

# College of Education

The Colleges of Business  
And Education

(541) 962-3772 [www.eou.edu/cobe/](http://www.eou.edu/cobe/)



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

The faculty of the College is committed to quality learning opportunities for our students at both the undergraduate and graduate

levels. Each program is grounded in current theory and substantial content subject mastery matched with opportunities for application including field experiences and clinical practice.

The undergraduate educator preparation program for elementary teachers is a dual major program, Multidisciplinary Studies and Elementary Education. At the undergraduate level the College of Education offers a minor in English for Speakers of Other Languages (ESOL) and a concentration in ESOL. At the graduate level, the College of Education offers two degree programs, the Master of Arts in Teaching (MAT) and the Master of Science (MS). The MAT program is an educator preparation program leading to initial teacher licensure in the state of Oregon. The MS program is a master's degree focused on a content area and research. It does not lead to initial teacher licensure. At the graduate level, the College of Education also offers endorsement preparation programs in ESOL, Literacy, and Special Education.

# Education

## TEACHER EDUCATION

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

The catalog information provides general information about these programs. Program requirements are responsive to external accreditation and to the rules established by the Oregon Teacher Standards and Practices Commission (TSPC) and the Council for the Accreditation of Educator Preparation (CAEP). It is important that interested students obtain the most current advising information by consulting education advisers and obtaining the most current College of

Education advising handbooks and admission materials.

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

**Undergraduate Elementary School Teacher Education):** The Undergraduate program requires undergraduate students to weave together an academic degree program and an education major. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies and a major in Elementary Education with an

ESOL Concentration. Students who transfer with an AAOT degree may choose complete the Content Area Pathway in lieu of the full Multidisciplinary Studies major. See \*note below the Multidisciplinary Studies major information. The completion of these requirements leads to a Bachelor of Science or Arts in Multidisciplinary Studies and Elementary Education.

**Master of Arts in Teaching (MAT):** The MAT is a graduate degree designed for those interested in either elementary or secondary teacher licensure. The program requires a year of graduate coursework as well as field experiences in classrooms with a properly licensed and endorsed teacher. Successful candidates who complete all coursework and all state requirements qualify for a preliminary teaching license.

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 Undergraduate Elementary Education and MAT programs are limited in the number of students who can be accepted each year. Only the most qualified candidates will be considered for admission. Specific guidelines for admission to program are published each year. Please contact the College of Education for the current Admissions Packet for specific requirements and procedures for each program.

### **OUTCOMES**

The Initial Teacher Preparation Programs (Undergraduate and MAT) are guided by the mission statement and conceptual framework developed by the College of Education faculty. They are aligned to the 10 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards adopted by the Teacher Standards and Practices Commission of Oregon.

#### **Educator Preparation Program Outcomes**

**All graduates of EOU's educator preparation programs will be able to:**

1. justify instructional decisions based on the academic and cultural needs of individual learners and knowledge of developmental and communication patterns;
2. foster a positive, low-risk learning environment for all learners;
3. apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards;
4. apply the practice of pedagogy to engage all learners;
5. employ multiple methods of assessment to monitor growth and guide instruction;
6. exhibit the established dispositions of a professional educator in a culturally responsive manner;
7. support the academic and linguistic needs of language learners;
8. support the needs of learners with

- exceptionalities in the least restrictive environment;
9. use instructional technology and engage students in appropriate technologies to support learning;
10. incorporate information literacy outcomes to support student learning as defined by state and national learning standards;

**Additionally, graduates of EOU's elementary educator preparation programs will be able to:**

1. teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition.

### **ASSESSMENT**

Multiple points of assessment are implemented in both the undergraduate and graduate teacher preparation programs. Completion of designated general education and core coursework with a grade point average that meets program standards, passage of standardized tests and experience with students in an educational context are required as admission standards. Assessment of these traits is the first step in assuring the quality and standards of the students who will ultimately become graduates of the institution. All teacher candidates must demonstrate effective teaching through the completion of a teacher performance assessment portfolio as part of clinical practice. The assessment of these critical tasks assures that students will meet minimum professional standards. This capstone requirement ensures that the teaching professional exits the program with competency in the program outcomes.

### **OVERVIEW OF UNDERGRADUATE ELEMENTARY TEACHER EDUCATION**

Students interested in becoming elementary teachers through EOU's Undergraduate program must complete the Multidisciplinary Studies major (or the Content Area Pathway for students holding an AAOT) and the Elementary Education with ESOL Concentration.

### **ADMISSION TO THE UNDERGRADUATE PROGRAM**

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

### **MULTIDISCIPLINARY STUDIES**

The Bachelor of Science or Bachelor of Arts\* in Multidisciplinary Studies requires a minimum of 180 hours for graduation, including a specific distribution of coursework in the liberal arts, and completion of all university graduation requirements. All courses must be completed with no grade lower than a "C-." The required courses and/or competencies for the degree are listed below. A checklist of specific courses is available from the College of Education.

- Literature\*
- Art Course

- Life Science\*
- Earth Science\*
- Physical Science\*
- American Government
- U.S. History\*
- World History of World Geography\*
- Multicultural Education
- Creative Arts
- MATH 211\*, 212\*, 213\*
- Music Course
- Health and lifestyle fitness awareness
- Communications
- Writing at the 100 and 200 level or above
- Upper Division Electives
- ED 242 (3)

\*Indicates the Content Area Pathway

### LEARNING OUTCOMES — MULTIDISCIPLINARY STUDIES MAJOR

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

- **Communication:** Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.
- **Integrated Learning:** Students have adhered to the 10 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards adopted by the Teacher Standards and Practices Commission of Oregon: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.
- **Inquiry/Critical Thinking:** Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to facilitate learning. Engage in teaching as inquiry through reflection.
- **Civic Engagement:** Recognize that teaching will take place in a society that is growing in terms of diversity and complexity, and that adaptation to the ever-changing face of education will be required.

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

**Students who do not plan to pursue a teaching career may complete a Multidisciplinary Studies Major without the Elementary Education Major.**

### ELEMENTARY EDUCATION MAJOR

#### Fall Year One

- EDU 309A Introductory Field Experience (1)
- EDU 311 Teaching as a Profession (1)
- EDU 312 Classroom Management I (2)
- EDU 313 Development and Individual Differences (3)
- EDU 314 Introduction to Elementary Literacy (3)
- EDU 315 Educational Technology (2)
- EDU 309B Year One Fall Field Experience (1)

#### Winter Year One

- EDU 316 Curriculum, Instruction, and Assessment I (3)
- EDU 317 Elementary Science Methods (2)
- EDU 318 Early Literacy Methods: Curriculum, Instruction and Assessment (3)
- EDU 309C Year One Winter Field Experience (1)

#### Spring Year One

- EDU 319 Curriculum, Instruction, and Assessment II (3)
- EDU 320 Exceptionalities (3)
- EDU 321 Elementary STEM Methods (1)
- EDU 322 Elementary Reading Methods: Curriculum, Instruction, and Assessment (3)
- MTHE 323 Elementary Mathematics Methods (3)
- EDU 309D Year One Spring Field Experience (1)

#### Fall Year Two

- EDU 411 Curriculum, Instruction, and Assessment III (2)
- EDU 307 Teacher Performance Seminar (2)
- EDU 401 Cultural Diversity Applications (2)
- EDU 412 Elementary Writing Methods: Curriculum, Instruction, and Assessment (3)
- EDU 413 Elementary Physical Education & Health Methods (2)
- EDU 409A Year Two Fall Field Experience (1)

#### Winter Year Two

- EDU 414 Elementary Arts Methods (3)
- EDU 415 Elementary Social Science Methods (3)
- EDU 416 Classroom Management II (1)
- EDU 409B Year Two Winter Field Experience (1)
- EDU 417A Student Teaching I (4)
- EDU 407A Student Teaching Seminar I (1)

#### Spring Year Two

- EDU 417B Student Teaching II (10)
- EDU 407B Student Teaching Seminar II (2)

#### ESOL Courses

- ED 130 Multicultural Education (2)
- ED 361 Foundations of Second Language Education (3)
- ED 421 Second Language Acquisition and ESOL Strategies (3)
- ED 421L ESOL Practicum 1 (1)
- ED 446 Sociolinguistics (3)
- ED 462 Language & Cognition in Second Language (3)
- ED 479 ESOL Practicum 2 (3)
- ENGL 316 Approaches to Grammar (4)

#### Undergraduate Reading Course of Study (ENDS 2018)

The undergraduate reading course of study prepares students to become competent in classroom reading instruction. The course of study is composed of foundational courses that are in the Elementary Education major plus advanced courses. The foundational courses must be taken as prerequisites for the advanced courses.

Candidates may add the reading endorsement to a license by completing the course of study, including

90 clock hours of practicum, and obtaining a passing score on the TSPC designated test.

**UNDERGRADUATE requirements** (17 credits)  
**ED 354** Reading/Language Arts Primary Grades (3)  
**ED 355** Elementary Reading/Language Arts (3)  
**ENGL 316** Approaches to Grammar (4)  
**ED 387** Literature for Primary Grades (2)  
**ED 388** Literature for Elementary Grades (2)  
**ED 430** English Lang Learner Skills-All Educators (3)  
*(Note: ED 430 will be waived for students who complete the full ESOL course of study)*

**Other required courses** (18 credits)  
**ED 356** Middle Level Read/Language Arts (2)  
**ED 356L** Middle Level Lab (0) *optional*  
**ED 437** Emergent Literacy (2)  
**ED 438** School Reading Programs (3)  
**ED 439** Reading Practicum (3)  
**ED 468** Diagnostic /Remedial Techniques (3)  
**ED 468L** Diag/Remedial Techniques Lab (2)  
**ED 469** Developmental and Expanding Literacy (3)  
*(Note: ED 469 is to be taken with or following ED 356)*

**Total: 35 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 Master of Science (MS) program requirements.

### **Undergraduate Concentration 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. Candidates may add the ESOL endorsement to a license by completing the course of study; including 90 clock hours of practicum, and obtaining a passing score on the TSPC-designated test.

A minimum of 15 program credits must be completed at EOU. All transfer courses must be transcribed and syllabi must be evaluated for approval by the ESOL program coordinator. ESOL program practicum (90 hours) must be completed at EOU, which includes ED 421L and Ed 479.

### **Required Courses 22 credits**

**ENGL 316** Approaches to Grammar (4)  
**ED 130** Cultural Differences in American Education (2)  
**ED 361** Foundations of Second Language Education (3)  
**ED 421** Second Language Acquisition & ESOL Strat (3)  
**ED 421L** ESOL Strategies Lab (take w/ED 421) (1)  
**ED 446** Sociolinguistics for Teachers (3)  
**ED 479** ESOL Practicum (3)  
**ED 462** Language & Cognition in Second Lang Learn (3)

### **Recommended Course**

**ED 423** Review ESOL Exam Preparation (1)

### **English for Speakers of Other Languages (ESOL)**

**Minor** The ESOL Minor includes all the requirements of the ESOL course of study plus  
**ED 422** Issues in Educating Language Minority Students (3) and an additional 3-5 elective credits. In addition, all ESOL Minor candidates must demonstrate experience in non-native language

learning. A specific minor check sheet is available from the College of Education.

### **MDST Provision for Non-Elementary Licensure Candidates**

Students not seeking elementary teacher licensure are required to complete all of the requirements of the Multidisciplinary Studies major. Students must select courses that will meet the University Writing Requirement and must complete a capstone experience. The multidisciplinary capstone for non-licensure majors is ED 499: Senior Seminar.

### **EARLY CHILDHOOD EDUCATION MAJOR**

Program application must be completed. This major does not lead to teacher licensure.

#### **Required courses:**

**ECED 311** Early Childhood Foundations (3)  
**ECED 312** Child Dev: Conception through age 8 (3)

#### **Core 1 Courses:**

**ECED 313** Family Collabrtn in Early Childhood (3)  
**ECED 314** Positive Behavior Guide/Mngmt ECE (3)  
**ECED 316** Play & Learning Environ in ECE (3)  
**ECED 317** Literature for Young Children (3)  
**ECED 318** Early Childhood Health and Wellness (3)  
**ECED 319** Technology in Early Childhood (2)  
**ECED 321** Assessment and Observation in ECE (3)  
**ECED 322** Critical Issues in ECE (3)\*\*UWR  
*All 'Core 1 Courses' must be completed before entering Core 2.*

#### **Core 2 Courses:**

**ECED 411** Math Methods in Early Childhood (3)  
**ECED 412** Science Methods in Early Childhood (3)  
**ECED 413** Social Science Methods in ECE (3)  
**ECED 414** Language Arts Methods in ECE (3)  
**ECED 416** Creative Arts Methods in ECE (3)  
**ECED 417** Intro:Individ w/Exceptionlts: EC (3) \*UWR  
**ECED 418** Multicultural Education in ECE (4) \*DPD  
**ECED 419** Administration in Early Childhood (3)  
**ECED 309** Early Childhood Practicum 1 (1)  
**ECED 409** Early Childhood Practicum 2 (2)

**Total program: 57 Credits**

### **ASSOCIATE OF ARTS IN EDUCATION DEGREE**

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

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

#### **Aesthetics & Humanities (AEH)**

**ART 101** Foundations of Visual Literacy (4)  
**ENGL XXX** Any lower division Literature (3)

**Natural Mathematical & Informational Sci (SMI)****MATH 211 or 212 or 213 (4)**

One sequence in science (SCI 101,102,103 recommended)

One course in another science (3-4)

(One science course must include a lab.)

**Social Sciences (SSC)**

**GEOG 105** Cultural Geography (5)

**PSY 201** Intro to Psychology (4)

**HIST 101, 102, 111 or 112** World History (5)

**HIST 201 or 202**, American History (5)

**POLS 101**, American Government (5)

**Artistic Process and Creation (APC)**

**MUS 101** Funds of Music (3)

Any APC course other than music (3)

**Gateway (GTW)**

**CORE 101** (1-3), if recommended

**LIB 127** Information Access (2)

**WR 121** or higher (6) Education Courses

**Education Courses**

**ED 130** Cultural Differences American Education (2)

**ED 142** Education Orientation (1)

**ED 202** Linguistic/Cognitive Development (3)

**ED 209** Practicum (1-3)

**ED 220** Early Childhood Development (3)

**ED 234** Early Childhood Literature (2)

**Other**

**BA 131** Business Data Processing (4)

**HWS 250 or 298** Health/Wellness (3)

**WR 200+** (Any writing course at 200 level or higher)

Electives to reach 90 credits (4-12)

**CERTIFICATE IN EDUCATION**

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

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

**Education Courses**

**ED 130** Cultural Differences American Education (2)

**ED 142** Education Orientation (1)

**ED 202** Linguistic/Cognitive Development (3)

**ED 209** Practicum (1-3) or

**ED 220** Early Childhood Development (3)

**ED 234** Early Childhood Literature (2)

**General Education Courses**

**LIB 127** Info Access (2)

**ART 101** Foundations of Visual Literacy (4)

**ENGL XXX** Any lower division Literature (3) or

**COM 111 or 112** Communications (3)

**BIOL, CHEM or SCI** science course (3-4)

**GEOG 105** Cultural Geography (5) or

**HIST 111/112 or HIST 201/202** World/US History (5)

**Math & Writing Courses**

**MATH XXX** course per placement (3-4)

**WR 115 or 121** per placement (3-4)

**CORE 101/102** If advised by placement (3 each)

**Other**

**BA 131** Business Data Processing (4)

**HWS 250 or 298** Health/Wellness (3)

Electives to total 45 credits

**Total needed for certificate: 45 credits**

**CERTIFICATE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES - ESOL (undergraduate)**

This program (equal to a year of preparation) is designed for those seeking a certificate in English for Speakers of Other Languages. Candidates may be awarded this certificate by completing the course of study and 90 clock hours of practicum. The objective is to provide an opportunity for students to receive the coursework required to teach English for Speakers of Other Languages outside of the public school setting. [A minimum of 15 program credits must be completed at EOU. All transfer courses must be transcribed and syllabi must be evaluated for approval by the ESOL program coordinator. ESOL program practica (90 hours) must be completed at EOU, which includes ED 421L and ED 479.]

**Required Courses:**

**ED 130** Cultural Difference in American Education (2)

**ED 361** Foundations of Second Lang Education (3)

**ED 421** Second Language Acquisition and ESOL Strategies (3)

**ED 421L** ESOL Strategies Lab (1)

**ED 446** Sociolinguistics (3)

**ED 462** Language & Cognition in Second Language Learners (3)

**ED 479** ESOL Practicum (3)

**ENGL 316** Approaches to Grammar (4)

## GRADUATE PROGRAM INFORMATION

### CERTIFICATE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES - ESOL (graduate)

This program (equal to a year of preparation) is designed for those seeking a certificate in English for Speakers of Other Languages. Candidates may be awarded this certificate by completing the course of study and 90 clock hours of practicum. The objective is to provide an opportunity for students to receive the coursework required to teach English for Speakers of Other Languages outside of the public school setting. Such settings may include community programs and language programs offered outside of the United States. [Eastern will only accept 1 transfer course (3 credit equivalent) towards this program, the course must be approved by the program coordinator. All Practica and Strategies courses must be completed through EOU.

Required Courses:

- ED 544** Language and Cognition (3)
- ED 545** Foundations of Second Lang Education (3)
- ED 547** ESOL Practicum (4)
- ED 548** ESOL Strategies (3)
- ED 556** Applied Linguistics (3) or
- READ 514** Linguistics for Teachers (3)

**Total: 16 credits**

### OVERVIEW OF THE MAT PROGRAM

The degree program, Master of Arts in Teaching (MAT), is designed for individuals who have a baccalaureate degree and are seeking an initial teaching license. The program features a year-long, field-based experience combined with professional preparation coursework. The program prepares teachers in either multiple subjects (typically elementary level) or single subjects (typically secondary level). The program begins with on-campus coursework during summer term, continues with a school-based practicum assignment at the start of the public school year, and includes on-campus coursework during fall and winter terms. Candidates complete the program in spring term.

The program features classroom placements in schools in Oregon in at least two authorization levels with qualified classroom teachers and professional preparation coursework delivered on campus and supported online. The College of Education seeks candidates who demonstrate exemplary professional behaviors, social aptness, personal excellence, and academic competency.

Transfer credits are not generally accepted into the MAT program and are only considered on a case-by-case basis by the MAT program coordinator.

### PROGRAM ADMISSION

Admission is based on meeting high standards of academic performance and teacher potential. Program candidates should begin planning a year in advance to meet all admission standards and submit materials by the designated due date. Resource restrictions in selected locations, levels, or endorsements may limit the number of students accepted to the program. Specific admission requirements, procedures and application materials are available on the college website:

**College of Education**

<http://www.eou.edu/cobe/ed/mat/> Personal advising is available by calling 541-962-3529.

### MAT CORE CURRICULUM

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

### TYPICAL MAT PLAN FOR ELEMENTARY PREP

#### Summer Term

- EDU 611** Teaching as a Profession-ELEM (2)
- EDU 613** Curriculum/Instruction/Assessment I-ELEM (3)
- EDU 615** Elementary Classroom Management (2)
- EDU 617** Development and Individual Differences: Elementary (2)
- EDU 619A** Teaching in a Diverse Society I-ELEM (1)
- EDU 621** Elementary Physical Education & Health Methods (2)
- EDU 609A** Initial Fall Field Experience-ELE (1)

#### Fall Term

- EDU 623** Exceptionalities-ELEM (3)
- EDU 627** Elementary Mathematics Methods (3)
- EDU 629** Curriculum, Instruction & Assessment II-ELEM (3)
- EDU 607** Teacher Performance Seminar-ELEM (1)
- EDU 639** Elementary Reading Methods: Curriculum, Instruction, and Assessment (3)
- EDU 609B** Fall Field Experience (1)

#### Winter Term

- EDU 633** Elementary Social Science Methods (3)
- EDU 635** Elementary Science Methods (2)
- EDU 637** Technology in the Elementary Classroom (2)
- EDU 619B** Teaching in a Diverse Society II-ELEM (1)
- EDU 639** Elementary Writing Methods: Curriculum, Instruction, and Assessment (2)
- EDU 641** Elementary STEM Methods (1)
- EDU 643** Elementary Arts Methods (2)
- EDU 609C** Winter Field Experience-ELEM (1)

#### Spring Term

- EDU 645** ELL Knowledge, Skills, Abilities and Dispositions for Educators-ELEM (3)
- EDU 651** Student Teaching-ELEM (6)
- EDU 607B** Student Teaching Seminar-ELEM (2)

**Total:55 Credits**

### TYPICAL MAT PLAN FOR SECONDARY PREPARATION

#### Summer Term

- EDU 612** Teaching as a Profession-SEC (2)
- EDU 614** Curriculum/Instruction/Assessment I SEC (3)
- EDU 616** Secondary Classroom Management (2)
- EDU 618** Development and Individual Differences: SEC (2)
- EDU 620A** Teaching in a Diverse Society I-SEC (1)
- EDU 609A** Initial Fall Field Experience-SEC (1)

### Fall Term

**EDU 620B** Teaching in a Diverse Society I-SEC (1)  
**EDU 624** Exceptionalities-SEC (3)  
**EDU 626** Secondary General Methods (3)  
**EDU 630 Curriculum, Instruction & Assessment II- SEC (3)**  
**EDU 606A** Teacher Performance Seminar-SEC (2)  
**Content Methods I** – SEE BELOW) (3)  
**EDU 609B** Fall Field Experience –SEC (1)

### Winter Term

**EDU 634** Secondary Content Area Literacy (4)  
**Content Methods II**– SEE BELOW) (4)  
**EDU 638** Technology in the Secondary Classroom (2)  
**EDU 640** Secondary Integrated Methods (2)  
**EDU 609C** Winter Field Experience-SEC (1)

### Spring Term

**EDU 646** ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC (3)  
**EDU 652** Student Teaching-SEC (6)  
**EDU 606B** Student Teaching Seminar-ELEM (2)

**Total:48 Credits**

### CONTENT METHODS

**EDU 660** Agriculture Methods I (3)  
**EDU 661** Agriculture Methods II (4)  
**EDU 662** Art Methods I (3)  
**EDU 663** Art Methods II (4)  
**EDU 664** Business Generalist Methods I (3)  
**EDU 665** Business Generalist Methods II (4)  
**EDU 668** Speech/Drama Methods I (3)  
**EDU 669** Speech/Drama Methods II (4)  
**EDU 670** English Language Arts Methods I (3)  
**EDU 671** English Language Arts Methods II (4)  
**EDU 672** World Language Methods I (3)  
**EDU 673** World Language Methods II (4)  
**EDU 674** Music Methods I (3)  
**EDU 675** Music Methods II (4)  
**EDU 676** Science Methods I (3)  
**EDU 677** Science Methods II (4)  
**EDU 678** Social Studies Methods I (3)  
**EDU 679** Social Studies Methods II (4)  
**MTHE 680** Mathematics Methods I (3)  
**MTHE 681** Mathematics Methods II (4)  
**EDU 682** Physical Education & Health Methods I (3)  
**EDU 683** Physical Education & Health Methods II (4)

### MASTER OF SCIENCE IN EDUCATION

The Master of Science degree (MS) is intended to provide the student with advanced preparation in both theoretical and applied knowledge and skills.

Although most participants will be educators, others seeking an advanced degree in education related studies are encouraged to apply. The Master of Science program is primarily offered online. Students will generally follow a three-year program to complete the degree but individuals may proceed at their own pace within a seven year period. The Master of Science Program is divided into three components: core, focus area and electives. The core contains fundamental research courses. The focus area opportunities include literacy (reading), special education, curriculum & instruction, and ESOL. The electives may include graduate courses that are

arranged with the Master of Science adviser or an additional focus area

### ADMISSION REQUIREMENTS

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

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

### CORE PROFESSIONAL COURSEWORK (17 Credits)

The core courses are required of all students. Courses must be taken in sequential order with the exception that ED 516 may be taken before ED 515. ED 500 must be taken prior to beginning the Core coursework and two-thirds of the focus area coursework must be complete prior to enrolling in the Core.

**ED 515** Quantitative Rsrch (3)  
**ED 516** Qualitative Rsrch (3)  
**ED 517** Lit Reviews in Ed Rsrch (3) concurrent with  
**ED 506** Special Ind Study (1)  
**ED 518** Research Proposal (2) concurrent with  
**ED 506** Special Ind Study (1)  
**ED 519** Research Completion (4)

### FOCUS AREA COURSEWORK (15 Credits)

#### Literacy Focus

Students choose 15 credits from the following courses:

**ED 560** Foundations for Literacy Learning (3)  
**ED 561** Emergent Literacy (3)  
**ED 562** Literacy in the Elementary Grades (3)  
**ED 564** Literature in the Literacy Program (3)  
**ED 581** Literacy in the Middle Level High School (3)

#### Special Education Focus

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

#### Curriculum and Instruction Focus

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

#### ESOL – English for Speakers of Other Lang Focus

Students take the following courses:

**ED 544** Language and Cognition in Second Language Learners (3)  
**ED 556** Applied Linguistics (3)  
**ED 545** Foundation of Second Language Acquisition and ESOL Strategies (3)  
**ED 548** Second Language Acquisition and ESOL Strategies (3)  
**ED 547** ESOL Practicum (4)



## GRADUATE LITERACY PROGRAM

Eastern Oregon University offers a graduate reading course of study aligned with national standards and approved by Oregon's Teacher Standards and Practices Commission (TSPC). Completion of the coursework, including a practicum, and passage of the TSPC-designated standardized test is required in order to add the reading intervention endorsement to an Oregon teacher license.

All courses of the graduate literacy program are offered in a distance delivered format. Most classes require access to a classroom where literacy learning may be observed and course strategies might be incorporated.

### Graduate Reading Interventionist Endorsement

- ED 560** Foundations of Literacy Learning (3)
- ED 561** Emergent Literacy (3)
- ED 562** Literacy in the Elementary Grades (3)
- ED 564** Literature in the Literacy Program (3)
- ED 568** School Reading Programs (3)
- ED 581** Literacy in Middle/High School (3)
- ED 582** Techniques of Diagnosis and Instruction for the Reading Specialist (3) (Prerequisite: 10 graduate credits in reading and permission of the instructor)
- ED 583** Field Experience in Literacy (3 credits/90 hours) (Prerequisite: 12 graduate credits in reading, including ED 568 and ED 582, and permission of the instructor)

**Total: 24 Credits**

## GRADUATE ESOL PROGRAM

This graduate course of study is designed for those seeking an endorsement in English for Speakers of Other Languages. Candidates may add this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on the TSPC designated standardized test. The graduate ESOL program may serve as a focus area in the Master of Science degree. \*\*Note: Only one approved graduate transfer course (from another institution) will be accepted toward this program.

### Prerequisites

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

### Courses

- ED 544** Lang/Cognition in Second Lang Learners (3)
- ED 556** Applied Linguistics (3)
- ED 545** Foundations of Second Language Education (3)
- ED 548** Second Lang Acquisition & ESOL Strategies (3)
- ED 547** ESOL Practicum (4)

**Total: 16 credits**

## SPECIAL EDUCATION PROGRAM

Eastern Oregon University offers teachers who possess a teaching license an opportunity to pursue their interests and professional objectives in the field of special education. The Special Educator Endorsement Program is designed to provide comprehensive training and experience and to prepare teachers of learners with disabilities for state licensure. Coursework, field experience, and practica are balanced within the program to meet individual teacher preparation needs. The Special Educator

Endorsement prepares teachers to teach exceptional learners at the early childhood/elementary level and/or the middle/high school level.

The Special Educator Endorsement Program is offered through a cohort model over six terms and is designed to meet the needs of working professionals. The program is fully online and requires that students have access to high-speed internet.

Coursework completed for the Special Educator Endorsement may be applied toward the Master of Science degree in Education. For additional information, contact the Coordinator of Special Education or check online information:

<https://www.eou.edu/cobe/ed/sped/>

## ADMISSION REQUIREMENTS

Admission information and application forms are available on the College of Education website.

### Program Completion Requirements

Program completion and recommendation for Oregon licensure require that candidates:

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

### Coursework

Prerequisites: Teaching License that includes preparation in: Human Development Evaluation & Measurement Multicultural Education Classroom Management

### Required Courses

- SPED 520** Theories & Charact of Exceptionality (3)
- SPED 522** Legal & Procedural Aspects of Spec Educ (3)
- SPED 526** Assessment of Academic & Comm Skills (3)
- SPED 528** Assessment of Funct, Life, & Trans Skills (3)
- SPED 530** Assessment Applications
- SPED 534** Planning for the Exceptional Learner (2)
- SPED 536** Planning Applications (1)
- SPED 540** Academic Methods (3)
- SPED 542** Academic Methods Applications (1)
- SPED 544** Functional, Life & Transition Skills Methods (3)
- SPED 545** Functional Life & Transition Methods Apps (1)
- SPED 548** Behav & Classrm Mngmnt/Excep Learners (3)
- SPED 550** Collaboration & Consultation in Spec Educ (2)
- SPED 552** Collaboration/Consultation Applications (1)
- SPED 556** Issues in Special Education (3)
- SPED 558** Field Experience (1-2)
- SPED 562** Practicum (3-6)

**Total Credits 38-42**



## **GET FOCUSED STAY FOCUSED CERTIFICATE PROGRAM**

Required courses:

**ED 623** Overview of the Get Focused Stay Focused Program Model (3)

**ED 624** Implementation of Get Focused... Stay Focused! Freshman Transition Course (4)

**ED 625** Advanced Modules in Get Focused Stay Focused (3)

**ED 626** My 10-Year-Plan in Get Focused Stay Focused (3)

**ED 627** Getting Started with Get Focused Stay Focused: Start Up Strategies for Get Focused! Programs (2)

## **EARLY CHILDHOOD EDUCATION COURSES DESCRIPTIONS**

### **ECED 309 - Early Childhood Practicum 1 (Credits: 1)**

This course is designed to provide early childhood classroom experience under the supervision of an early childhood professional. You will observe, participate, and teach in the early childhood setting under the supervision of a cooperating teacher. You will have an experience in one of the early childhood age groups (birth-3 or ages 3-5) in a determined location (Primary or elementary school, child care center or home, and Head Start). Prerequisites: ECED 311, ECED 312, ECED 411, ECED 412, ECED 413, ECED 414, ECED 416, program admission, completion of core 1 courses.

### **ECED 311 - Early Childhood Foundations (Credits: 3)**

This course is designed to provide students with an overview of the early childhood field. History of early childhood education and theory, important figures, various curriculums and program settings are examined.

### **ECED 312 - Child Development: Conception through age 8 (Credits: 3)**

This course is designed to explore child growth and development from conception to middle childhood (through age 8) in gross and fine motor skills, social/emotional, language, and cognitive areas of typically and atypically developing children. Additionally, this course explores major risk factors that can compromise normal development and social systems and their effects on child development.

### **ECED 313 - Family Collaboration in Early Childhood (Credits: 3)**

This course is designed to explore theory, philosophy, and procedures for fostering collaborative partnerships with families of young children. Historical and legal foundations, contemporary frameworks, effective communication methods, parent education, and contemporary issues affecting family-professional partnerships will be identified. In addition, examination of cultural and other types of diversity between families and professionals will be emphasized. Prerequisites: ECED 311 & ECED 312 and admission to program.

### **ECED 314 - Positive Behavior Guidance and Management in Early Childhood (Credits: 3)**

This course is designed to examine appropriate and developmentally sensitive strategies for guiding and managing behavior in typically and atypically developing young children. Social skills, problem solving, conflict resolution, and moral education curricula are presented. The importance of consistency and proactive strategies and understanding the affective domain of the child will be stressed. Prerequisites: ECED 311 & ECED 312 and admission to program.

### **ECED 315 - Critical Issues/Research in Early Childhood Ed (Credits: 3)**

This course provides students with guidance and practice in finding peer-reviewed articles, reading and interpreting the information, and writing about research in early childhood education. There is a focus on the process of writing a research paper in APA style. As part of this process, students will become familiar with techniques for summarizing information and creating a basic essay. Both discussion and writing assignments are based on the early childhood issues that students select to investigate, the processes of interpreting information from articles, and sharing information that supports scholarly writing.

### **ECED 316 - Play and Learning Environments in Early Childhood (Credits: 3)**

This course is designed to explore play theories and the emphasis of play in the development of the young child. In addition, this course explores the play environment and planning the physical and social environment for young children. Prerequisites: ECED 311 & ECED 312 and admission to program.

### **ECED 317 - Literature for Young Children (Credits: 3)**

This course is designed to familiarize early childhood professionals with books for the young child. Evaluation of literature, the literature curriculum, how to share literature experiences between children and adults, and creating language and literacy rich environments will be explored. Prerequisites: ECED 311 & ECED 312 and admission to program.

### **ECED 318 - Health and Wellness in Early Childhood (Credits: 3)**

This course is designed to examine health, nutrition, and safety needs as they apply to school environments for children from birth to age eight. Students will examine the impact of family, school, and community relationships on a child's health and well-being. Information on program planning, classroom curriculum and parent education in regard to health and safety will also be discussed. Prerequisites: ECED 311 & ECED 312 and admission to program.

### **ECED 319 - Technology in Early Childhood (Credits: 2)**

This course introduces the integration of technology as a method to enhance teaching and learning in the early childhood classroom. The course will explore current early childhood technology trends, the unique learning environments, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Participants will explore strategies and technology tools that support the education and achievement of young children and dissemination of information to

parents and others. Prerequisites: ECED 311 & ECED 312 and admission to program.

**ECED 321 - Assessments and Observation in Early Childhood (Credits: 3)**

This course is designed to explore the methods used to assess young children's development and programs. Formal assessments, informal assessments, and assessment systems will be explored. Participants will gain techniques for organizing, analyzing and interpreting data and applying assessment information to improve program quality and to best meet the needs of individual children. In addition, proper methods for sharing assessments findings will be identified. Prerequisites: ECED 311 & ECED 312 and admission to program.

**ECED 322 - Critical Issues in Early Child (Credits: 3) Institutional Graduation Requirements – UWR**

This course is designed to explore current issues and trends within the field of Early Childhood Education. Participants will have the opportunity to participate in thoughtful and critical examinations of the practices, policies, and professional development to develop a new generation of early childhood professionals. Prerequisites: ECED 311 & ECED 312 and admission to program.

**ECED 409 - Early Childhood Practicum 2 (Credit: 2)**

This course is designed to provide early childhood classroom experience under the supervision of an early childhood professional. You will observe, participate, and teach in the early childhood setting under the supervision of a cooperating teacher. You will have an experience in one of the early childhood age groups (birth-3 or ages 3-5) in a determined location (Primary or elementary school, child care center or home, and Head Start). Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 411 - Math Methods in Early Childhood (Credits: 3)**

This course is designed to explore the mathematic needs of young children. An emphasis is placed on learning instructional strategies and techniques, appropriate for use in the early childhood setting. Particular emphasis will be given to the following important parts of mathematical learning in young children: number concepts, quantities, relationships, and operations; geometry and spatial relations; measurement; patterns and geometry; and analyzing data. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 412 - Science Methods in Early Childhood (Credits: 3)**

This course is designed to explore the scientific needs of young children. An emphasis is placed on learning instructional strategies and techniques, appropriate for use in the early childhood setting. Particular emphasis will be given to the following important parts of scientific learning in young children: scientific exploration and learning, Earth and space science, physical science, and life science. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 413 - Social Science Methods in Early Childhood (Credits: 3)**

This course is designed to explore the social science needs of young children. An emphasis is placed on learning instructional strategies and techniques, appropriate for use in the early childhood setting. Particular emphasis will be given to the following important parts of social learning in young children: family, community, history, geography, economy, and civics. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 414 - Language Arts Methods in Early Childhood (Credits: 3)**

This course is designed to explore the literacy needs of young children. An emphasis is placed on learning instructional strategies and techniques, appropriate for use in the early childhood setting. Particular emphasis will be given to the following important parts of literacy development in young children: phonological analysis, alphabet knowledge, print concepts and knowledge, and early writing. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 416 - Creative Arts Methods in Early Childhood (Credits: 3)**

This course is designed to explore the creative expression and experiences of young children. An emphasis is placed on learning instructional strategies and techniques, appropriate for use in the early childhood setting. Particular emphasis will be given to the following important parts of creative expression in young children: creative thinking, music, movement, and visual arts. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 417 - Introduction to Individuals with Exceptionalities: Early Childhood (Credit: 3) Institutional Graduation Requirements – UWR**

This course is designed as an introductory course for exploring special needs children and their families. An overview of historical factors and legislation affecting service delivery, characteristics and prevalence of disorders, effective instructional techniques for working with this population, and community resources serving exceptional children will be explored. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 418 - Multicultural Education in Early Childhood (Credits: 4) Institutional Graduation Requirements – DPD**

This course is designed to introduce various multicultural and anti-bias issues in working with children and their families in early childhood settings. The course explores the role of culture and diversity on development, creating culturally aware and relevant early childhood programs, and implications for early childhood teaching practices. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 419 - Administration in Early Childhood (Credits: 3)**

This course is designed to prepare individuals for the role of an early childhood program administrator. Topics explored include, child care law and current regulations, an exploration of various early childhood programs, the responsibilities and operational functions conducted by the director, and the role of the director as an advocate for young children and their families. Prerequisites: ECED 311, ECED 312, program admission, and completion of core 1 courses.

**ECED 530 - Development: ECE (Credits: 3)**

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

**EDUCATION COURSE DESCRIPTIONS****EDU 307 - Teacher Performance Seminar (Credits: 2)**

This course will provide skills, knowledge, and support for completing the teacher preparation assessment for state licensure. Prerequisite: Admission to program.

**EDU 309A - Introductory Field Experience (Credits: 1)**

The Structured Practicum is an opportunity for candidates to participate in the public school setting, determined by the placement coordinator, during the beginning weeks of the school year. Candidates will shadow a cooperating teacher for their first 15 contract days and engage in all activities of a classroom teacher including inservice, classroom preparation, and initial teaching experiences. Candidates will demonstrate the personal and professional traits required for entry into the education profession. Prerequisite: Admission to program.

**EDU 309B - Year One Fall Field Experience (Credits: 1)**

This structured practicum experience provides the venue for implementing theory into practice that is covered in the concurrent courses in the elementary education program. Prerequisite: Admission to program.

**EDU 309C - Year One Winter Field Experience (Credits: 1)**

This structured practicum experience provides the venue for implementing theory into practice that is covered in the concurrent courses in the elementary education program. Prerequisite: Admission to program.

**EDU 309D - Year One Spring Field Experience (Credits: 1)**

This structured practicum experience provides the venue for implementing theory into practice that is covered in the concurrent courses in the elementary education program. Prerequisite: Admission to program.

**EDU 311 - Teaching as a Profession (Credits: 1)**

This course is designed to provide candidates with the foundations necessary for being a professional educator. Candidates will explore the history of education, educational law and ethics, public school culture, and current issues within the field of education. Prerequisite: Admission to program.

**EDU 312 - Classroom Management I (Credits: 2)**

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, managing behavior in a variety of instructional formats. Prerequisite: Admission to program.

**EDU 313 - Development and Individual Differences (Credits: 3)**

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: Admission to program.

**EDU 314 - Introduction to Elementary Literacy (Credits: 3)**

Introduction to Elementary Literacy provides a framework for the current context of elementary literacy, including values inherent in standards and accountability expectations for elementary students and pre-service teacher candidates. The course provides a foundation for learning theories relevant to literacy development and instructional support. Prerequisite: Admission to program.

**EDU 315 - Educational Technology (Credits: 2)**

Current applications of telecommunications, applications software, and other media associated with the elementary classroom. Prerequisite: Admission to program.

**EDU 316 - Curriculum, Instruction, and Assessment I (Credits: 3)**

This is course one, of a three course series, that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Admission to program.

**EDU 317 - Elementary Science Methods (Credits: 2)**

As part of the Elementary Core experience, this course acquaints candidates with grade level curriculum, textbooks and support materials, and the essential goals and standards of the elementary science curriculum. Participants will learn appropriate content, methods, and strategies for teaching science

in elementary grades. Understanding the format of the Next Generation Science Standards will be a key part of the course. Prerequisite: Admission to program.

**EDU 318 - Early Literacy Methods: Curriculum, Instruction and Assessment (Credits: 3)**

Early Literacy Curriculum, Instruction, and Assessment builds off of the foundation in EDU 314 with a focus on creating curriculum, implementing instruction, and assessment in the early literacy context, PK-3, with a specific emphasis on alignment to K-3 state-adopted English Language Arts standards. Prerequisite: Admission to program.

**EDU 319 - Curriculum, Instruction, and Assessment II (Credits: 3)**

This is course two, of a three course series, that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Admission to program.

**EDU 320 - Exceptionalities (Credits: 3)**

Upon completion of this broad-based introductory course, students will demonstrate knowledge of the legal aspects of special education and the characteristics of the major disabilities. Students will also acquire introductory knowledge and skills needed to effectively teach and accommodate exceptional students in the general education setting. Prerequisite: Admission to program.

**EDU 321 - Elementary STEM Methods (Credits: 1)**

This course will introduce the foundations of STEM Education, learning environments, curriculum and instruction, standards and assessment, as well as contemporary issues related to the field. This course is designed to prepare candidates with the knowledge and skills necessary to teach elementary students science, technology, engineering, and mathematics. This includes developing standards-based lessons that are engaging, enjoyable, and meaningful to students. Prerequisite: Admission to program.

**EDU 322 - Elementary Reading Methods: Curriculum, Instruction, and Assessment (Credits: 3)**

Elementary Reading Curriculum, Instruction, and Assessment builds off of the foundation in EDU 314 and EDU 318 with a focus on creating curriculum, implementing instruction, and assessment to foster reading development in the elementary context, with a specific emphasis on alignment to K-6 state-adopted English Language Arts standards. Parallel to concepts related to writing in EDU 412, this course supports pre-service teaching candidates in being able to make an assessment plan for elementary reading development and make data informed instructional decisions, including differentiated instruction. Prerequisite: Admission to program.

**EDU 401 - Cultural Diversity Applications (Credits: 2)**

The purpose of this course is to increase self-awareness related to world views and beliefs about diversity issues within in a culturally diverse setting. Candidates will participate in a 30 hour field experience in a culturally and/or linguistically diverse school or community setting. Prerequisite: Admission to program.

**EDU 407A - Student Teaching Seminar I (Credits: 1)**

This course focuses on the current issues occurring during the student teaching experience, job search, interviews, licensure requirements, etc. To be taken concurrently with student teaching. Prerequisite: Admission to program.

**EDU 407B - Student Teaching Seminar II (Credits: 2)**

This course focuses on the current issues occurring during the student teaching experience, job search, interviews, licensure requirements, etc. To be taken concurrently with student teaching. Prerequisite: Admission to program.

**EDU 409A - Year Two Fall Field Experience (Credits: 1)**

This structured practicum experience provides the venue for implementing theory into practice, that is covered in the concurrent courses in the elementary education program. Prerequisite: Admission to program.

**EDU 409B Year Two Winter Field Experience (5 Weeks) (Credits: 1)**

This structured practicum experience provides the venue for implementing theory into practice, that is covered in the concurrent courses in the elementary education program. Prerequisite: Admission to program.

**EDU 411 - Curriculum, Instruction, and Assessment III (Credits: 2)**

This is course three, of a three course series, that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Admission to program.

**EDU 412 - Elementary Writing Methods: Curriculum, Instruction, and Assessment (Credits: 3)**

Elementary Writing Curriculum, Instruction, and Assessment builds off of the foundation in EDU 314 and EDU 318 with a focus on creating curriculum, implementing instruction, and assessment to foster writing development in the elementary context, with a specific emphasis on alignment to K-6 state-adopted English Language Arts standards. Parallel to concepts related to reading in EDU 322, this course supports students in being able to make an assessment plan for elementary writing development and make data informed instructional decisions,

including differentiated instruction. Prerequisite: Admission to program.

**EDU 413 - Elementary Physical Education & Health Methods (Credits: 2)**

Explores principles of elementary school health and physical education and developmentally appropriate teaching strategies. Emphasis will be on movement education and motor skill development, educational games, educational dance, physical activity lifestyle behaviors, and health curricula. The student will understand and be able to teach current health and wellness issues in an elementary setting. Topics that will be discussed include state standards and health literacy, effective health practices, developing assessments and scoring student work, transitioning to a standards-based classroom, and building instructional units. Prerequisite: Admission to program.

**EDU 414 - Elementary Arts Methods (Credits: 3)**

This course will provide opportunity for students to identify and apply the content, functions, and achievements of the performing arts and the visual arts for communication, inquiry, and engagement with elementary students. Prerequisite: Admission to program.

**EDU 415 - Elementary Social Science Methods (Credits: 3)**

As part of the Core experience, determines the essential goals and standards of the elementary social studies curriculum. Learn appropriate content, methods, and strategies for teaching social science in elementary grades. Prerequisite: Admission to program.

**EDU 416 - Classroom Management II (Credits: 1)**

This course will discuss applications of content from Classroom Management I with an emphasis on managing challenging behaviors. Prerequisite: Admission to program.

**EDU 417A - Student Teaching I (Credits: 4)**

This full-time student teaching placement provides the venue for implementing theory into practice and requires collaboration with cooperating teacher, and includes taking over responsibility of the learning environment. Prerequisite: Admission to program.

**EDU 417B - Student Teaching II (Credits: 10)**

This full-time student teaching placement provides the venue for implementing theory into practice and requires collaboration with cooperating teacher, and includes taking over responsibility of the learning environment. Prerequisite: Admission to program.

**EDU 606A - Teacher Performance Seminar-SEC (Credits: 2)**

This course will provide skills, knowledge, and support for completing the teacher preparation assessment for state licensure. Prerequisite: Graduate standing and admission to the program.

**EDU 606B - Teacher Performance Seminar-SEC (Credits: 2)**

This course focuses on the current issues occurring during the student teaching experience, job search, interviews, licensure requirements, etc. To be taken concurrently with student teaching. Prerequisite: Graduate standing and admission to the program.

**EDU 607A - Teacher Performance Seminar-ELEM (Credits: 2)**

This course will provide skills, knowledge, and support for completing the teacher preparation assessment for state licensure. Prerequisite: Graduate standing and admission to the program.

**EDU 607B Student Teaching Seminar-ELEM (Credits: 2)**

This course focuses on the current issues occurring during the student teaching experience, job search, interviews, licensure requirements, etc. To be taken concurrently with student teaching. Prerequisite: Graduate standing and admission to the program.

**EDU 609A - Initial Fall Field Experience-ELEM, SEC (Credits: 1)**

The Structured Practicum is an opportunity for candidates to participate in the public school setting, determined by the placement coordinator, during the beginning weeks of the school year. Candidates will demonstrate the personal and professional traits required for entry into the education profession. Prerequisite: Graduate standing and admission to the program.

**EDU 609B - Fall Field Experience –ELEM, SEC (Credits: 1)**

The Structured Practicum is an opportunity for candidates to participate in the public school setting, determined by the placement coordinator, during the beginning weeks of the school year. Candidates will demonstrate the personal and professional traits required for entry into the education profession. Prerequisite: Graduate standing and admission to the program.

**EDU 609C - Winter Field Experience-ELEM, SEC (Credits: 1)**

The Structured Practicum is an opportunity for candidates to participate in the public school setting, determined by the placement coordinator, during the beginning weeks of the school year. Candidates will demonstrate the personal and professional traits required for entry into the education profession. Prerequisite: Graduate standing and admission to the program.

**EDU 611 - Teaching as a Profession-ELEM (Credits: 2)**

This course is designed to provide candidates with the foundations necessary for being a professional educator. Candidates will explore the history of education, educational law and ethics, public school culture, and current issues within education. Prerequisite: Graduate standing and admission to the program.

**EDU 612 - Teaching as a Profession-SEC  
(Credits: 2)**

This course is designed to provide candidates with the foundations necessary for being a professional educator. Candidates will explore the history of education, educational law and ethics, public school culture, and current issues within education. Prerequisite: Graduate standing and admission to the program.

**EDU 613 - Curriculum, Instruction & Assessment I-ELEM (Credits: 2)**

This is course one of a two course series that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Graduate standing and admission to the program.

**EDU 614 - Curriculum, Instruction & Assessment I-SEC (Credits: 3)**

This is course one of a two course series that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Graduate standing and admission to the program.

**EDU 615 - Elementary Classroom Management (Credits: 2)**

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, managing behavior in a variety of instructional formats. Prerequisite: Graduate standing and admission to the program.

**EDU 616 - Secondary Classroom Management (Credits: 2)**

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, managing behavior in a variety of instructional formats. Prerequisite: Graduate standing and admission to the program.

**EDU 617 - Development and Individual Differences: Elementary (Credits: 2)**

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: Graduate standing and admission to the program.

**EDU 618 - Development and Individual Differences: Secondary (Credits: 2)**

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: Graduate standing and admission to the program.

**EDU 619A - Teaching in a Diverse Society I-ELEM (Credits: 1)**

The purpose of this course is to examine cultural diversity in U.S. society and increase self-awareness related to world views and beliefs about diversity issues. Special attention is given to role of the teacher in changing the educational environment in their curriculum. Prerequisite: Graduate standing and admission to the program.

**EDU 619B - Teaching in a Diverse Society II-ELEM (Credits: 1)**

The purpose of this course is to examine cultural diversity in U.S. society and increase self-awareness related to world views and beliefs about diversity issues. Special attention is given to role of the teacher in changing the educational environment in their curriculum. Prerequisite: Graduate standing and admission to the program.

**EDU 620A - Teaching in a Diverse Society I-SEC (Credits: 1)**

The purpose of this course is to examine cultural diversity in U.S. society and increase self-awareness related to world views and beliefs about diversity issues. Special attention is given to role of the teacher in changing the educational environment in their curriculum. Prerequisite: Graduate standing and admission to the program.

**EDU 620B - Teaching in a Diverse Society II-SEC (Credits: 1)**

The purpose of this course is to examine cultural diversity in U.S. society and increase self-awareness related to world views and beliefs about diversity issues. Special attention is given to role of the teacher in changing the educational environment in their curriculum. Prerequisite: Graduate standing and admission to the program.

**EDU 621 - Elementary Physical Education & Health Methods (Credits: 2)**

Explores principles of elementary school health and physical education and developmentally appropriate teaching strategies. Emphasis will be on movement education and motor skill development, educational games, educational dance, physical activity lifestyle behaviors, and health curriculums. The student will understand and be able to teach current health and wellness issues in an elementary setting. Topics that will be discussed include state standards and health literacy, effective health practices, developing assessments and scoring student work, transitioning to a standards-based classroom, and building instructional units. Prerequisite: Graduate standing and admission to the program.

**EDU 623 - Exceptionalities-ELEM (Credits: 3)**

Upon completion of this broad-based introductory course, students will demonstrate knowledge of the legal aspects of special education and the characteristics of the major disabilities. Students will also acquire introductory knowledge and skills needed to effectively teach and accommodate exceptional students in the general education setting.

Prerequisite: Graduate standing and admission to the program.

**EDU 624 - Exceptionalities-SEC (Credits: 3)**

Upon completion of this broad-based introductory course, students will demonstrate knowledge of the legal aspects of special education and the characteristics of the major disabilities. Students will also acquire introductory knowledge and skills needed to effectively teach and accommodate exceptional students in the general education setting.

Prerequisite: Graduate standing and admission to the program.

**EDU 625 - Early Literacy Foundations Methods: Curriculum, Instruction, and Assessment (Credits: 3)**

This course provides a foundation for learning theories relevant to literacy development and instructional support, with specific emphasis on PK-3 literacy. Course content will focus on creating curriculum, implementing instruction, and assessment in the early literacy context, PK-3, with a specific emphasis on alignment to K-3 state-adopted English Language Arts standards. Prerequisite: Graduate standing and admission to the program.

**EDU 626 - Secondary General Methods (Credits: 2)**

This course is designed to provide students with an understanding of the different methods and processes that can be used to teach in a middle and/or high school level class. The course content will include instructional techniques from direct instruction to inquiry-based lessons. A major emphasis is to help candidates prepare to instruct the diverse learners of today. Prerequisite: Graduate standing and admission to the program.

**EDU 629 - Curriculum, Instruction & Assessment II-ELEM (Credits: 3)**

This is course two, of a two course series, that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Graduate standing and admission to the program.

**EDU 630 - Curriculum, Instruction & Assessment II-SEC (Credits: 3)**

This is course two, of a two course series, that will explore curriculum design, instructional practices, and classroom assessment. The candidates will put theory into practice, by applying their learning throughout the licensure program. Prerequisite: Graduate standing and admission to the program.

**EDU 631 - Elementary Reading Methods: Curriculum, Instruction, and Assessment (Credits: 3)**

Elementary Reading Curriculum, Instruction, and Assessment builds off of the foundation in EDU 625 with a focus on creating curriculum, implementing instruction, and assessment to foster reading development in the elementary context. Emphasis on alignment to 4-6 state-adopted English Language Arts standards. Parallel to concepts related to writing in EDU 639, this course supports pre-service teaching candidates in being able to make an assessment plan for elementary reading development and make data informed instructional decisions, including differentiated instruction. Prerequisite: Graduate standing and admission to the program.

**EDU 633 - Elementary Social Science Methods (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in elementary social studies classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 634 - Secondary Content Area Literacy (Credits: 2)**

This course is designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. This content area literacy course will focus on concepts and strategies for reading and writing across the curriculum which will promote greater disciplinary literacy. Prerequisite: Graduate standing and admission to the program.

**EDU 635 - Elementary Science Methods (Credits: 2)**

The course will be a study of the natural interconnectedness of the four separate STEM disciplines. Problem solving, critical thinking and hands-on, open-ended explorations will be used to engage students in STEM investigations of real-world issues. The engineering design process and the implementation of technology will be emphasized. The class will explore methods for designing and developing STEM instruction, curriculum and assessment. STEM resources will be examined and critiqued. Prerequisite: Graduate standing and admission to the program.

**EDU 637 - Technology in the Elementary Classroom (Credits: 2)**

Develops future elementary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Studies an arsenal of software and hardware tools that will aid in communicating learning objectives, energizing classroom learning activities, and aid students in acquiring new knowledge and synthesizing prior information. Uses educational technology as the backbone of many research models and as a rich resource for online information for classroom learning. Prerequisite: Graduate standing and admission to the program.



**EDU 638 - Technology in the Secondary Classroom (Credits: 2)**

Develops future secondary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Studies an arsenal of software and hardware tools that will aid in communicating learning objectives, energizing classroom learning activities, and aid students in acquiring new knowledge and synthesizing prior information. Uses educational technology as the backbone of many research models and as a rich resource for online information for classroom learning. Prerequisite: Graduate standing and admission to the program.

**EDU 639 - Elementary Writing Methods: Curriculum, Instruction, and Assessment (Credits: 2)**

Elementary Writing Curriculum, Instruction, and Assessment builds off of the foundation in EDU 625 and EDU 631 with a focus on creating curriculum, implementing instruction, and assessment to foster writing development in the elementary context, with a specific emphasis on alignment to K-6 state-adopted English Language Arts standards. Parallel to concepts related to reading in EDU 631, this course supports students in being able to make an assessment plan for elementary writing development and make data informed instructional decisions, including differentiated instruction. Attention to children's literature in the elementary literacy curriculum. Prerequisite: Graduate standing and admission to the program.

**EDU 640 - Secondary Integrated Methods (Credits: 2)**

This course is designed to acquaint candidates with the concept of integrated design. There will be a promotion of collaboration and enhanced student learning by focusing on theme-based cross-curricular experiences and inquiry. Prerequisite: Graduate standing and admission to the program.

**EDU 641 - Elementary STEM Methods (Credits: 1)**

The course will be a study of the natural interconnectedness of the four separate STEM disciplines. Problem solving, critical thinking and hands-on, open-ended explorations will be used to engage students in STEM investigations of real-world issues. The engineering design process and the implementation of technology will be emphasized. The class will explore methods for designing and developing STEM instruction, curriculum and assessment. STEM resources will be examined and critiqued. Prerequisite: Graduate standing and admission to the program.

**EDU 643 - Elementary Arts Methods (Credits: 2)**

This course will provide opportunity for students to identify and apply the content, functions, and achievements of the performing arts and the visual arts for communication, inquiry, and engagement with elementary students. Prerequisite: Graduate standing and admission to the program.

**EDU 645 - ELL Knowledge, Skills, Abilities and Dispositions for Educators-ELEM (Credits: 3)**

The number of English Language Learners in Oregon schools (and across the nation) is increasing. Every p-12 educator has a responsibility to meet the needs of English Language Learners. The Oregon Teacher Standards and Practices Commission requires that new educators be prepared to have foundational knowledge, skills, abilities, and dispositions related to English Language Learners in the following domains: Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; Professionalism; and Technology. This course is designed as an introduction to those domains for general education teachers in order to meet the needs of English Language Learners in Oregon p-12 classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 646 - ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC (Credits: 3)**

The number of English Language Learners in Oregon schools (and across the nation) is increasing. Every p-12 educator has a responsibility to meet the needs of English Language Learners. The Oregon Teacher Standards and Practices Commission requires that new educators be prepared to have foundational knowledge, skills, abilities, and dispositions related to English Language Learners in the following domains: Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; Professionalism; and Technology. This course is designed as an introduction to those domains for general education teachers in order to meet the needs of English Language Learners in Oregon p-12 classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 651 - Student Teaching-ELEM (Credits: 6)**

This full-time student teaching field placement provides the venue for implementing theory into practice and requires collaboration with cooperating teacher, and includes taking over responsibility of the learning environment. Prerequisite: Graduate standing, admission to program, and successful completion of all previous terms.

**EDU 652 - Student Teaching-SEC (Credits: 6)**

This full-time student teaching field placement provides the venue for implementing theory into practice and requires collaboration with cooperating teacher, and includes taking over responsibility of the learning environment. Prerequisite: Graduate standing, admission to program, and successful completion of all previous terms.

**EDU 660 - Agriculture Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary agriculture classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 661 - Agriculture Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary agriculture classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 662 - Arts Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary arts classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 663 - Arts Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary arts classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 664 - Business Generalist Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary business classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 665 - Business Generalist Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary business classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 668 - Speech/Drama Methods I (Credits: 3)**

This course is the first of a two-part series designed to acquaint candidate with the curriculum, the materials, and the supportive resources utilized in the drama classroom. Prerequisite: Graduate standing and admission to the program.

**EDU 669 - Speech/Drama Methods II (Credits: 4)**

This course is the second of a two part series designed to acquaint candidate with the curriculum, the materials, and the supportive resources utilized in the drama classroom. Prerequisite: Graduate standing and admission to the program.

**EDU 670 - English Language Arts Methods I (Credits: 3)**

This course is designed to acquaint candidate with the curriculum, the materials, and the supportive resources utilized in the middle/secondary language arts classroom. Prerequisite: Graduate standing and admission to the program.

**EDU 671 - English Language Arts Methods II (Credits: 4)**

This course is designed to acquaint candidates with the curriculum, the materials, and the supportive resources utilized in the middle/secondary language arts classroom. Prerequisite: Graduate standing and admission to the program.

**EDU 672 - World Language Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of foundational concepts of world languages, contemporary social issues, grade level or subject area, scope and sequence, culturally responsive teaching practices and application of selected world language theory and practice within the classroom. Student must have graduate standing to register for this course. Prerequisite: Graduate standing and admission to the program.

**EDU 673 - World Language Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of foundational concepts of world languages, contemporary social issues, grade level or subject area, scope and sequence, culturally responsive teaching practices and application of selected world language theory and practice within the classroom. Prerequisite: Graduate standing and admission to the program.

**EDU 674 - Music Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary music classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 675 - Music Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary music classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 676 - Science Methods I (Credits: 3)**

Acquaints candidates with grade level curriculum, textbooks and support materials, and the creation of middle school science programs. An emphasis will be placed upon classroom activities applicable to middle level science instruction. The course will focus on effective teaching methods and materials and how they can be used to plan, organize and implement appropriate science instruction. Students will become familiar with the Next Generation Science Standards, State and National professional organizations and Science Inquiry Scoring Guides. Prerequisite: Graduate standing and admission to the program.

**EDU 677 - Science Methods II (Credits: 4)**

Acquaints candidates with grade level curriculum, textbooks and support materials, and the creation of middle school science programs. An emphasis will be placed upon classroom activities applicable to middle level science instruction. The course will focus on effective teaching methods and materials and how they can be used to plan, organize and implement appropriate science instruction. Students will become familiar with the Next Generation Science Standards, State and National professional organizations and Science Inquiry Scoring Guides. Prerequisite: Graduate standing and admission to the program.

**EDU 678 - Social Studies Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary social studies classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 679 - Social Studies Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary social studies classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 682 - Physical Education & Health Methods I (Credits: 3)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary physical education and health classrooms. Prerequisite: Graduate standing and admission to the program.

**EDU 683 - Physical Education and Health Methods II (Credits: 4)**

This course is designed to provide candidates with an understanding of the foundational pedagogy, skills, and materials applied in middle and secondary physical education and health classrooms. Prerequisite: Graduate standing and admission to the program.

**ED 115 - Introduction to Education: Oregon Teacher Pathway (Credits: 4)****Institutional Graduation Requirements – DPD**

The purpose of this yearlong, pre-collegiate course is to offer high school juniors and seniors the opportunity to explore the field of teaching and investigate educational inequalities. Participants will critically examine topics related to schools and communities at the local, state, and national levels through the analysis of current issues affecting the academic performance of cultural, ethnic, and linguistic minority students. The exploration of multiple perspectives will provide students with the opportunity to study ethnic and cultural diversity in U.S. schools and increase self-awareness regarding the impact of teachers on student success. Further, the course aims to introduce students to the field of teaching and provide them with the foundational information necessary to pursue higher education. Course participants will conduct research, explore current events, and complete a practicum working with elementary students. This course may be repeated for up to 8 credits. Prerequisite: Continuous enrollment in the high school OTP course during fall and winter terms.

**ED 129 - Early Childhood Education (Credits: 5)**

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)****ED 130 - Culturally Differences in American Education (Credits: 2)**

The purpose of this course is to examine cultural diversity, power, and difference in American education. Students will have the opportunity think more deeply about the concept of culture and cultural diversity as it applies to the educational setting and examine how teacher identities and beliefs influence the classroom environment.

**ED 142 - Education Orientation (Credits: 1)**

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 201 - Early Child Curriculum (Credits: 5)**

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 202 - Linguist/Cognitive Development (Credits: 3)**

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 208 - Seminar in ECE (Credits: 1 to 6)****ED 209 - Practicum Credits: (Credits: 1 to 15)**

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 to 6)****ED 220 - The Growing Child: Early Childhood Development (Credits: 3)**

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

**ED 234 - Early Child Lit (Credits: 2)**

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

**ED 242 - Education Concepts (Credits: 3)**

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

**ED 309 - Structured Practicum (Credits: 0 to 3)**

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

**ED 310 - Topics In (Credits: 1 to 5)**

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

**ED 320 - Behavior & Discipline (Credits: 3)**

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

**ED 341 - Expanded Arts: Media, Issues & Concepts (Credits: 4)**

A multi-disciplinary approach to the inclusion of the visual arts in the K-8 classroom. Prerequisite: Admission to the CUESTE program.

**ED 342 - Pedagogy I (Credits: 3)**

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

**ED 354 - Rdnng/Lang Arts Prim Grd (Credits: 3)**

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

**ED 355 - Elem Read/Lang Arts (Credits: 3)**

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication, drama). Explains the components of learning language, learning through

language, and learning about language. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

**ED 356 Content Area Rdnng: Mdle Lvl (Credits: 2)**

This course increases students' knowledge of literacy and its place in the middle school classroom. This content area literacy course will focus on concepts, strategies, and implementation of reading and writing across the curriculum.

**ED 356L - Content Area Rdnng: Mdle Lvl Lab (Credits: 0)**

Must be taken concurrently with ED 356. Implementation of ED 356 course content in a content area classroom setting.

**ED 360 - Multicultural American Society (Credits: 3) Institutional Graduation Requirement – DPD**

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

**ED 361 - Foundtn Second Lang Learnng (Credits: 3)**

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

**ED 380 - Elem Learning Cycle (Credits: 2)**

This learning opportunity is the organizational backbone of the Core 2 experience. This course will not only provide the overall challenge and structure for the Elementary 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: 0)**

This course fulfills the required practicum component for Core 2 of the CUESTE program. Prerequisites: Admission to the CUESTE program and concurrent enrollment in ED 380.

**ED 381 - Curric Stndrds (Credits: 1)**

Elementary Curriculum & Standards: Science: As part of the Core experience, determines the essential goals and standards of the elementary curriculum. Learn appropriate content, methods, and strategies for teaching science in elementary grades. Prerequisite: Program admission required.

**ED 382 - Elementary Clsrm Dynamics (Credits: 2)**

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

**ED 383 - Ind Diff/Issues in Elem (Credits: 2)**

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

**ED 384 - Exceptionality: Elem (Credits: 2)**

Upon completion of this introductory course, students will demonstrate understanding of the characteristics and needs of learners with special needs and mastery of the skills and knowledge needed to effectively teach and work with exceptional learners in the general education setting. Prerequisite: Program admission.

**ED 385 - Elem Assessment (Credits: 2)**

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

**ED 387 - Literature for Primary Grades (Credits: 2)**

An experience in literature for early childhood; intended to model its use in the classroom and home as well as to provide students with the abilities to evaluate and select quality children's literature. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

**ED 388 - Literature for Elementary Grades (Credits: 2)**

An experience in children's literature and library; intended to model their use in the elementary classroom as well as to provide students with the abilities to evaluate and select quality children's literature. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

**ED 402 - Supervision & Conferencing (Credits: 1)**

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

**ED 405 - Reading & Conference (Credits: 1 to 5)**

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

**ED 407 - Seminar (Credits: 1 to 15)**

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

**ED 408 - Workshop (Credits: 1 to 6)**

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

**ED 409 - Practicum (Credits: 1 to 12)**

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

**ED 410 - Topics in Education (Credits: 1 to 5)**

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

**ED 412 - Student Teaching SEM (Credits: 2)**

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

**ED 415 - Student Tchng: Prim or Elem (Credits: 5)**

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.

**ED 421 - Second Lang Acq (Credits: 3)**

Mainstream teachers, together with ESOL professionals, parents, and administrators are working to see that ESOL students acquire the academic English necessary to succeed in school. This seminar course is designed to assist the pre-service and 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 the mainstream classroom. Student must have at least junior standing to register for this course and must take in conjunction with ED 421L.

**ED 421L - ESOL Strategies Lab (Credits: 1)**

This lab is designed to give aspiring ESOL-endorsement teachers experience in working with English language learners working on English literacy skills. Participants spend at least thirty hours assisting teachers in planning for, delivering, and assessing instruction in English reading and writing with selected English language learners in small-group settings. This course fulfills thirty of the Oregon Teachers' Standards and Practices Commission requirements for ninety hours of practicum work with English language learners in the appropriate authorization level. Student must have at least junior standing to register for this course and take it in conjunction with ED 421. Students must also have passed a background check and submitted a PA1 form to TSPC prior to registration.

**ED 422 - Ed Lang Minority Student (Credits: 3)**

The application of social science theory and methodology to the issues of educating American children from language minority groups; examination of the research and related literature concerning the goals of education in a pluralistic society, cross cultural education, and bilingualism. Student must have at least junior standing to register for this course.

**ED 423 - ESOL Exam Preparation (Credits: 1)**

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

**ED 430 - English Language Learner Knowledge, Skills, Abilities and Dispositions for All Educators (Credits: 3)**

This course is designed as an introduction to the following domains for general education teachers in order to meet the needs of English Language Learners in Oregon p-12 classrooms: Language, Culture, Planning, Implementing, and Managing Instruction.

**ED 437 - Emergent Literacy (Credits: 2)**

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

**ED 438 - School Reading Programs (Credits: 3)**

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

**ED 439 - Reading Practicum (Credits: 3)**

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

**ED 446 - Socio-Linguistics Tchrs (Credits: 3)**

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

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

**ED 462 - Lang/Cog Sec Lang Lrn (Credits: 3) Institutional Graduation Requirement – DPD, UWR**

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. Prerequisite: Junior class standing and 3 ESOL courses, or instructor approval.

**ED 463 - Mid Level Subj Meth (Credits: 2)**

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 assists students in locating resources and in crafting units in practicum settings. Student must have at least junior standing to register for this course.

**ED 468 - Diag/Remedial Tech (Credits: 3)**

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

**ED 468L - Diag/Remed Tech Lab (Credits: 2)****ED 469 - Devmntl/Expand Literacy (Credits: 3)**

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

**ED 479 - Practicum for ESOL (Credits: 3)**

The purpose of this course is to provide opportunities for pre-service 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, under the supervision of teachers and/or staff who are endorsed as ESOL instructors. This course fulfills sixty of the Oregon Teachers' Standards and Practices Commission requirements for ninety hours of practicum work with English language learners in the appropriate authorization level. This course may be repeated for up to six credits. Prerequisites: Student must have at least junior

standing, and have completed at least 12 ESOL credit hours of which one course must be ED 421 to register for this course. Students must also have passed a background check and submitted a PA1 form to TSPC prior to registration.

**ED 480 - Primary Learning Cycle (Credits: 2)  
Institutional Graduation Requirement – UWR**

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

**ED 480L - Primary Core Lab (Credits: 0)**  
Must be taken concurrently with ED 480.

**ED 481 - Curr Stnd: Art & Music (Credits: 1)**  
Primary Curriculum and Standards: MUSIC AND ART As part of the Core experience, determines the essential goals and standards of the ECE/ELEM curriculum. Learn appropriate content, methods, and strategies for teaching art and music in elementary grades. Prerequisite: Program admission required.

**ED 482 - Primary Clsrm Dynamics (Credits: 2)**  
Examines teaching from these perspectives: 1) management of ECE children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies ECE. Prerequisite: Program admission required.

**ED 483 - Ind Diff & Iss Prim Grd (Credits: 1)**  
Explores principles of human development and learning particular to primary grades including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

**ED 484 - Exceptionality: Primary (Credits: 1)**  
Upon completion of this introductory course, students will demonstrate understanding of the characteristics and needs of learners with special needs and mastery of the skills and knowledge needed to effectively teach and work with exceptional learners in the general education setting. Prerequisite: Program admission.

**ED 485 - Primary Assessment (Credits: 2)**  
Deals with the empirical and subjective evaluation of learners. Each of the following areas is key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion- referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and

summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

**ED 496 - Educational Technology (Credits: 1)**  
Current applications of telecommunications, applications software, and other media associated with the elementary classroom is the content of this course. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

**ED 499 - Senior Seminar (Credits: 3)  
Institutional Graduation Requirement – UWR**  
The capstone is for the Multidisciplinary Studies majors who do not complete the Elementary Education minor. Prerequisite: Permission of instructor. Student must have at least junior standing to register for this course.

**ED 500 - MS Seminar (Credits: 2)**  
This course provides an overview of graduate research in education. A general topics course based on reading professional literature and writing a referenced essay using the style and skills required in graduate education. Prerequisite: Required for MS program admission. Student must have graduate standing to register for this course.

**ED 502 - Supervisn & Conferencing (Credits: 1)**  
Student must have graduate standing to register for this course.

**ED 503 - Master's Project (Credits: 4 to 6)**  
A field-based project, approved by a graduate advisor and graduate master's project committee providing evidence of quality graduate level scholarship. Prerequisite: Admission to graduate level program. Student must have graduate standing to register for this course.

**ED 504 - Continuing License WS (Credits: 1 to 3)**  
Student must have graduate standing to register for this course.

**ED 505 - Reading & Conference (Credits: 1 to 5)**  
Student must have graduate standing to register for this course.

**ED 506 - Special Independent Studies (Credits: 1 to 6)**  
Student must have graduate standing to register for this course.

**ED 507 - Seminar (Credits: 1 to 6)**  
Student must have graduate standing to register for this course.

**ED 508 - Workshop (Credits: 1 to 6)**  
Student must have graduate standing to register for this course.

**ED 509 - Practicum (Credits: 1 to 6)**  
Student must have graduate standing to register for this course.



**ED 510 - Topics in Education (Credits: 1 to 6)**

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

**ED 511 - Reading Research in Ed (Credits: 3)**

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

**ED 512 - Integrated Curriculum (Credits: 2)**

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

**ED 514 - Foundations Education (Credits: 3)**

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

**ED 515 - Quantitative Rsrch in Ed (Credits: 3)**

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

**ED 516 - Qualitative Rsrch in Ed (Credits: 3)**

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

**ED 517 - Lit Reviews in Ed Rsrch (Credits: 3)**

A comprehensive course in reading and understanding educational research, and learning the process of writing a literature review appropriate for a focused research proposal. This course provides the background knowledge for the literature review developed later within the research proposal and final research paper. Taken in combination with 1 credit of ED 506. Prerequisite: MS program admission; ED 500, ED 515, ED 516. Student must have graduate standing to register for this course.

**ED 518 - Research Proposal (Credits: 2)**

Development and writing of the research proposal. Establishment of the thesis committee. Securing permission for the study. Finalization of the research design and procedures. Preliminary drafts of the research paper. Taken in combination with 1 credit of ED 506. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517. Student must have graduate standing to register for this course.

**ED 519 - Research Completion (Credits: 4)**

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

**ED 537 - Development: Elementary (Credits: 3)**

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

**ED 538 - Development: Middle Sch (Credits: 3)**

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

**ED 539 - Development: High School (Credits: 3)**

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

**ED 544 - Language & Cognition (Credits: 3)**

This seminar course provides an exploration of issues related to second language acquisition in schools, cognitive development in bilingual learners, and restructuring K-12 education to better meet the needs of linguistic minority students. Course participants will read extensively in the literature regarding second language education research, learner strategies in acquiring a second language, and the analysis of English and its underlying system. Three major projects will be required, including a literature circle response presentation; a portfolio of weekly response assignments over course readings and weekly linguistic analysis assignments; and an integrative capstone experience which includes conducting and writing up a case study of a selected bilingual learner. Student must have graduate standing to register for this course.

**ED 545 - Found Second Lang Ed (Credits: 3)**

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

**ED 546 - Iss Ed Lang Minority Std (Credits: 3)**

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

**ED 547: ESOL Practicum (Credits: 4)**

ESOL (English for Speakers of Other Languages) practicum experience. The purpose of this field experience is to provide opportunities for participants to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, under the supervision of teachers and/or staff who are endorsed as ESOL instructors. This course fulfills the Oregon Teachers' Standards and Practices Commission requirement of ninety practicum hours working with English language learners in the appropriate authorization level. This course may be repeated for up to eight credits. Prerequisites: Student must have completed at least nine ESOL credit hours of which one course must be ED 548 to register for this course. Students must also receive instructor approval and have passed a background check and submitted a PA1 form to TSPC prior to registration. Approvals must be made one term prior to registration.

**ED 548 - 2nd Lang Acquist & ESOL Strat (Credits: 3)**

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

**ED 552 - Growing Chld: Birth-8 Yrs (Credits: 3)**

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

**ED 554 - Behav/Guid of Yng Child (Credits: 5)**

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 wellbeing as the focus. Exploring adult/child relationships and the effect of the environment on behavior. Student must have graduate standing to register for this course.

**ED 555 - Practicum: ECE Credits: (Credits: 1 to 6)**

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, and techniques into the young child's environment. Student must have graduate standing to register for this course.

**ED 556 - Applied Linguistics (Credits: 3)**

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

**ED 560 - Found Literacy Lrng (Credits: 3)**

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

**ED 561 - Emergent Literacy (Credits: 3)**

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

**ED 562 - Lit In Elem Grades (Credits: 3)**

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. Student must have graduate standing to register for this course.

**ED 563 - Lit Selected Cont Area (Credits: 2)**

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

**ED 564 - Literature in Lit Program (Credits: 3)**

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

**ED 565 - Tech Lit Assess Cls Tchr (Credits: 2)**

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

**ED 566 - Pract Lit Assessment (Credits: 1 to 3)**

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

**ED 567 - Spelling Matters (Credits: 3)**

Developmentally appropriate classroom practices in the teaching of spelling based on theory and research on learning to spell and the nature of English spelling. Intended to develop knowledge of the principles underlying how children learn to spell and the developmental stages through which learning progresses in order to design spelling programs that work.

**ED 568 - School Reading Prog (Credits: 3)**

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. C: 6 credits from the graduate reading program or permission from the reading program coordinator. Student must have graduate standing to register for this course.

**ED 569 - Issues/Rsrch In Lit (Credits: 2)**

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

**ED 570 - School Library Administration (Credits: 3)**

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

**ED 573 - Reference and Information Services in the School Library (Credits: 3)**

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

**ED 575 - Information Technology Tools (Credits: 3)**

Addresses technological applications and current issues in the K-12 classroom including the role of the teacher-librarian in the training, uses, and development of technology in the school setting. Topics will include video streaming, website creation, social networking, Web 2.0 user services, presentation design, K-12 classroom and productivity software/hardware. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

**ED 577 - Collection Management in the School Library (Credits: 3)**

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

**ED 578 - Instructional Methods for the Teacher-Librarian (Credits: 3)**

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

**ED 579 - Educational Media Practicum (Credits: 3)**

Guided practical field experience under the supervision of a currently practicing teacher-librarian /educational media specialist. Requires visual documentation of activities in integral areas of school librarianship. The practicum is to be arranged to include experience at both the ECE/ELE and Mid/HS levels. Prerequisite: ED 388 or READ 594 and ED 570, 573, 575, 577, 578, (or equivalents).

**ED 580 - Early Interv/Accl Prg Lit (Credits: 2)**

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

**ED 581 - Literacy Mid/High Sch (Credits: 3)**

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

**ED 582 - Tech Diag/Inst Rdng Spec (Credits: 3)**

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: 6 credits from the graduate reading program or permission from the reading program coordinator. Student must have graduate standing to register for this course.

**ED 583 - Practicum in Literacy (Credits: 1 to 3)**

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

**ED 584 - Miscue Analysis (Credits: 3)**

Study of miscue analysis for assessing students' reading strategies; includes the development of instruction related to information from the miscue analysis.

**ED 585 - Rdg/Writ Across Curric (Credits: 2)**

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

**ED 586 - Comprehension Strategies (Credits: 3)**

In-depth examination of effective comprehension instruction for all readers, varied approaches to support the thinking of active readers, specific strategies that promote active engagement with

fiction and non-fiction texts, with classroom applications and practice using these strategies.

**ED 587 - Curric Stndrds & Pract (Credits: 2)**

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

**ED 588 - Assess Issues & Pract (Credits: 2)**

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

**All ED 600 level courses listed are part of the previous MAT program that will be replaced in the summer of 2017 with a revised MAT program which utilizes the prefix EDU. None of the 600 level ED classes listed below will be offered after summer term 2017.**

**ED 601 - Teaching as a Profession (Credits: 1)**

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

**ED 604 - Classroom-based Action Research 1 (Credits: 1)**

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

**ED 605 - Classroom-based Action Research 2 (Credits: 1)**

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

**ED 606 - Classroom-based Action Research 3 (Credits: 1)**

The third course in a four-term sequence. Continues the topics and concepts of ED 604 and 605. Prerequisites: Graduate standing and admission to the MAT program.

**ED 607 - Classroom-based Action Research 4 (Credits: 1)**

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

**ED 609 - Practicum (Credits: 0 to 6)**

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

**ED 610 - Topics in Education (Credits: 1 to 6)**

Prerequisites: Graduate standing.

**ED 611 - Curriculum/Instruction/Assessment Core 1 (Credits: 2)**

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

**ED 612 - Curriculum/Instruction/Assessment Core 2 (Credits: 2)**

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

**ED 613 - Curriculum/Instruction/Assessment 3 (Credits: 1)**

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

**ED 615 - Learning/Development/Classroom Dynamics Core ECE/ELE 1 (Credits: 2)**

Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary

students. Building on this development foundation, this course uses an eclectic approach in examining classroom behavioral and management issues. Prerequisites: Graduate standing and admission to the MAT program.

**ED 616 - Learning/Development/Classroom Dynamics Core ECE/ELE 2 (Credits: 2)**

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

**ED 617 - Learning/Development/Classroom Dynamics Core ECE/ELE 3 (Credits: 1)**

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

**ED 620 - Reading and Language Arts 1 (Credits: 2)**

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

**ED 621 - Reading and Language Arts 2 (Credits: 2)**

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

**ED 622 - Reading and Language Arts 3 (Credits: 1)**

Enhances the knowledge and understanding of the language arts curriculum and the teaching of reading and additional language arts skills (spelling, oral communication, grammar, listening, penmanship, drama, and vocabulary development). Also includes the utilization of children's literature in the classroom,

language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

**ED 623 - Overview of the Get Focused Stay Focused Program Model (Credits: 3)**

Get Focused...Stay Focused! Initiative is a scalable, cost-efficient program that promotes high school graduation, post-secondary completion and successful entry into the workforce. Starting in the freshman year, students develop carefully-considered career path, an informed major or program of study, a post-secondary institution or training program that not only matches their career and life goals but is affordable and a Skills-based Education Plan that facilitates successful entry into a highly competitive workforce.

**ED 624 - Implementation of Get Focused...Stay Focused! Freshman Transition course (credits: 4)**

Through the Career Choices and Changes textbook and the online activities, students experience a comprehensive freshman guidance course. Upon completion of the course students will understand the resources and tactics for planning and implementing a standards based, Freshman Transition course: the first step of a GFSF program. Prerequisites: Graduate standing and ED 623.

**ED 625 - Advanced Modules in Get Focused Stay Focused (Credits: 3)**

Planning and Implementing the Get Focused...Stay Focused Follow-up Modules in the 10th, 11th and 12th grades. Prerequisites: Graduate standing, ED 623 and 624.

**ED 626 - My 10-Year-Plan in Get Focused Stay Focused (Credits: 3)**

Using My10yearPlan.com, all appropriate stakeholders can quickly access in-depth information, about each students' education and career goals, providing individual guidance easily and efficiently. Educational leaders will learn the strategies and procedures to formalize this process on their campuses. Prerequisites: Graduate standing, ED 623, 624 and 625.

**ED 627 - Getting Started with Get Focused Stay Focused: Start Up Strategies for Get Focused...Stay Focused! Programs (Credits: 2)**

Getting Started Strategies for your GFSF program: Planning, Professional Development, Evaluation and Funding Tactics Prerequisites: Graduate standing, ED 623, 624, 625 and 626.

**ED 630 - Music Methods ECE (Credits: 1)**

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

Graduate standing and admission to the MAT program.

**ED 631 - Music Methods ELE 1 (Credits: 1)**

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

**ED 632 - Art Methods ECE (Credits: 1)**

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

**ED 633 - Art Methods ELE (Credits: 1)**

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

**ED 636 - Science Methods ECE (Credits: 1)**

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

**ED 637 - Science Methods ELE (Credits: 1)**

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

**ED 638 - Social Studies Methods ECE/ELE (Credits: 2)**

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

**ED 640 - Teaching in a Diverse Society (Credits: 2)**

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

**ED 641 - Exceptionalities (Credits: 3)**

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

**ED 642 - Technology in the Elementary Classroom (Credits: 1)**

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

**ED 643 - Technology in the Secondary Classroom (Credits: 2)**

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

**ED 645 - English Language Learner Knowledge, Skills, Abilities and Dispositions for All Educators (Credits: 3) \*\*Available spring 2016**

The number of English Language Learners in Oregon schools (and across the nation) is increasing. Every p-12 educator has a responsibility to meet the needs of English Language Learners. The Oregon Teacher Standards and Practices Commission requires that new educators be prepared to have foundational knowledge, skills, abilities, and dispositions related to English Language Learners in the following domains: Language; Culture; Planning; Implementing; and Managing Instruction; Assessment; Professionalism; and Technology. This course is designed as an introduction to those domains for general education

teachers in order to meet the needs of English Language Learners in Oregon p-12 classrooms. This course may be waived if MAT students successfully pass the NES-ESOL exam.

**ED 650 - Curriculum/Instruction/Assessment Core ML/HS1 (Credits: 2)**

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

**ED 651 - Curriculum/Instruction/Assessment Core ML/HS2 (Credits: 2)**

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

**ED 652 - Curriculum/Instruction/Assessment Core ML/HS3 (Credits: 1)**

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

**ED 653 - Learning/Development/Classroom Dynamics Core ML/HS 1 (Credits: 2)**

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



**ED 654 - Learning/Development/Classroom Dynamics Core ML/HS 2 (Credits: 2)**

Extends the summer course, involving both student development and classroom dynamics. Practical applications of the theories and processes that were covered in the Learning Core summer course will be introduced. Students will be required to review the basic components and apply them to the classroom situation. Included in this course will be lower and higher skill development. Prerequisites: Graduate standing and admission to the MAT program.

**ED 655 - Learning/Development/Classroom Dynamics Core ML/HS 3 (Credits: 1)**

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

**ED 656 - Content Area Literacy 1 (Credits: 2)**

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

**ED 657 - Content Area Literacy 2 (Credits: 2)**

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

**ED 658 - Content Area Literacy 3 (Credits: 1)**

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

**ED 659 - Adolescent Health (Credits: 1)**

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

**ED 660 - Secondary Methods (Credits: 2)**

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

**ED 661 - Art Methods ML (Credits: 3)**

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

**ED 662 - Art Methods HS (Credits: 3)**

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

**ED 663 - Art Methods K-12 (Credits: 2)**

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

**ED 664 - Business Methods ML (Credits: 3)**

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

**ED 665 - Business Methods HS (Credits: 3)**

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

**ED 666 - Business Methods ML/HS (Credits: 2)**

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

**ED 667 - English Language Arts Methods ML (Credits: 3)**

Focuses on preparing the candidates to teach language arts to middle level students through enhancing their knowledge and understanding of

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

**ED 668 - English Language Arts Methods HS (Credits: 3)**

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

**ED 669 - English Language Arts Methods ML/HS (Credits: 2)**

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

**ED 670 - Language Methods ML (Credits: 3)**

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

**ED 671 - Language Methods HS (Credits: 3)**

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

**ED 672 - Language Methods ML/HS (Credits: 2)**

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

**ED 673 - Secondary Methods: Agriculture (Credits: 3)**

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

**ED 674 - Secondary Methods: Agriculture (Credits: 3)**

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

**ED 675 - Secondary Methods: Agriculture (Credits: 2)**

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

**ED 676 - Music Methods ML (Credits: 3)**

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

**ED 677 - Music Methods HS (Credits: 3)**

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

**ED 678 - Music Methods K-12 (Credits: 2)**

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

**ED 679 - Speech & Drama Methods ML (Credits: 3)**

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

**ED 680 - Speech & Drama Methods HS (Credits: 3)**

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

**ED 681 - Speech & Drama Methods ML/HS (Credits: 2)**

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

**ED 682 - Science Methods ML (Credits: 3)**

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

**ED 683 - Science Methods HS (Credits: 3)**

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

**ED 684 - Science Methods ML/HS (Credits: 2)**

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

**ED 685 - Social Studies Methods ML (Credits: 3)**

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

**ED 686 - Social Studies Methods HS (Credits: 3)**

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

**ED 687 - Social Studies Methods ML/HS (Credits: 2)**

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

**ED 690 - Field Placement Seminar (Credits: 0)**

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

**ED 692 - Field Placement ECE (Credits: 4)**

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

**ED 694 - Field Placement ELE (Credits: 4)**

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

**ED 696 - Field Placement ML (Credits: 4)**

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

**ED 698 - Field Placement HS (Credits: 4)**

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

**ED 705 - Reading & Conf (Credits: 1 to 5)**

Student must have graduate standing to register for this course.

**ED 706 - Spec Indiv Stud (Credits: 1 to 6)**

Student must have graduate standing to register for this course.

**ED 707 - Seminar (Credits: 1 to 15)**

Student must have graduate standing to register for this course.

**ED 708 - Workshop (Credits: 1 to 6)**

Student must have graduate standing to register for this course.

**ED 709 - Practicum (Credits: 1 to 15)**

Student must have graduate standing to register for this course.

**ED 710 - Topics in Education (Credits: 1 to 6)**

Student must have graduate standing to register for this course.

**READ 509 - Practicum in Literacy (Credits: 3)**

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

**READ 512- Fndtns Lit: Knowledge Base (Credits: 3)**

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

**READ 513 - Fndtns Lit Mid/High Sch Tchrs (Credits: 3)**

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

**READ 514 - Linguistics for Tchrs (Credits: 3)**

Introduces the structure and functions of English. Course participants will analyze the underlying grammatical system of English at the phoneme, word and text levels. Learners will demonstrate their knowledge of how language change influences the rise of dialects within a given language and the creation of new languages over time. Learners will

engage in a comparative analysis of the linguistic features of several world languages, collect and analyze different speech samples in English, and prepare a series of lesson plans aimed at helping specific learners analyze authentic English language and usage related to a selected content area. Student must have graduate standing to register for this course.

**READ 531 - Tchng Struggling Adol Rdrs (Credits: 3)**

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

**READ 536 - Tchng Phonics/Wrd Stdy (Credits: 1)**

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

**READ 542 - Prep For Rdng Splct Exam (Credits: 1)**

This course will address the material most often appearing on the examination TSPC requires for obtaining a reading endorsement. Students will increase their literacy-related vocabulary, address the content domains, and create an individualized study plan to prepare for the examination. Student must have graduate standing to register for this course.

**READ 550 - Foundations Second Lang Ed (Credits: 3)**

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

**READ 561 - 2nd Lang Acquist & ESOL Strategies (Credits: 3)**

Assists the practicing teacher in development and practice of research-based strategies for meeting the needs of second language learners in the mainstream classroom. Effective methods of teaching both the English language and regular curriculum objectives

will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in mainstream classroom. Student must have graduate standing to register for this course.

**READ 574 - Lit Assess Mid/High School Teachers (Credits: 3)**

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

**READ 575 - Literacy Assessment ELL Students (Credits: 3)**

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

**READ 576 - Miscue Analysis (Credits: 1)**

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

**READ 594 - Young Adult Literature (Credits: 3)**

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

**READ 595 - Multicultural Literature (Credits: 1)**

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

**SPED 506 - Independent Research (Credits: 1 to 3)**

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

**SPED 510 - Special Topics (Credits: 1 to 3)**

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

**SPED 520 - Theory/Characters Exceptionality (Credits: 3)**

This introductory level course addresses the history of special education and presents theories of exceptionality, with a focus on individual differences in cognitive, physical, affective, sensory, and communicative development that affect learning in

school and throughout life. The definitions, prevalence, causes, and characteristics associated with categories and conditions of exceptionality are emphasized and state eligibility criteria are introduced. Multiculturalism and diversity as related to exceptionality are addressed. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 522 - Legal/Procedural Aspects (Credits: 3)**

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

**SPED 526 - Assessment of Academic & Communication Skills (Credits: 3)**

Foundations of assessment will be reviewed, including basic principles and professional standards underlying assessment in special education, historical and current approaches to assessment, legal and procedural aspects of assessment, and basic measurement concepts. Types of assessments, instruments, and procedures for assessing mild, moderate, and severe disabilities in the areas of cognition, sensory, and perception skills, pre-academics, academics, and communication skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisites: Basic Statistics or equivalent. Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

**SPED 528 - Assessment of Functional Life & Transition Skills (Credits: 3)**

Instruments and approaches for use in assessing mild, moderate and severe disabilities in the areas of life, functional, and transition skills, including self-help and daily living skills, communication, prevocational, and post-secondary living skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisite: SPED 525. Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 530 - Assessment: Applications (Credits: 1)**

This field based experience is designed to augment SPED 526, SPED 528, and enables students to use assessment instruments and approaches to diagnose mild, moderate and severe disabilities among P-12 learners in school settings. Completion of an assessment project is required. Prerequisite:

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

**SPED 534 - Planning for Exceptional Learner (Credits: 2)**

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

**SPED 536 - Planning Appl: EC/Elem (Credits: 1)**

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

**SPED 540 - Academic Methods (Credits: 3)**

This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies, and resources for teaching pre-academic and academic skills to learners with mild, moderate, and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 541 - Communication Methods (Credits: 1)**

This course will address methods for teaching communication skills learners with mild, moderate, and severe disabilities. Curriculum content, specially designed methods, materials, equipment, technology, and resources for teaching communication skills to specific populations will be presented. Prerequisite: Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

**SPED 542 - Academic Methods: Applications (Credits: 1)**

This field based course is designed to augment SPED 540 (Academic Methods). Students will use specially designed academic instructional methods, materials, equipment, and technology to teach students with mild, moderate, and severe disabilities. Students will develop comprehensive instructional plans for a P-12 level special education learner. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 544 - Functional Life & Transition Skills Meth (Credits: 3)**

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

**SPED 545 - Functional Life & Transition Methods Applications (Credits: 1)**

This field based course is designed to augment SPED 544 and enables students to use methods, materials, communication approaches, and technology to provide functional, life, and transition instruction to P-12 level learners with mild, moderate, and severe disabilities. Completion of a Transition Plan is required. Prerequisite: Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

**SPED 548 - Behav Mgmt Except Lnrs (Credits: 3)**

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

**SPED 550 - Collaboration/Consultation (Credits: 2)**

The models, principles, and practices of effective consultation in school settings are presented in this course. Approaches, strategies, and methods for consulting and collaborating with general educators, paraprofessional educators, administrators, outside agency representatives, and parents of learners with disabilities are emphasized. Procedures for implementing cooperative instructional arrangements and providing staff development and parent education and guidance are included. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 552 - Collaboratn/Consltatn Applictns (Credits: 1)**

This field based experience presents specific strategies and methods for consultation and collaboration in P-12 school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated P-12 school settings are emphasized. Family issues, resources, and interagency arrangements unique to P-12 special education learners will be addressed. A field based project is required. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 556 - Issues in Special Educ (Credits: 3)**

This course addresses current and critical issues pertinent to the education of learners with disabilities. Course content considers factual, historical, and contextual information, research evidence, and field based practices relevant to selected topics. Critical issues are presented, analyzed, and debated from multiple perspectives, with reference to influential social, political, legal, and economic factors. Students required selecting a topic and developing a corresponding research report. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 558 - Field Experience (Credits: 1 to 2)**

This culminating field experience enables students to demonstrate proficiency in the competencies acquired through previously completed courses and field studies, as applied to learners with mild, moderate, and severe disabilities at the early childhood level. In addition to participating in ongoing daily routines and activities, students are required to complete a work sample reflecting involvement in the special education areas of assessment, planning, instruction, management, and consultation. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation indicating proficiency levels in specified competency areas is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 562 - Practicum: Special Education (Credits: 3 to 6)**

This field based experience with P-12 learners with mild, moderate, and severe disabilities serves as a capstone assignment in the Special Educator Endorsement program. Students are provided the opportunity to apply and demonstrate proficiency in the competencies specified throughout previously completed coursework and field studies. Students participate in the full spectrum of activities, including those that occur in the regular classroom setting and within the assigned special education program at the P-12 level. A comprehensive work sample reflecting advanced involvement in assessment, planning, instruction, management, and consultation is required. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation indicating proficiency levels in specified program competencies is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**MTHE 323 - Elementary Mathematics Methods (Credits: 3)**

Scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics.

Prerequisite: Admission to program and 12 hours in college-level mathematics.

**MTHE 333 - Math in Elem School (Credits: 5)**

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

**MTHE 410 - Sp Sec Math Meth (Credits: 3)**

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

**MTHE 510 - Topics in Education (Credits: 1 to 6)**

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

**MTHE 531 – Middle School Math Teaching Methods (Credits: 3)**

Applies foundational information in mathematics to the middle level classroom setting; explores mathematics curriculum, current instructional materials and supportive resources; addresses Common Core state standards; practices developmentally appropriate methodologies.

**MTHE 532 - Math in the Elementary School, ECE (Credits: 1)**

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

**MTHE 533 - Math in the Elementary School, ELE (Credits: 1)**

Investigates the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories from past, acquire models of successful techniques from the present, and prepare themselves for the future. Manipulatives, problem solving, mathematical connections, estimation, mental math and assessments for mathematics are included. Cultural diversity,



integrating technology into the classroom, and a general overview of K-8 mathematics curriculum may be incorporated. Prerequisites: Graduate standing and admission to the MAT program.

**MTHE 534 - Math Methods ECE/ELE 3 (Credits: 2)**

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

**MTHE 535 - Mathematics Methods ML (Credits: 3)**

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

**MTHE 536 - Mathematics Methods 2 (Credits: 3)**

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

**MTHE 537 - Mathematics Methods (Credits: 2)**

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

**MTHE 627 - Elementary Mathematics Methods (Credits: 3)**

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

**MTHE 680 - Mathematics Methods I (Credits: 3)**

Introductory math methods course focuses on how curriculum, lesson design and teaching practices affect student engagement and achievement in secondary school mathematics. Prerequisite: Graduate standing and admission to the program.

**MTHE 681 - Mathematics Methods II (Credits: 4)**

Course examines the planning, teaching and assessing of cooperative group lessons secondary math classes. Various secondary school curricula are examined for equity and effectiveness. Supports students in implementing mathematics in the middle and high school classroom setting with best practices and developmentally appropriate methodologies. Prerequisite: Graduate standing and admission to the program.

**SCED 310 - Selected Topics (Credits: 1 to 6)**

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

**SCED 410 - Selected Topics (Credits: 1 to 6)**

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

**SCED 508 - Science Ed Workshop (Credits: 1 to 6)**

Student must have graduate standing to register for this course.

**SCED 510 - Selected Topics Sci Ed (Credits: 1 to 6)**

Student must have graduate standing to register for this course.