ED 356 - Mdle Lvl Rdng/Lang Arts Credits: 2.00**

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.

ED 356L - Mdle Lvl Rdng/LA Lab Credits: .00**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.

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.

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.

ED 363 - Curriculum Methods Credits: 3.00

High School METHODS: BUSINESS This seminar is designed to help students learn to prepare lesson design and uni 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.

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.

ED 380L - Elementary Core Lab Credits: .00

ED 381 - Curric Stndrds: (add title) 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 the 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 content, methods, and strategies for teaching social science in elementary grades. Prerequisite: Program admission required.

ED 382 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required.

ED 383 - 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.

ED 384 - Exceptionality Credits: 2.00

Provides a broad based introductory course 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.

ED 385 - Elem Assessment Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are 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 gradin

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.

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

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.

ED 392 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of adolescents, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required.

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.

ED 394 - Exceptionality Credits: 2.00

Provides a broad based introductory course 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.

ED 395 - Assess Tech In High Sch Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are 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.

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 give 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.

ED 402 - Supervision & Conferencing Credits: 1.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 405 - Reading & Conference Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 407 - Seminar Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 408 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 409 - Practicum Credits: 1.00 to 12.00

An advanced, field-based experience.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 410 - Topics In Education Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

ECE 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 420 - Models Bilingual Learn Credits: 3.00

Theory and application of curriculum development of bilingual instructional programs: design, organization patterns, materials and media, change strategies, and evaluation.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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, effort are made to accommodate participants' preferences for specific grade levels.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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 Basic Reading Endorsement.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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 Basic Reading Endorsement.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 439 - Reading Practicum Credits: 3.00

Supervised experience in a school reading program. Includes student assessment, program planning, and instruction. Required for Basic Reading Endorsement. Prerequisites: Core 1, ED 468, ED 468L.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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 Basic Reading Endorsement. Prerequisite: Core 1.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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 Basic Reading Endorsement. Prerequisite: Core 1.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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. ED 480 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 480L - Primary Core Lab Credits: .00

ED 481 - Curr Stnd:Mus/Art Pr Grd 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 482 - Classroom Dynamics Credits: 2.00

Examines teaching from three 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 484 - Spec Needs Prim Grds Credits: 1.00

Provides application knowledge needed to effectively teach and work with exceptional students in ECE. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 485 - Assessment In Prim Grd Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are 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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

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.

ED 492 - Classroom Dynamics Credits: 2.00

Examines teaching from three 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.

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.

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.

ED 495 - Mdlle Lvl Assess Tech Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are 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.

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 500 - MS Seminar Credits: 2.00

A general topics course based on reading a good national book (or books) on education profession or issues in education and then write a referenced essay. This would verify writing ability at the highest level and would act as a cohort developer and advising session for program development.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 502 - Supervisn & Conferencng Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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

A field-based project, approved by a graduate adviser and graduate master's project committee providing evidence of quality graduate level scholarship. Prerequisite: Admission to graduate level program.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 504 - Continuing License WS Credits: 1.00 to 3.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 505 - Reading & Conference Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 506 - Special Independent Studies Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 507 - Seminar Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 508 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 509 - Practicum Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 514 - Foundations Education Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 515 - Found Assess Spec Ed Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 516 - SpEA:Cog/Pre-Acad/Com Sk Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 517 - SpEA:Life/Pre-Voc/Soc Sk Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 518 - SpEA:Appl Erly/Mid/High Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 520 - Lrng & Dev: ADD TITLE Credits: 1.00 or 2.00

Learning & Development: SURVEY A survey of current behavioral theory and basis for directive teaching. Principles of human development from birth to old age: physical, intellectual, personality, and social development

Learning & Development: PRINCIPLES A survey of current cognitive learning theory. Developmentally appropriate practices fro Early Childhood, elementary, middle school, and adolescents. this course differentiates these content strands for two basic audiences: ECE-Elementary authorizations and Mid-level/High School authorizations.

Learning & Development: SYNTHESIS This course emphasizes the experimental analysis of learning and adaptive behavior and demonstrates how experimental research can be, and is, applied to the understanding and modification of human behavior.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 521 - Sec Rdng/Wrtng:Conc/Strat/Imp Credits: 1.00 or 2.00

ED 521 Sec. Reading and Writing: Strategies (2), ED 521 Sec. Reading and Writing: Implementation (1) These courses are designed for Secondary Education candidates to increase their knowledge of language literacy and its place in the classroom setting.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 522 - Research Design In Education Credits: 3.00

Sampling and experimental design, quasi design Comprehensive course on parametrics and non-parametric methods. Focus on the practical application of statistical tests and concept of significance. Sample tests such as descriptive statistics, correlation, regression, anova and tests for significance. Primarily an emphasis on quantitative educational research. Possible Outcome: Tests, notebook of typical examples and tests.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 523 - Exceptionality Credits: 3.00

Upon completion of this introductory course, candidates will demonstrate competency in, or understanding of, the skills and knowledge concerning exceptional learners. Candidates will demonstrate competency in, or understanding of, the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at both the elementary level and in secondary content courses.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 524 - Multiculturalism Credits: 2.00

Upon completion of this introductory course, the student will be able to demonstrate the knowledge of the overall goal of Multi-cultural Education; an overview of a pluralistic society and the different micro cultures to which students belong. A major emphasis is to help all students develop their potential for academic, social, and vocational success.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 525 - Eval & Measure: Credits: 1.00 or 2.00
Eval. & Measure: FUNDAMENTALS 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.

Eval. & Measure: TOOLS/TECHNIQUES Identification of instructional goals. Identification of underlying assumptions of various grading systems. Conducting formative and summative evaluations. Grade reporting techniques. Computer support programs for testing/grading information.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 526 - Curr&Instruct:Models/Plan/Impl Credits: 1.00 or 2.00

Examination of constructivist models of learning and implementation of these models into curriculum.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 527 - Behav & Mgmt: Credits: 1.00 or 2.00
Behavior & Management: PERSPECTIVES

Behavior & Management: MODELS Practical applications of classroom management models.

Behavior & Management: IMPLEMENTATION Planning and implementation of specific classroom models for management of instruction.
 Division: Division Not Declared
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 530 - Lang Arts/Rdng: Credits: 1.00 or 2.00
Language Arts/Reading: CONCEPTS

Language Arts/Reading: STRATEGIES

Language Arts/Reading: IMPLEMENTATION These courses designed to increase the prospective teacher's 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). The utilization of children's literature in the classroom, language arts units and teaching activities as integrative tools for learning will also be addressed.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 532 - Student Tchng Elem/ECE Credits: .00 or 5.00
Student Teaching: ELEMENTARY

Student Teaching: ECE 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: Admission to MTE program/ consent of instructor
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 533 - Social Studies:Methods Credits: 1.00

This year-long course is designed to provide the student with information regarding the curriculum, materials, and support personnel utilized in teaching social studies at the elementary school level.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 535 - Art Methods:ECE/Elem Credits: 1.00

A seminar designed to familiarize candidates with contemporary pedagogical trends in elementary school art. Topics include curriculum design, classroom management techniques, external resources, and self-development in the visual arts area.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 536 - Music Meth:ECE/ELEM Credits: 1.00

This course is designed to enhance the prospective teacher's knowledge and understanding of music in the elementary grades. The course content focuses on music curriculum, materials, activities, and resources.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 540 - Bus Ed Methods: Credits: 2.00
Business Education Methods: STRATEGIES

Business Education Methods: IMPLEMENTATION These courses are designed to help candidates 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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 541 - Rsrch Anly/Syn:Revw Lit Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 542 - Stdnt Tchng: Credits: 5.00
Student Teaching: HIGH SCHOOL

Student Teaching: MID LEVEL 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: Admission to MTE program/ consent of instructor.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 543 - Sem: Student Teaching Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 547 - Meth Tchng Lang & Cult Credits: 3.00

Practical application for teaching language and culture, information about the concept of proficiency and its relationship to theoretical and methodological trends will be discussed. Useful application for the novice teacher as well as the experienced practitioner where new perspectives in familiar techniques and approaches will be demonstrated.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 550 - Found Early Chldhd Ed Credits: 3.00

Allows exploration of history, current trends, and issues in the field of early childhood. Emphasis will be placed on developing positive relationships between family, community, and school. The diverse needs related to culture as each relates to the development of the young child.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 551 - Early Chldhd Curr/Assess Credits: 3.00

A course in which theory and research relate to practice, in a developmentally appropriate curriculum for the young child. Allows the learner to explore the importance of play as it is integrated into the total learning experience of the child. A range of assessment methods, appropriate for child's age and stage, focusing on formative measures, i.e., observation, portfolios, screening tools.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

ED 553 - Mtg Needs Spec Lnrn Credits: 3.00

A course designed to emphasize the importance of early intervention for children with special needs. A focus on planning quality interactions in an integrated program, by exploring programs with clearly defined and carefully specified goals for each learner. A theoretical base and philosophy merge to enable learners in this course to accommodate special needs children.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-

Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 556 - Applied Linguistics Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 557 - Mdrn Lang: Credits: 2.00

Modern Languages: CONCEPTS

Modern Languages: STRATEGIES

Modern Languages: IMPLEMENTATION These courses are designed to familiarize candidates 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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 559 - Art Methods: Credits: 2.00

Art Methods: CONCEPTS

Art Methods: STRATEGIES

Art Methods: IMPLEMENTATION These courses are designed to familiarize candidates with contemporary pedagogical trends in Art. Topics include Oregon Standards, curriculum design, supportive materials, lesson preparation, and student evaluation. candidates will, in addition, learn activities designed to infuse visual education across the curriculum.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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 students' reading ability and interest level, exploring different types of book sharing. Includes multicultural literature.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 570 - Theories Of Exceptional Credits: 3.00
Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 571 - Soc Std Meth: Credits: 2.00
Social Studies Methods: CONCEPTS

Social Studies Methods: STRATEGIES

Social Studies Methods: IMPLEMENTATION
These courses are designed to provide candidates 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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 572 - Music Methods: Credits: 2.00
Music Methods: CONCEPTS

Music Methods: STRATEGIES

Music Methods: IMPLEMENTATION These courses are designed to enhance the prospective teachers' knowledge and understanding of music in the secondary school. The course content focuses on working with music ensembles of various ability levels.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 574 - Lang Arts Meth: Credits: 2.00
Language Arts Methods: CONCEPTS

Language Arts Methods: STRATEGIES

Language Arts Methods: IMPLEMENTATION
These courses are designed to acquaint candidates with the curriculum, the materials, and the supportive resources utilized in the secondary language arts classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 576 - Speech & Drama: Credits: 2.00
Speech and Drama: CONCEPTS

Speech and Drama: STRATEGIES

Speech and Drama: IMPLEMENTATION These courses are designed to assist the student in the supervision and instruction of speech activities at the secondary level.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 577 - PIng Except Learner Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 578 - PIng Appl:ECE/Elem/Mid/High Credits: 1.00
Planning Applications: EARLY CHILDHOOD & ELEMENTARY EXCEPTIONAL LEARNERS

Planning Applications: MIDDLE & HIGH SCHOOL EXCEPTIONAL LEARNERS

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 579 - Legal/Proc Aspect Sp Ed Credits: 3.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 580 - Erly 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. Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 581 - Literacy Mid/High Sch Credits: 2.00

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 582 - Tech Diag/Inst Rdng 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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 583 - Practicum In Literacy Credits: 1.00 to 3.00

Contextualize theoretical and research information in a school or clinical setting (work with a case study or in an early intervention program or with an acceleration program or with something like America Reads or as a shadow to a reading specialist). Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading including ED 582.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 584 - Behav/Clsrm Mgmt Ex Lrnr Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 586 - Research Mthds In Ed Credits: 3.00

A course which outlines the actual outcomes for a research path. Also, application of software programs. Outcome: Master's Thesis Proposal.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 588 - Assess Issues & Pract Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 589 - Guid & Couns Elem/ECE Credits: 2.00

Guidance and Counseling: Elemen./ECE (2) This course is designed to acquaint the prospective elementary teacher with preventative counseling procedures utilized in the elementary classroom. Emphasis will be upon counseling techniques with young learners, parent conferencing, school law, and practical activities for the classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 590 - Guid & Couns:HS/Mid-Lev Credits: 2.00

Introduction to the field of guidance and counseling as related to the school. Methods and means of assisting students with personal, educational and vocational problems.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 591 - SpE:PreAcad/Com:ECE-High Credits: 2.00

Special Education Methods-Pre/Academics & Communication: EARLY CHILDHOOD & ELEMENTARY

Special Education Methods-Pre/Academics & Communication: MIDDLE & HIGH SCHOOL

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 592 - SpE:Life/PreVoc Sk:ECE-High Credits: 2.00

Special Education Methods-Life & Prevocational Skills: EARLY CHILDHOOD & ELEMENTARY

Special Education Methods-Life & Prevocational Skills: MIDDLE & HIGH SCHOOL

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 593 - Collab/Consult Spec Ed 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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 594 - CCSpEd:Erly/Mid/High Credits: 1.00
Collaboration/Consultation Applications: EARLY CHILDHOOD****Collaboration/Consultation****Applications: MIDDLE & HIGH SCHOOL**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 595 - FExp:Early/Mid/Lrn Credits: 1.00 to 2.00
Field Experiences with Early Childhood Exceptional Learners****Field Experiences with Middle School Exceptional Learners**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 596 - Pract:Elem/High Credits: 3.00 to 6.00
Practicum with Elementary Exceptional Learners****Practicum with High School Exceptional Learners**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 597 - Spec Ed:Admin & Superv Credits: 3.00

This course is designed to acquaint teachers, principals, supervisors, and directors of instruction with administrative and supervisory practices in initiating, maintaining, and expanding special education programs.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 598 - Transition Assess&Strat Credits: 3.00

This course is designed to acquaint students with the concepts of transition planning for students with disabilities. Students will be introduced to the theoretical constructs of career and vocational education; transition models; methods of career and vocational assessment; and curricular approaches.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 599 - Prob/Issues Special Ed 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.

ED 705 - Reading & Conf Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 706 - Spec Indiv Stud Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 707 - Seminar Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 708 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 709 - Practicum Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 710 - Topics In Education Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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 required. 12 hours in college-level mathematics required.

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.

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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MTHE 463 - Curric Meth:Mathematics Credits: 2.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 531 - Mathematics: Methods I Credits: 3.00

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 required. 12 hours in college-level mathematics required.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

MTHE 567 - Math Meth:Conc/Strat/Imp Credits: 2.00

MTHE 567 Mathematics Methods: Concepts (2)
MTHE 567 Mathematics Methods: Strategies (2)
MTHE 567 Mathematics Methods: Implementation (2) These courses are designed to provide MTE secondary candidates with the opportunity to apply foundational information in the area of mathematics to the secondary classroom setting, and to enable candidates to review secondary mathematics curriculum, current instructional materials, and supportive resources.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Undergraduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

MTHE 574 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-

Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 575 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 576 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 509 - Literacy Practicum Credits: 3.00

Supervised experience in a school reading program. contextualizes theoretical and research information in a school setting. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading, including ED 582. You must have permission of the instructor to register for this practicum. You may not take both ED 583 and READ 509 for credit.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

READ 512 - Fndtns Lit:Knowledge Base Credits: 3.00

This introductory graduate course introduces teachers to 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.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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

This introductory graduate course introduces teachers to 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

Restrictions: Must be enrolled in one of the following Level(s): Graduate, Non-Admitted Graduate, Post-Baccalaureate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 514 - Linguistics For Tchrs Credits: 3.00

This introductory course introduces the graduate student to 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.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 536 - Tchng Phonics/Wrd Stdy Credits: 1.00

This course will examine 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.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 561 - 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.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

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.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

READ 594 - Young Adult Literature Credits: 1.00

This introductory graduate course introduces teachers to the world of adolescent literature. Theoretical concepts and practical aspects will be explored.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 595 - Multicultural Literature Credits: 1.00

This course offers a workshop approach to enhancing 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.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

SCED 310 - Selected Topics Credits: 1.00 to 6.00**SCED 363 - Curric Methods:Science Credits: 3.00**

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.

SCED 410 - Selected Topics Credits: 1.00 to 6.00**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.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

SCED 508 - Science Ed Workshop Credits: 1.00 to 6.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

SCED 509 - Science Ed Practicum Credits: 1.00 to 6.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

SCED 510 - Selected Topics Sci Ed Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

SCED 556 - Science Methods: Credits: 1.00

These courses are designed to 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.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

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.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Undergraduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad