

DEPARTMENT OF TEACHER EDUCATION

Jenny Denyer, chair

The Department of Teacher Education prepares and develops educators as PreK-12 teachers, curriculum specialists, and educational researchers. Graduate students may focus their study on issues of curriculum and instruction generally or within a specific subject-matter area. Students may choose to concentrate their study in early childhood education, middle childhood education, adolescent and young adult education, special education, career and technical education, literacy education, foreign language education, art education, or music education.

Master's Degree programs are designed for continuing study in curriculum and instruction as well as initial teacher education leading to teaching licensure. The licensure and master's programs (LAMP) are for designed for individuals who already hold a bachelor's degree and are interested in becoming a licensed PreK-12 teacher in Ohio.

The Educational Specialist Degree is a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with curriculum, teaching, and supervision in discipline-centered areas of study.

The Doctor of Philosophy Degree in curriculum and instruction is an advanced study of issues in curriculum and instruction that prepares students as educational researchers and leaders. Students may choose a concentration in curriculum and instruction, early childhood, or special education.

Graduate Certificates are designed to provide students with focused study in advanced reading and literacy instruction or Intra-professional teaming in early childhood.

ACCREDITATION

Educational programs at The University of Toledo are accredited by the Council for Accreditation of Educator Preparation (CAEP).

Master's Degrees

Master of Education in Art Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-art-education/>)

Master of Education in Career and Technical Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-career-technical-education/>)

Master of Education in Curriculum and Instruction (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-curriculum-instruction/>)

Master of Education in Early Childhood Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-early-childhood-education-prek-3/>)

Master of Education in Middle Childhood Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-middle-childhood-education/>)

Master of Education in Secondary Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-secondary-education/>)

Master of Education in Special Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/me-special-education/>)

Master of Music in Music Education (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/mm-music-education/>)

Education Specialist's Degrees

Education Specialist in Curriculum and Instruction (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/eds-curriculum-instruction/>)

- Concentrations: Curriculum and Instruction, and Early Childhood Education

Doctoral Degrees

Doctor of Philosophy in Curriculum and Instruction (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/phd-curriculum-instruction/>)

- Concentrations: Curriculum and Instruction, Early Childhood, Educational Technology, and Special Education

Note: The Doctor of Philosophy in Curriculum and Instruction with a concentration in Educational Technology is in the Department of Educational Studies

Graduate Certificates

Certificate in Advanced Reading and Literacy Instruction (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/advanced-literacy-and-reading-certificate/>)

Certificate in Inter-professional Teaming in Early Childhood (<http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/teacher-education/graduate-certificate-interprofessional-teaming-early-childhood/>)

ENDORSEMENT PROGRAMS

Endorsement in Career-based Intervention (p. 2)

Endorsement in Early Childhood Generalist (grades 4-5) (p. 2)

Endorsement in Reading Education (preK-12) (p. 2)

Endorsement in Pre-school Special Needs (p. 2)

Endorsement in Transition to Work (p. 2)

Endorsements

Endorsement programs meet the needs of students interested in adding a credential to their standard Ohio teaching license. An endorsement area may be included as part of a degree program but does not, by itself, lead to a degree. There are six endorsement programs available in the department.

Endorsement in Career-based Intervention (p. 2) (grades 7-12)

Endorsement in Early Childhood Generalist (p. 2) (grades 4-5)

Endorsement in Pre-school Special Needs (p. 2)

Endorsement in Reading Education (p. 2) (preK-12)

Endorsement in Transition to Work (p. 3)

Endorsement in Career-based Intervention (grades 7-12)

The Endorsement in Career-based Intervention program gives licensed teachers the skills to work with at-risk students. Qualified individuals employed by a school district are eligible for admission to the CBI Program.

Prerequisites

- A current Ohio educator license
- Two years of successful teaching experience
- One year of work experience outside of education

Requirements for the Endorsement

- Completion of 8 semester hours of online course work (3 courses, one per semester in fall, spring, and summer).
 - CTE 5020 Occupational Safety And Liability
 - CTE 5140 Cooperative Education
 - CTE 5160 Curriculum Development & Teaching

Endorsement in Early Childhood Generalist (grades 4-5)

The Endorsement in Early Childhood Generalist (grades 4-5) program is for educators already licensed in early childhood who also want to teach grades 4-5. Courses can be applied toward the Master's of Education degree when taken at the 5000-level.

Prerequisites

- A current Ohio educator license in Early Childhood or currently enrolled in a licensure program

Requirements for the Endorsement

- Completion of 9 semester hours of methods and educational psychology for grades 4 and 5
 - CI 4110/CI 5110 Developing Instruction for Middle Grades 4-5 Literacy and Social Studies

- CI 4120/CI 5120 Developing Instruction in Mathematics and Science for Grades 4-5
- EDP 4210/EDP 5210 Child Behavior And Development
- Completion of a minimum of 50 hours of field work
- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com>) (OAE) Content Assessment(s) for the endorsement

Endorsement in Pre-school Special Needs

The Endorsement in Preschool Special Needs program is designed around the competencies identified by the Ohio Board of Regents/ Department of Education. The online PSNE provides teachers with the foundational courses and field experiences necessary to work effectively and successfully with preschool aged children with disabilities in a variety of settings.

Prerequisites

- A current Ohio educator license in K-12 Intervention Specialist (mild/moderate or moderate/intensive) or in Early Childhood Education (PK-3)

Requirements for the Endorsement

- Completion of 24 semester hours of coursework in early and special education (see advisor for specific courses)
 - CIEC 6320/CIEC 8320 Meaning And Development Of Play Behavior Or SPED 5260/SPED 7260 Family And Professional Relations In Special Education
 - CIEC 6750/CIEC 8750 Developmental And Classroom Assessment
 - SPED 5010 Atypical Development In Early Childhood: Implications For Development
 - SPED 5210/SPED 7210 Augmentative and Alternative Communication
 - SPED 5270/SPED 7270 Team Models And Community Networking In Early Intervention
 - SPED 5280/SPED 7280 Management Of The Learning Environment In Early Childhood Special Education
 - SPED 6070/SPED 8070 Curriculum Models And Intervention Strategies In Early Childhood Special Education
 - SPED 6940 Internship/Externship In Special Education
- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com>) (OAE) Content Assessment(s) for the endorsement

Endorsement in Reading Education (preK-12)

The Endorsement in Reading Education program is for licensed teachers who want to be highly qualified to work with struggling readers and writers. The coursework meets guidelines for the coursework required for Ohio teachers to add the Ohio Reading Endorsement to their teaching

licenses. The reading endorsement may also be earned through the Certificate in Advanced Reading and Literacy Instruction.

Prerequisites

- A current Ohio educator license
- Twelve (12) semester hours of undergraduate or graduate prerequisite coursework in the teaching of reading PRIOR to taking any Advanced Reading/Literacy courses
- A 3-semester hour undergraduate or graduate course in phonics (This requirement is usually met in an undergraduate course prior to enrolling in the certificate program, but it can be met while completing the certificate coursework.)

Requirements for the Endorsement

- Completion of 12 semester hours of advance reading courses
 - CI 6400/CI 8400 Trends In Literacy Acquisition
 - CI 6410/CI 8410 Content Area Literacy
 - CI 6430/CI 8430 Diagnosis Of Reading Disability
 - CI 6440/CI 8440 Remediation Practicum
- Completion of a minimum of 100 hours of field work
- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com>) (OAE) Content Assessment(s) for the endorsement

Endorsement in Transition to Work

The Endorsement in Transition-to-Work (TTW) program is designed for teachers licensed as intervention specialists (special education) or vocational educators. The TTW endorsement leads to a qualification applicable to all former transition roles such as Work Study Coordinator, Vocational Special Education Coordinator (VOSE), Career Assessment Specialist, and Job Training Coordinators.

Prerequisites

- A current Ohio educator license as intervention specialists in special education or as a vocational educator

Requirements for the Endorsement

- Completion of 12 semester hours of coursework in transition to work
 - SPED 5170 Supporting Youths And Adults With Disabilities Living And Working In The Community
 - SPED 5250 Career And Vocational Education For Students With Disabilities
 - SPED 6250 Issues And Research In Transitin And Post-Secondary Outcomes For Student With Disabilities
 - SPED 6940 Internship/Externship In Special Education
- Completion of a minimum of 50 hours of field work

Courses

CI 5110 Developing Instruction for Middle Grades 4-5 Literacy and Social Studies

[3 credit hours]

A course in pedagogy and content for pre-service teachers currently working on Ohio's Early Childhood PK-3 licensure program and licensed teachers who have completed Ohio's Early Childhood PK-3 licensure program and are seeking to extend their license to be eligible to teach all content in grades four and five. The course will focus on the English language arts and social studies as outlined in the Ohio Academic Content Standards.

Term Offered: Spring, Fall

CI 5120 Developing Instruction in Mathematics and Science for Grades 4-5

[3 credit hours]

A course in pedagogy and content for pre-service teachers currently working on Ohio's Early Childhood PK-3 LAMP licensure program and licensed teachers who have completed Ohio's PK-3 licensure program and are seeking to extend their license to be eligible to teach all content in grades four and five. The course will focus on the mathematics and science outlined in Ohio's standards fro teaching mathematics and science in grades 4 and 5.

Term Offered: Spring, Fall

CI 5190 Secondary Field Experience II

[3 credit hours]

Field experience for alternative 712 certification. Classroom observations and reports Teach series of lessons or unit of study in secondary classroom. Students will develop and implement a unit plan in the content area integrating teaching of content, thinking skills and adjusting the unit to a special needs population.

Term Offered: Spring, Fall

CI 5300 Literature For Children

[3 credit hours]

Emphasis on all genres of literature for children, including poetry, traditional literature, fantasy, realistic fiction, biography and other information books, particularly for early childhood and middle grades learners. Instructional strategies for engaging learners with children's literature and ways of increasing home-school connections through use of children's literature also introduced.

CI 5320 Literature For Young Adults

[3 credit hours]

Survey of literature materials written for the junior and senior high school student. Emphasis is placed on all genres, literary elements and uses of literature across the curriculum.

Term Offered: Spring, Fall

CI 5360 Multicultural Literature

[3 credit hours]

Picture books, fiction, biography and poetry appropriate for elementary and middle school students that interpret and reflect honestly the lives of persons of color will be studied and evaluated.

Term Offered: Fall

CI 5430 Issues In Second Language Instruction

[3 credit hours]

A critical study of teaching foreign languages and English as a second language across age groups including current theories, curriculum, materials, teaching strategies and assessment.

Term Offered: Spring**CI 5470 Literacy Assessment and Remediation**

[3 credit hours]

Examine current literacy practices in assessment and remediation. Emphasis on knowledge and skill needed to diagnose and assess students in reading and writing by working with an at-risk learner. Apply word identification, comprehension, fluency, vocabulary and writing instructional strategies for supporting readers in an experiential learning environment.

Term Offered: Spring, Summer, Fall**CI 5490 Content Area Reading For Adolescent Young Adult, Multi-Age, And Career And Technical Education Teach**

[3 credit hours]

Study of the integration of reading comprehension, writing, oral language and word skill development in content reading. Attention will be given to instructional methods as well as assessment practices.

Term Offered: Spring, Summer, Fall**CI 5510 Mathematics For The Young Child**

[3 credit hours]

Development of mathematical understanding in young children, appropriate learning and assessment experiences and analysis of curriculum. Mathematics focus on place value, number sense, geometry, measurement, algebra, data analysis and probability.

Term Offered: Spring, Fall**CI 5530 TEACHING AND LEARNING GEOMETRY AND MEASUREMENT**

[3 credit hours]

Examination of the development of mathematics concepts and skills across the K-12 curriculum. Discussion of mathematics content, teaching methods, instructional materials, assessment techniques and applications to classroom practice.

Term Offered: Spring**CI 5540 Teaching and Learning Algebra**

[3 credit hours]

Examination of the development of algebraic concepts and skills across the K-12 curriculum. Emphasis on current research, theory, and innovative approaches for teaching and learning algebra

Term Offered: Fall**CI 5550 Teaching Problem Solving In Mathematics**

[3 credit hours]

Focuses on the art of problem solving and methods and materials for classroom implementation. Consideration given to current trends and related resource regarding use of problem solving in mathematics teaching.

Term Offered: Fall**CI 5560 ASSESSMENT IN MATHEMATICS EDUCATION**

[3 credit hours]

Study of the role of assessment in the teaching and learning of mathematics. Examination of current research, assessment techniques, and trends and ways in which assessment can guide and inform mathematics instruction.

Term Offered: Fall**CI 5580 TEACHING AND LEARNING NUMBER, DATA, AND PROBABILITY**

[3 credit hours]

Examination of the development of concepts and skills associated with number, data, and probability across the K-12 curriculum. Emphasis on current research, theory, and innovative instructional approaches.

CI 5590 Topics in Mathematics Education

[3 credit hours]

Examination and exploration of policy issues, research, and national trends that have implications for teachers, curriculum specialists, school districts, and others involved in mathematics education

Term Offered: Summer, Fall**CI 5640 Environmental Education**

[3 credit hours]

An experiential course for those interested in developing their knowledge and expertise in Environmental Education. Participants will develop a personal response to current environmental issues and learn how to help others do the same. Participants include teachers, naturalists, environmental science professionals and anyone interested in environmental education. The course will take a practical approach to the NAEE standards for environmental and conservation education as well as the NGSS and relevant Common Core State Standards.

CI 5650 Mentoring a Preservice Teacher

[3 credit hours]

Designed for practicing teachers, this course explores the role of a mentor teacher in guiding prospective teachers in learning to teach. Emphasis is on developing productive mentor-mentee relationships; guiding planning, teaching and assessment; providing useful feedback; and assessing preservice teacher learning.

CI 5660 Technological Tools In Science Education

[3 credit hours]

Designed for science educators, this course explores the use of learning technologies for teaching and learning science. Students investigate theoretical frameworks for thinking about tools to support science learning and the role of technology in science education. This course explores technologies to extend students' capabilities at inquiry and enhance their thinking about science phenomena, how technologies can enhance learning within and beyond classrooms, and how technologies support and change science teachers' work with learners.

Term Offered: Spring**CI 5690 Project-Based Science**

[3 credit hours]

Advanced methods for teaching science to engage learners in extended inquiry as they investigate real-world questions. Emphasis on innovative instructional strategies, research and theoretical perspectives to promote deep understanding of fundamental concepts.

Term Offered: Spring, Summer

CI 5810 Instructional Strategies

[3 credit hours]

This course examines the purposes and practices of effective teachers. Participants critically investigate different instructional models for teaching including mediated instruction, discussion, inquiry management, project-based instruction, cooperative learning and the use of technology. Many different teaching methodologies will be demonstrated, modeled and critically examined. Participants will draft a personal philosophy of education. Focus is firmly placed on individual student learning outcomes in a climate of increasing diversity in the 21st century.

Term Offered: Spring, Summer, Fall**CI 5870 Secondary School Curriculum**

[3 credit hours]

A critical exploration of secondary school curricular issues, trends, and practices including the historical, political, social, psychological, and philosophical traditions. Participants examine how secondary curriculum is developed, implemented and institutionalized. Emphasis will be placed on topics including teacher leadership, collaboration, action research, and reflective decision making in curriculum work. This course is for teachers, administrators, and anyone interested in how curriculum has influenced educational reform and can influence future reform.

Term Offered: Spring**CI 5980 Special Topics In Curriculum & Instruction**

[1-5 credit hours]

A course developed around topics of interest and concern to educators.

Term Offered: Spring, Summer, Fall**CI 5990 Graduate Independent Study In Curriculum And Instruction**

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the faculty of the Department of Curriculum and Instruction.

Term Offered: Spring, Summer, Fall**CI 6110 Language Arts Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning the English Language Arts in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6210**Term Offered:** Fall**CI 6120 Social Studies Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Social Studies in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program.

Corequisites: CI 6220**Term Offered:** Fall**CI 6130 Mathematics Method of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Mathematics in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6230**Term Offered:** Fall**CI 6140 Science Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Science in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6240**Term Offered:** Fall**CI 6150 Advanced Methods of Teaching in Language Arts**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning the English Language Arts in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C**Corequisites:** CI 6250**Term Offered:** Spring**CI 6160 Social Studies Advanced Methods of Teaching**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Social Studies in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C**Corequisites:** CI 6260**Term Offered:** Spring**CI 6170 Mathematics Advanced Methods of Teaching**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Mathematics in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6140 with a minimum grade of C or CI 6130 with a minimum grade of C**Corequisites:** CI 6270**Term Offered:** Spring

CI 6180 Science Advanced Methods of Teaching

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Science in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C

Corequisites: CI 6280

Term Offered: Spring

CI 6210 Language Arts Practicum of Teaching

[3 credit hours]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate the English Language Arts. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6110

Term Offered: Fall

CI 6220 Social Studies Practicum

[3 credit hours]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Social Studies. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6120

Term Offered: Fall

CI 6230 Mathematics Practicum

[3 credit hours]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Mathematics. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6130

Term Offered: Fall

CI 6240 Science Practicum

[3 credit hours]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Science. Admission to SECE or MIDD LAMP program required.

Corequisites: CI 6140

Term Offered: Fall

CI 6250 Language Arts Internship and Student Teaching

[3 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

Corequisites: CI 6150

Term Offered: Spring

CI 6260 Social Studies Student Teaching and Internship

[3 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

Corequisites: CI 6160

Term Offered: Spring

CI 6270 Mathematics Student Teaching and Internship

[3 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

Corequisites: CI 6170

Term Offered: Spring

CI 6280 Science Student Teaching and Internship

[3 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

Corequisites: CI 6180

Term Offered: Spring

CI 6370 Fundamentals Of Grant Writing

[3 credit hours]

This seminar will teach participants about fundamentals of grant writing. Topics covered will include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

Term Offered: Summer

CI 6400 Trends In Literacy Acquisition

[3 credit hours]

Study of the theories and foundational components of literacy instruction. Factors affecting literacy development including oral language, phonemic awareness, phonics, fluency, comprehension, vocabulary, reading-writing connections and motivation considered. Issues for learners from diverse backgrounds including English Language Learners examined.

Term Offered: Spring, Summer, Fall

CI 6410 Content Area Literacy

[3 credit hours]

Study of the integration of reading and writing in the content areas. Attention to both content area literacy approaches and disciplinary literacy practices. Consideration of needs of diverse learners including English Language Learners.

Term Offered: Spring, Summer, Fall**CI 6430 Diagnosis Of Reading Disability**

[3 credit hours]

Teachers acquire the knowledge and skills needed to assess the reading and writing of students and to plan appropriate instruction. Emphasis on phonemic awareness, concepts of print, word recognition, fluency, comprehension, word study, and writing.

Prerequisites: CI 6400 with a minimum grade of C**Term Offered:** Spring, Summer, Fall**CI 6440 Remediation Practicum**

[3 credit hours]

In depth tutoring with learners ranging from preK to 12th grade. Data-driven instructional decision-making as well as considerations for individualizing instruction emphasized. Design and conduct of a professional development workshop for literacy educators based on tutoring cases is a culminating aspect of the course.

Prerequisites: (CI 6400 with a minimum grade of C and CI 6430 with a minimum grade of C)**Term Offered:** Spring, Summer, Fall**CI 6490 Theory And Research In Literacy**

[3 credit hours]

Extensive examination of current research and theoretical considerations in language and literacy learning and instruction. Contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on specific issues of interest related to language and literacy learning and instruction.

Term Offered: Spring, Summer, Fall**CI 6590 Theory And Research In Mathematics Education**

[3 credit hours]

Critical appraisal of current theory and research in mathematics education. Emphasis on issues related to teacher practice, student learning, and curriculum development.

Term Offered: Spring, Summer, Fall**CI 6650 Teacher Learning and Education**

[3 credit hours]

Designed for future teacher educators and teacher leaders, students investigate frameworks for teacher professional knowledge including pedagogical content knowledge, teacher learning, educative mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.

CI 6690 Theory And Research In Science Education

[3 credit hours]

Designed for individuals beginning their thesis, project, or seminar paper phase of their graduate program, this course explores both theory and research in science education. Based on an area of interest, students review and critically analyze the research literature in science education. Students also learn how to find primary sources, read and critique research, and organize and write a literature review.

Term Offered: Spring, Summer, Fall**CI 6790 Theory And Research In Social Studies**

[3 credit hours]

Intensive study of research and theoretical considerations related to the development and current status of learning and instruction in the social studies. Historical and contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on issues related to learning and instruction in the social studies.

Term Offered: Spring, Fall**CI 6800 Foundations Of Curriculum & Instruction**

[3 credit hours]

The purpose of CI 6800/8800, Foundations of Curriculum, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner's awareness of the field of curriculum and to introduce specific skills in design and development.

Term Offered: Summer, Fall**CI 6810 Curriculum Development: K-12**

[3 credit hours]

The purpose of CI 6810/8810, Curriculum Development: K-12, is to provide appropriate background information and practice in curriculum and instructional design and direct experiences in approaching this process imaginatively. The course will focus on how to use both traditional and emerging models of curriculum design and development to create a working curriculum and to design instructional based on research-based theories of learning and models of teaching.

Term Offered: Spring, Fall**CI 6830 Curriculum Trends And Issues**

[3 credit hours]

Designed for educators, this course guides students in exploring core ideas to develop a framework for the study of teaching. Students investigate issues of what and how to teach in the content areas as well as explore the knowledge of expert content teachers. As a core graduate course in curriculum and instruction, students analyze and integrate ideas to form a theoretical framework and are guided in developing professional written work grounded in the professional literature.

Term Offered: Spring, Summer, Fall**CI 6840 Curriculum For Educational Leaders**

[3 credit hours]

The purpose of this course is to introduce educational leaders to research-based leadership theories and principles and how these apply to P-12 school settings. Building principals, teacher leaders, and instructional coaches will focus on creating learning environments throughout the school that increase teacher effectiveness, utilize alternative assessment strategies, and focus on connecting curriculum, instruction and assessment in all classrooms.

Term Offered: Spring, Fall

CI 6890 Theory and Research in Learning and Teaching Content

[3 credit hours]

A critical analysis of the research literature in language arts, mathematics, science, or social studies education. Students examine educational research regarding ideas about learning and teaching that influence research, finding primary sources, reading and critiquing research, and organizing and writing a literature review.

Term Offered: Spring, Summer**CI 6900 Masters Research Seminar In Curriculum And Instruction**

[2-3 credit hours]

Graduate seminar designed as a culminating experience in the master's programs in Curriculum and Instruction. Participants critically examine the research and scholarship in their specific field of interest. Emphasis is placed on professional academic collaboration, peer review, constructive criticism. The final product of this seminar is an academic manuscript of publishable quality that contributes to the academic discourse in a particular body of scholarship.

Prerequisites: CI 6490 with a minimum grade of D- or CI 6590 with a minimum grade of D- or CI 6690 with a minimum grade of D- or CI 6790 with a minimum grade of D- or CI 6890 with a minimum grade of D- or CIEC 6950 with a minimum grade of D-

Term Offered: Spring, Summer, Fall**CI 6920 Masters Research Project In Curriculum And Instruction**

[1-3 credit hours]

Students will complete an individual research project under the direction of a committee of at least two faculty members in Curriculum and Instruction, ordinarily including the faculty adviser.

Term Offered: Spring, Summer, Fall**CI 6950 Student Teaching and Internship: LAMP**

[3 credit hours]

Part 2 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only; added emphasis on continual professional growth and development as educators.

Admission to SECE or MIDD LAMP program required.

Prerequisites: CI 6250 with a minimum grade of C or CI 6260 with a minimum grade of C or CI 6270 with a minimum grade of C or CI 6280 with a minimum grade of C and CI 6150 with a minimum grade of C or CI 6160 with a minimum grade of C or CI 6170 with a minimum grade of C or CI 6180 with a minimum grade of C

Term Offered: Spring, Summer**CI 6960 Masters Thesis In Curriculum And Instruction**

[1-3 credit hours]

Students will complete a thesis under the direction of committee of at least two faculty members from Curriculum and Instruction, ordinarily including the faculty adviser.

Term Offered: Spring, Summer, Fall**CI 7530 TEACHING AND LEARNING GEOMETRY AND MEASUREMENT**

[3 credit hours]

Examination of the development of mathematics concepts and skills associated with geometry and measurement across the K-12 curriculum. Emphasis on current research, theory, and innovative instructional approaches to the teaching and learning of geometry and measurement.

Term Offered: Spring**CI 7540 Teaching and Learning Algebra**

[3 credit hours]

Examination of the development of algebraic concepts and skills across the K-12 curriculum. Emphasis on current research, theory, and innovative approaches for teaching and learning algebra.

Term Offered: Fall**CI 7560 ASSESSMENT IN MATHEMATICS EDUCATION**

[3 credit hours]

Study of the role of assessment in the teaching and learning of mathematics. Examination of current research, assessment techniques, and trends and ways in which assessment can guide and inform mathematics instruction

Term Offered: Fall**CI 7580 TEACHING AND LEARNING NUMBER, DATA, AND PROBABILITY**

[3 credit hours]

Examination of the development of concepts and skills associated with number, data, and probability across the K-12 curriculum. Emphasis on current research, theory, and innovative instructional approaches

CI 7590 Topics in Mathematics Education

[3 credit hours]

Examination and exploration of policy issues, research, and national trends that have implications for teachers, curriculum specialists, school districts, and others involved in mathematics education.

Term Offered: Fall**CI 7650 Mentoring a Preservice Teacher**

[3 credit hours]

Designed for practicing teachers, this course explores the role of a mentor teacher in guiding prospective teachers in learning to teach. Emphasis is on developing productive mentor-mentee relationships; guiding planning, teaching and assessment; providing useful feedback; and assessing preservice teacher learning.

CI 7660 Technological Tools In Science Education

[3 credit hours]

Designed for science educators, this course explores the use of learning technologies for teaching and learning science. Students investigate theoretical frameworks for thinking about tools to support science learning and the role of technology in science education. This course explores technologies to extend students' capabilities at inquiry and enhance their thinking about science phenomena, how technologies can enhance learning within and beyond classrooms, and how technologies support and change science teachers' work with learners.

Term Offered: Spring**CI 7690 Project-Based Science**

[3 credit hours]

Advanced methods for teaching science to engage learners in extended inquiry as they investigate real-world questions. Emphasis on innovative instructional strategies, research and theoretical perspectives to promote deep understanding of fundamental concepts.

Term Offered: Spring, Summer

CI 7810 Instructional Strategies

[3 credit hours]

This course examines the purposes and practices of effective teachers. Participants critically investigate different instructional models for teaching including mediated instruction, discussion, inquiry management, project-based instruction, cooperative learning and the use of technology. Many different teaching methodologies will be demonstrated, modeled and critically examined. Participants will draft a personal philosophy of education. Focus is firmly placed on individual student learning outcomes in a climate of increasing diversity in the 21st century.

Term Offered: Spring, Summer, Fall**CI 7870 Secondary School Curriculum**

[3 credit hours]

A critical exploration of secondary school curricular issues, trends, and practices including the historical, political, social, psychological, and philosophical traditions. Participants examine how secondary curriculum is developed, implemented and institutionalized. Emphasis will be placed on topics including teacher leadership, collaboration, action research, and reflective decision making in curriculum work. This course is for teachers, administrators, and anyone interested in how curriculum has influenced educational reform and can influence future reform.

Term Offered: Spring**CI 7940 Specialist Practicum In Curriculum And Instruction**

[1-3 credit hours]

Observation and supervised experience in an appropriate setting. This experience may be in a school or other educational setting. Student will study under the supervision of appropriate mentors or advisors.

Term Offered: Spring, Summer, Fall**CI 7980 Special Topics In Curriculum & Instruction**

[1-5 credit hours]

A course developed around topics of interest and concern to educators.

Term Offered: Spring, Summer, Fall**CI 8370 Fundamentals Of Grant Writing**

[3 credit hours]

This seminar will teach participants about fundamentals of grant writing. Topics covered will include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

Term Offered: Summer**CI 8400 Trends In Literacy Acquisition**

[3 credit hours]

Study of the theories and foundational components of literacy instruction. Factors affecting literacy development including oral language, phonemic awareness, phonics, fluency, comprehension, vocabulary, reading-writing connections and motivation considered. Issues for learners from diverse backgrounds including English Language Learners examined.

Term Offered: Spring, Summer, Fall**CI 8410 Content Area Literacy**

[3 credit hours]

Study of the integration of reading and writing in the content areas. Attention to both content area literacy approaches and disciplinary literacy practices. Consideration of needs of diverse learners including English Language Learners.

Term Offered: Spring, Summer, Fall**CI 8430 Diagnosis Of Reading Disability**

[3 credit hours]

Teachers acquire the knowledge and skills needed to assess the reading and writing of students and to plan appropriate instruction. Emphasis on phonemic awareness, concepts of print, word recognition, fluency, comprehension, word study, and writing.

Prerequisites: CI 6400 with a minimum grade of C**CI 8440 Remediation Practicum**

[3 credit hours]

In depth tutoring with learners ranging from preK to 12th grade. Data-driven instructional decision-making as well as considerations for individualizing instruction emphasized. Design and conduct of a professional development workshop for literacy educators based on tutoring cases is a culminating aspect of the course.

Prerequisites: (CI 6400 with a minimum grade of C and CI 6430 with a minimum grade of C)**Term Offered:** Spring, Summer, Fall**CI 8490 Theory And Research In Literacy**

[3 credit hours]

Extensive examination of current research and theoretical considerations in language and literacy learning and instruction. Contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on specific issues of interest related to language and literacy learning and instruction.

Term Offered: Spring, Summer, Fall**CI 8590 Theory And Research In Mathematics Education**

[3 credit hours]

Critical appraisal of current theory and research in mathematics education. Emphasis on issues related to teacher practice, student learning, and curriculum development.

Term Offered: Spring, Summer, Fall**CI 8650 Teacher Learning and Education**

[3 credit hours]

Designed for future teacher educators and teacher leaders, students investigate frameworks for teacher professional knowledge including pedagogical content knowledge, teacher learning, educative mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.

CI 8690 Theory And Research In Science Education

[3 credit hours]

Designed for individuals beginning their thesis, project, or seminar paper phase of their graduate program, this course explores both theory and research in science education. Based on an area of interest, students review and critically analyze the research literature in science education. Students also learn how to find primary sources, read and critique research, and organize and write a literature review.

Term Offered: Spring, Summer, Fall**CI 8700 Doctoral Pro-Seminar I: Introduction to Scholarship in Curriculum and Instruction**

[3 credit hours]

The doctoral research cycle begins by introducing students to issues in curriculum and instruction, establishing a research agenda, and building a community of scholars. Pre-requisite to Pro-Seminar II.

Term Offered: Spring, Fall

CI 8710 Doctoral Pro-Seminar II: Themes in theory and research in Curriculum and Instruction

[3 credit hours]

The doctoral research cycle continues by examining the paradigmatic and theoretical bases of C&I research. Develop lines of inquiry grounded in theoretical knowledge and personal interests. Prerequisite: Pro-Seminar I.

Prerequisites: CI 8700 with a minimum grade of D-**Term Offered:** Spring, Summer**CI 8720 Doctoral Pro-Seminar III: Themes in theory and research in curriculum and instruction.**

[3 credit hours]

The doctoral research cycle is completed. A study is designed, conducted and disseminated within a research group under the guidance of a mentor. Prerequisite: CI 8700 + 8710.

Prerequisites: CI 8710 with a minimum grade of D-**Term Offered:** Spring, Summer, Fall**CI 8790 Theory And Research In Social Studies**

[3 credit hours]

Intensive study of research and theoretical considerations related to the development and current status of learning and instruction in the social studies. Historical and contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on issues related to learning and instruction in the social studies.

Term Offered: Spring, Fall**CI 8800 Foundations Of Curriculum & Instruction**

[3 credit hours]

The purpose of CI 6800/8800, Foundations of Curriculum, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner's awareness of the field of curriculum and to introduce specific skills in design and development.

Term Offered: Spring, Summer, Fall**CI 8810 Curriculum Development: K-12**

[3 credit hours]

The purpose of CI 6810/8810, Curriculum Development: K-12, is to provide appropriate background information and practice in curriculum and instructional design and direct experiences in approaching this process imaginatively. The course will focus on how to use both traditional and emerging models of curriculum design and development to create a working curriculum and to design instructional based on research-based theories of learning and models of teaching.

Term Offered: Spring, Fall**CI 8830 Curriculum Trends And Issues**

[3 credit hours]

Designed for advanced students of education, this course guides students in exploring core ideas to develop a framework for the study of teaching. Students investigate issues of what and how to teach in the content areas as well as explore the knowledge of expert content teachers. As a core graduate course in curriculum and instruction, students analyze and integrate ideas to form a theoretical framework and are guided in developing professional written work grounded in the literature. Students explore questions and approaches for research on content teaching.

Term Offered: Spring, Summer**CI 8840 Curriculum For Educational Leaders**

[3 credit hours]

The purpose of this course is to introduce educational leaders to research-based leadership theories and principles and how these apply to P-12 school settings. Building principals, teacher leaders, and instructional coaches will focus on creating learning environments throughout the school that increase teacher effectiveness, utilize alternative assessment strategies, and focus on connecting curriculum, instruction and assessment in all classrooms.

Term Offered: Spring, Fall**CI 8860 Advanced Curriculum Theory**

[3 credit hours]

This course is designed to build on the foundational concepts and principles introduced in CI 6800/8800 and to explore, analyze and evaluate curriculum theory as it applies to curriculum studies as a discipline. This course will explore curriculum theory as a "complicated conversation" led by educators with the knowledge of contemporary social issues, history, philosophy and popular culture. The course will analyze and evaluate modernist and postmodern theories and practices and engage students with readings, discussions, and interactions with influential curriculum theorists.

Term Offered: Spring, Fall**CI 8900 Doctoral Seminar In Curriculum And Instruction**

[2-4 credit hours]

This seminar will consider problems and provide advanced study for doctoral students in Curriculum and Instruction.

Term Offered: Spring, Summer, Fall**CI 8930 Independent Research In Curriculum And Instruction**

[1-5 credit hours]

Individual study is designed to provide the doctoral student opportunity to work individually on professional problems under the direction of CI faculty.

Term Offered: Spring, Summer, Fall**CI 8940 Doctoral Internship In Curriculum And Instruction**

[1-3 credit hours]

Placement of doctoral students in appropriate school, school district, or other professional setting under direction of appropriate mentors or advisors.

Term Offered: Spring, Fall**CI 8960 Dissertation In Curriculum And Instruction**

[1-10 credit hours]

Original research in an area of curriculum and instruction.

Term Offered: Spring, Summer, Fall

CIEC 5000 Ece: Philosophy And Practice

[3 credit hours]

A comprehensive introduction to the profession of early childhood education by examining relevant issues as they relate to overall development of children ages birth to eight years.

Term Offered: Spring, Summer, Fall**CIEC 5070 Effective Teaching Practices: Pre-K To 3rd Grade**

[3 credit hours]

Applies characteristics of best practice to curriculum development and implementation with adherence to national and state curriculum standards as they apply to children, age 3 to 8, with diverse educational needs.

Prerequisites: (EDP 5210 with a minimum grade of C and CIEC 5000 with a minimum grade of C)**Term Offered:** Spring, Fall**CIEC 5150 Setting The Stage For Early Childhood Learning: Inspirations From Reggio Emilia**

[3 credit hours]

This course will explore Reggio's philosophy of early childhood education and the numerous ways that children explore the "hundred languages." Reggio uses these languages (art, clay, wire, sculpture, light, shadow, etc.) as a way to help children represent their world and what they know about it.

Term Offered: Spring, Summer**CIEC 5340 Infant/Toddler Curriculum**

[3 credit hours]

Introduction to the sequential development of the young child from birth to 3 years. Students will engage in field hours in infant-toddler settings, design learning materials and critique research in topics related to infant/toddler curriculum.

Term Offered: Spring, Summer, Fall**CIEC 5350 Public Policy And Advocacy In Early Childhood Education**

[3 credit hours]

Students will understand the implications of social, political and economic policies on the emergence of services for young children in the 21st century.

Prerequisites: CIEC 5000 with a minimum grade of C**Term Offered:** Spring, Summer, Fall**CIEC 5380 Field Experience Cohort I**

[3 credit hours]

This course aligns with the graduate Cohort II coursework (CIEC 5070).

Prerequisites: EDP 5210 with a minimum grade of C**Corequisites:** CIEC 5070**Term Offered:** Spring, Fall**CIEC 5460 Science Methods For Early Childhood Education**

[3 credit hours]

This course is designed to help teachers of science in grades Pre-Kindergarten through third to understand the concepts, ideas and applications of science in the real world. Students will learn how scientific thinking involves collecting data, analyzing data, making decisions and taking action based on those decisions. Students will learn how to plan effective science experience for young children that cause them to explore environments and act upon their discoveries. Students will learn how to assess the scientific thinking of young children appropriately, using formal and informal strategies.

Term Offered: Spring, Fall**CIEC 5480 Field Experience Cohort II**

[3 credit hours]

This course aligns with all graduate-level Cohort II coursework in the early childhood teacher education licensure program.

Corequisites: CIEC 5460**Term Offered:** Spring, Fall**CIEC 5520 Multisensory Experiences**

[3 credit hours]

Development and sensory principles underlying the planning and implementation of developmentally appropriate learning activities for young children. Technical content will include the physical and neurological bases for learning.

CIEC 5530 Affective Experiences

[3 credit hours]

This course focuses on teacher planning and activities that support the socio-emotional development of young children.

CIEC 5540 Prekindergarten Programs

[3 credit hours]

Focuses on the successful operations of an early childhood program. Covers topics such as licensing and certification standards, staff development selection and purchase of equipment and proper food and health services.

CIEC 5550 Teaching Methods For Early Childhood Social Studies

[3 credit hours]

In depth study of methods and materials for teaching social studies from pre-school to third grade. Implementation of early childhood curriculum within the context of current technology and the development of critical thinking skills.

Prerequisites: (CIEC 5000 with a minimum grade of C and EDP 5210 with a minimum grade of C)**Term Offered:** Spring, Fall**CIEC 5580 Practicum: Infant/Toddler**

[1 credit hour]

Practicum experience in infant/toddler settings where students will observe, plan, implement and evaluate activities.

CIEC 5590 Infant Toddler/Seminar

[2 credit hours]

Planning, research, teacher-made materials appropriate for environments for infants and toddlers will be covered.

CIEC 5610 Seminar I: Orientation to Interprofessional Teaming

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

Prerequisites: SPED 5270 with a minimum grade of D-**Term Offered:** Summer**CIEC 5620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

Prerequisites: CIEC 5610 with a minimum grade of D- and CIEC 5270 with a minimum grade of D-**Term Offered:** Summer, Fall

CIEC 5630 Seminar III: Evidence-Based Practice and Innovation in Teaming

[1 credit hour]

Issues related to principles of ethical practice, professional identity and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Prerequisites: CIEC 5620 with a minimum grade of D-**Corequisites:** CIEC 5640**Term Offered:** Summer**CIEC 5640 Practicum in Interprofessional Teaming**

[2 credit hours]

Students will work as part of an inter-professional team to develop, implement, and evaluate integrated intervention plans designed to support the development of children who have special needs.

Prerequisites: CIEC 5620 with a minimum grade of D-**Corequisites:** CIEC 5630**CIEC 5770 Field Experience Cohort III**

[3 credit hours]

This course aligns with all Cohort III coursework in the early childhood education program.

Prerequisites: (CIEC 5070 with a minimum grade of C and EDP 3210 with a minimum grade of C) or (CIEC 5070 with a minimum grade of C and EDP 5210 with a minimum grade of C) or (CIEC 4070 with a minimum grade of C and EDP 3210 with a minimum grade of C)

Term Offered: Spring, Fall**CIEC 5800 Teacher/Parent Child Relations**

[3 credit hours]

This course is designed to assist the classroom teacher in building positive relationships with the parents of students and to develop effective strategies for communicating with them.

CIEC 5950 Workshop In Early Childhood Education

[1-5 credit hours]

Workshops developed around topics of interest and concern to inservice teachers. Practical application of workshop topics will be emphasized. Students may include several workshops in their master's or specialist degree programs.

CIEC 5980 Special Topics In Early Childhood Education

[1-5 credit hours]

A course developed around topics of interest and concern to inservice teachers within districts served by the Center for Educational Research and Services. Stresses solution and resolution of educational problems occurring within the district.

Term Offered: Spring, Summer, Fall**CIEC 5990 Graduate Independent Study In Early Childhood Education**

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the faculty in Early Childhood Education.

Term Offered: Spring, Summer, Fall**CIEC 6310 Pre-K/Primary Curriculum**

[3 credit hours]

The study and design of early childhood curriculum from a best practice/developmental perspective including integrated curriculum, anti-bias approaches, authentic assessment, direct learning strategies. Student self assessment and change project required.

Term Offered: Spring, Fall**CIEC 6320 Meaning And Development Of Play Behavior**

[3 credit hours]

Theoretical bases of play behavior and its role in curriculum development/assessment. Students implement and evaluate a sociodramatic play kit and conduct library research on one aspect of play behavior.

Term Offered: Spring, Summer**CIEC 6330 Language And Concept Development**

[3 credit hours]

Study of the language and literacy development of the young child with emphasis upon the factors that influence and support this development. Students will do projects to implement their learning.

Term Offered: Spring, Summer, Fall**CIEC 6750 Developmental And Classroom Assessment**

[3 credit hours]

Focuses upon teaching and learning in a developmental learning environment. Emphases includes observing the developmental characteristics of young children and assessment for prescriptive teaching.

Term Offered: Spring, Summer, Fall**CIEC 6900 Masters Research Seminar In Early Childhood Education**

[2-3 credit hours]

Examination of research and current issues in early childhood education. Emphasis on theory and research and evaluation models.

Prerequisites: CIEC 6950 with a minimum grade of C**Term Offered:** Spring**CIEC 6920 Masters Research Project In Early Childhood Education**

[1-3 credit hours]

Student will complete an individual research project under the direction of a committee of at least two faculty members in Early Childhood ordinarily involving the faculty advisor.

CIEC 6940 Internship In Early Childhood

[1-12 credit hours]

Placement of a Master's student in an appropriate PreK-Grade 3 school setting under the direction of a CIEC instructor. A maximum of 3 hours can be applied towards a masters degree.

Term Offered: Spring, Fall**CIEC 6950 Theory And Research In Early Childhood**

[3 credit hours]

Review and analysis of theory and research related to rationale and methods for program options for young children. Critique research and prepare a review of synthesis of research.

Term Offered: Fall**CIEC 6960 Masters Thesis In Early Childhood Education**

[1-3 credit hours]

Students who elect this option will complete a thesis under the direction of committee of at least two faculty members from Early Childhood Education, ordinarily including the faculty advisor.

CIEC 7610 Seminar I: Orientation to Interprofessional Teaming

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

Prerequisites: SPED 7270 with a minimum grade of D-**Term Offered:** Summer**CIEC 7620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

Prerequisites: CIEC 7610 with a minimum grade of D- and CIEC 7270 with a minimum grade of D-**Term Offered:** Summer**CIEC 7630 Seminar III: Evidence-Based Practice and Innovation in Teaming**

[1 credit hour]

Issues related to principles of ethical practice, professional identity and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Prerequisites: CIEC 7620 with a minimum grade of D-**Corequisites:** CIEC 7640**Term Offered:** Spring, Summer**CIEC 7640 Practicum in Interprofessional Teaming**

[2 credit hours]

Students will work as part of an inter-professional team to develop, implement, and evaluate integrated intervention plans designed to support the development of children who have special needs.

Prerequisites: CIEC 7620 with a minimum grade of D-**Corequisites:** CIEC 7630**CIEC 7800 Teacher/Parent Child Relations**

[3 credit hours]

This course is designed to assist the classroom teacher in building positive relationships with the parents of students and to develop effective strategies for communicating with them.

CIEC 7940 Specialist Practicum In Early Childhood Education

[1-3 credit hours]

Observation and supervised experience in an appropriate setting. Students will be assigned to work as interns under the joint supervision of school and University personnel.

CIEC 7980 Special Topics In Early Childhood Education

[1-5 credit hours]

A course developed around topics of interest and concern to inservice teachers within districts served by the Center for Educational Research and Services. Stresses solution and resolution of educational problems occurring within the district.

Term Offered: Spring, Summer, Fall**CIEC 8310 Pre-K/Primary Curriculum**

[3 credit hours]

The study and design of early childhood curriculum from a best practice/developmental perspective including integrated curriculum, anti-bias approaches, authentic assessment, direct learning strategies. Student self assessment and change project required.

Term Offered: Spring, Fall**CIEC 8320 Meaning And Development Of Play Behavior**

[3 credit hours]

Theoretical bases of play behavior and its role in curriculum development/assessment. Students implement and evaluate a sociodramatic play kit and conduct library research on one aspect of play behavior.

Term Offered: Spring, Summer**CIEC 8330 Language And Concept Development**

[3 credit hours]

Study of the language and literacy development of the young child with emphasis upon the factors that influence and support this development. Students will do projects to implement their learning.

Term Offered: Spring, Summer, Fall**CIEC 8340 Curriculum Design For Infants And Toddlers**

[3 credit hours]

Introduction to the sequential development of the young child from birth to 3 years. Students will engage in field hours in infant-toddler settings, design learning materials and critique research in topics related to infant/toddler curriculum.

Term Offered: Summer**CIEC 8750 Developmental And Classroom Assessment**

[3 credit hours]

Focuses upon teaching and learning in a developmental learning environment. Emphases includes observing the developmental characteristics of young children and assessment for prescriptive teaching.

Term Offered: Spring, Summer, Fall**CIEC 8900 Doctoral Seminar In Early Childhood Education**

[2-4 credit hours]

This seminar will consider problems and provide advanced study for doctoral students in Early Childhood Education.

Term Offered: Spring, Fall**CIEC 8930 Independent Research In Early Childhood Education**

[1-5 credit hours]

Individual study is designed to provide the doctoral student opportunity to work individually on professional problems under the direction of Early Childhood faculty.

Term Offered: Spring, Summer, Fall**CIEC 8940 Doctoral Internship In Early Childhood**

[1-3 credit hours]

Placement of doctoral students in an appropriate PreK-Grade 3 school, school district or other professional setting under the direction of joint placement personnel and CIEC faculty.

Term Offered: Spring**CIEC 8950 Theory And Research In Early Childhood**

[3 credit hours]

Review and analysis of theory and research related to rationale and methods for program options for young children. Critique research and prepare a review of synthesis of research.

CIEC 8960 Dissertation In Early Childhood Education

[1-12 credit hours]

Original research in an area of early childhood education.

Term Offered: Spring, Summer, Fall

CTE 5010 Teaching Occupational Skills

[3 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. This course addresses multiple topics critical to workforce education as they apply to the laboratory environment. Students are provided classroom and clinical experiences designed to assist the beginning teacher with basic laboratory instructional techniques and management strategies that integrate academic, occupational and employability skills in a contextual framework.

Term Offered: Summer**CTE 5020 Occupational Safety And Liability**

[3 credit hours]

This course is required for the Adult Education, Career Based Intervention, and Work-Site Teacher/Coordinator endorsements. Occupational health and safety hazards applicable to school, business, and industry, will be examined. Utilizing clinical and classroom experiences students will investigate: the rationale for safety training; strategies to minimize exposure and prevent injuries; specific topics, such as ergonomics, blood borne pathogens, air quality, sound, hazardous materials, back safety, substance abuse, violence in the workplace, etc.

Term Offered: Spring, Summer**CTE 5030 Teaching Occupational Knowledge**

[3 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. Designed as a co-requisite in the professional education series, this course addresses multiple topics critical to workforce education as they apply to the classroom environment. Students are provided classroom and clinical experiences designed to assist the beginning teacher with basic classroom instructional techniques and management strategies that integrate academic, occupational and employability skills in a contextual framework.

Term Offered: Summer**CTE 5040 Laboratory Organization And Management**

[3 credit hours]

Designed for laboratory instructors to increase their operating efficiency and effectiveness. Focus is on arranging the facility and controlling materials, supplies, learning activities and maintenance through various system approaches.

CTE 5050 Methods for Teaching CTE Methods I

[2 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career- Technical Licenses. The pedagogical and management skills introduced in CTE 4010 are integrated in a contextual framework utilizing an actual laboratory situation. Learning styles; laboratory planning, instruction, technology, and management; integrated academics; performance assessment; safety and liability issues; employability and SCANS skills; community partnerships; school-based and work-site learning; etc. are the basis for student research, reflection, and inquiry

Term Offered: Fall**CTE 5060 Foundations Of Career And Technical Education**

[3 credit hours]

A study of social issues, historical events and philosophies that provide a basis for the development of career and technical education. Principles and their implications are also reviewed.

Term Offered: Fall**CTE 5070 CTE Methods II**

[2 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. The pedagogical and management skills introduced in CTE 4030 are integrated in a contextual framework utilizing an actual classroom setting. Organizing curriculum; instructional planning, management, delivery and technology; learning theory; behavior management; motivation; integrated academics; authentic assessment; career-technical student organizations; etc. are the basis for student research, reflection, and inquiry.

Term Offered: Spring**CTE 5080 Principles Of School-To-work Transition**

[3 credit hours]

Design for educators and employers to increase their knowledge and skill to build partnerships between schools and business, industry and labor. Examines transition concepts, components, implementation strategies and models.

Term Offered: Summer**CTE 5100 Organization, Administration & Regulations Of Career And Technical Education**

[3 credit hours]

Study of the organization and administration of career and technical education at the national, state and local levels, noting relationships existing between the agencies.

Term Offered: Spring**CTE 5110 Seminar for CTE Teachers**

[3 credit hours]

The career-technical education teacher is an occupational professional who possesses the pedagogical knowledge and reflective decision making skills necessary to enter the teaching profession at multiple levels. In order to prepare individuals as career-technical instructors, components of the licensure program were developed and approved by the State Board of Education, to promote high professional standards to provide quality classroom teachers. The components are: a clear mission; operational goals; specific competencies of an assessment system.

Term Offered: Spring**CTE 5120 Supervision Of Career And Technical Education**

[3 credit hours]

Development of supervisory skills in career and technical education. Stresses human relations, team building, basic management and leadership skills in program inauguration and operations.

Term Offered: Fall

CTE 5140 Cooperative Education

[2 credit hours]

This course is required for the Career Based Intervention. The course is designed to present the basic fundamentals of establishing and operating a cooperative occupational program. Students investigate and develop operational procedures to address: student selection; assessing the quality of potential training stations; student placement; school-based learning; critical issues related to work-based learning; critical issues related to work-based learning; minor labor laws; partnering with parents, business, and labor; connecting activities; record keeping; evaluation techniques; etc.

Term Offered: Spring, Summer, Fall**CTE 5160 Curriculum Development & Teaching**

[3 credit hours]

This course is required for the Career Based Intervention. Designed as a study of cooperative education curriculum and instructional methods, the course includes the coordination of school-based instruction with on-the-job work-based experience. Learning styles of diverse students; instructional planning and delivery; classroom management; integrated academics; authentic assessment; safety and liability issues; employability and SCANS skills; community partnerships; school-based and work-site learning; etc. are the basis for student research, reflection, and inquiry.

Term Offered: Spring, Summer**CTE 5180 Promotion, Recruitment & Retention**

[3 credit hours]

A study of career and technical education in the community, and promotion, recruitment and retention strategies, including school publics, theories of community power structure and the career and technical school in a democratic society.

Term Offered: Summer, Fall**CTE 5220 Adviser Training For Youth Leaders**

[3 credit hours]

Designed for teachers and supervisors to increase their skills and knowledge of youth leadership development. Focus is on advising a student career and technical organization and includes both establishing and maintaining functions.

Term Offered: Summer**CTE 5570 Teaching Adult Learners**

[3 credit hours]

A study of the unique learning and teaching characteristics associated with adult learners, adult learning theory, learner characteristics, physical effects of aging and strategies consistent with adult learning styles.

Term Offered: Fall**CTE 5810 Staff Evaluation And Development**

[3 credit hours]

An analysis of the processes and current instruments available for evaluation of programs and personnel, and an appraisal of the professional development needs of individuals in educational settings.

CTE 5830 Curriculum Principles And Models

[3 credit hours]

Curriculum principles and models are examined. The characteristics of curricula are established and inferences are drawn for the planning, implementation and evaluation phases of curriculum development.

CTE 5930 CTE Supervised Teaching

[4 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. A planned field experience will be completed in public school classrooms under the direction of university facilitated induction teams. The university faculty member, on-site teacher mentor, and local administrator will collaborate to assure the novice teacher maximizes his/her potential as an individual and member of an educational team. Students are provided a contextual framework to integrate theory and practice.

Term Offered: Spring, Fall**CTE 5940 Practicum-Internship In Career And Technical Education**

[1-3 credit hours]

Observation and supervised experiences will be offered in a variety of appropriate settings, or students will be assigned to work as interns in a school setting under the joint supervision of school and university personnel.

Term Offered: Spring, Summer, Fall**CTE 5950 Workshop In Career And Technical Education**

[1-5 credit hours]

Workshops developed around topics of interest and concern for preservice and inservice teachers and other education personnel. Practical applications of workshop topics will be emphasized.

CTE 5980 Problems In Career And Technical Education

[1-5 credit hours]

A course developed around topics of interest and concern to inservice teachers and administrators. Stresses solution and resolution of educational problems occurring within selected districts.

Term Offered: Spring, Summer, Fall**CTE 5990 Individual Study In Career And Technical Education**

[1-3 credit hours]

Individual study is designed to provide the opportunity to work individually on professional problems under the direction of the faculty in career and technical education.

Term Offered: Spring, Fall**CTE 6900 Research In Career And Technical Education**

[1-3 credit hours]

This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. The course provides the knowledge and skill in competency-based education. It includes occupational analysis; selection of course content; course of study and instructional guide development; and, credentialing students. Utilizing the Career Field Content Standards the teacher is prepared to draw from their content expertise and experiences to plan and develop instruction that addresses curriculum goals of diverse and special populations.

Term Offered: Fall**CTE 6920 Master's Research Project In Career And Technical Education**

[1-3 credit hours]

Open to a graduate student who elects the completion of a research project in fulfilling the research requirement of the master's degree.

Term Offered: Spring**CTE 6960 Master's Thesis In Career And Technical Education**

[1-3 credit hours]

Open to a graduate student who elects the completion of a master's thesis in fulfilling the research requirement of the master's degree.

CTE 7810 Staff Evaluation And Development

[3 credit hours]

An analysis of the processes and current instruments available for evaluation of programs and personnel, and an appraisal of the professional development needs of individuals in educational settings.

CTE 7830 Curriculum Principles And Models

[3 credit hours]

Curriculum principles and models are examined. The characteristics of curricula are established and inferences are drawn for the planning, implementation and evaluation phases of curriculum development.

CTE 7940 Practicum-Internship In Career And Technical Education

[1-3 credit hours]

Observation and supervised experiences will be offered in a variety of appropriate settings, or students will be assigned to work as interns in a school setting under the joint supervision of school and university personnel.

Term Offered: Summer**CTE 7950 Workshop In Career And Technical Education**

[1-5 credit hours]

Workshops developed around topics of interest and concern for preservice and inservice teachers and other education personnel. Practical applications of workshop topics will be emphasized.

CTE 7980 Problems In Career And Technical Education

[1-5 credit hours]

A course developed around topics of interest and concern to inservice teachers and administrators. Stresses solution and resolution of educational problems occurring within selected districts.

Term Offered: Summer**CTE 7990 Individual Study In Career And Technical Education**

[1-3 credit hours]

Individual study is designed to provide the opportunity to work individually on professional problems under the direction of the faculty in career and technical education.

SPED 5000 Issues In Special Education

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

Term Offered: Spring, Summer, Fall**SPED 5010 Atypical Development In Early Childhood: Implications For Development**

[3 credit hours]

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development. The focus will be on conditions that may result in eligibility of children for early intervention and/or special education services in infancy (0-2), in the preschool (3-5) and primary grade (K-3) years (ages 5 to 8).

Term Offered: Summer**SPED 5080 Curriculum Adaptations and Strategies in Early Childhood Education**

[3 credit hours]

[3 hours] Early childhood development, including learning and behavioral characteristics examined focusing on implications of developmental delay and risk. Implications for IEP-based instruction explored. Strategies that support inclusion discussed. Prerequisite: CIEC 5000, EDP 5210, SPED 5010.

Term Offered: Spring, Fall**SPED 5120 Students With Special Needs: Developmental And Educational Implication**

[3 credit hours]

In-depth study of personality, psychological and physical development, and educational needs of atypical children: including current research issues in areas of social, legal and environmental aspects of exceptional populations.

SPED 5150 Advanced Practicum For Teaching Students With Moderate Educational Needs

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

Term Offered: Spring, Fall**SPED 5160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

SPED 5170 Supporting Youths And Adults With Disabilities Living And Working In The Community

[3 credit hours]

In-depth study of issues faced by adults with severe and multiple disabilities and their families. Emphasis on supported employment, residential options, self-determination, recreation and quality of life issues. Field experience required.

Term Offered: Fall**SPED 5180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs**

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

Term Offered: Spring**SPED 5190 Advanced Practicum For Students With Intensive Needs**

[1 credit hour]

This course is taken with SPED 5180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

Term Offered: Spring

SPED 5210 Augmentative and Alternative Communication

[3 credit hours]

This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting. It will provide a broad overview of AAC and its application, along with the history and terminology.

SPED 5220 Research And Practice In Teaching Phonics, Reading And Writing To Students With Special Needs

[3 credit hours]

Current trends and issues in teaching reading and writing to students with disabilities. Examination of research supporting various methods. Application of research-based methods into practical strategies for classroom implementation. Twenty-four hours of field required.

Term Offered: Summer, Fall**SPED 5230 Advanced Field Practicum In Diagnostic And Prescriptive Teaching**

[1 credit hour]

Provides the laboratory to rehearse and refine the teaching skills presented in SPED 5/7220. Required of persons seeking initial special education certification. Forty field hours required. Taken concurrently with SPED 5220.

SPED 5240 Disorders and Characteristics of Students with Emotional Disturbance

[3 credit hours]

This course introduces conceptual models of emotional disturbance (ED) in children and adolescents. Definitive diagnostics categories and their etiology are presented in contexts of their use in a variety of educational settings appropriate for children and adolescents with ED.

Prerequisites: SPED 5000 with a minimum grade of C**SPED 5250 Career And Vocational Education For Students With Disabilities**

[3 credit hours]

This course covers career and vocational education activities for youths with disabilities. Special emphasis placed on developing and implementing an Individual Transition Plan (ITP) and coordination with adult service providers.

Term Offered: Spring, Summer, Fall**SPED 5260 Family And Professional Relations In Special Education**

[3 credit hours]

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

Term Offered: Summer, Fall**SPED 5270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

Term Offered: Spring, Fall**SPED 5280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

Aspects of quality environments, in the home and in early childhood centers for young children with special needs. Of particular interest is identifying characteristics of natural environments that promote positive child outcomes.

Term Offered: Spring**SPED 5300 Teaching Literacy Skills To Adolescents With Disabilities**

[3 credit hours]

This course will review existing theories and research regarding teaching literacy to students with disabilities in 4th through 12th grades (those who did not learn to read by 3rd grade).

Term Offered: Summer**SPED 5310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

Term Offered: Spring, Fall**SPED 5320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 5310. Forty hours of field required.

Term Offered: Spring, Fall**SPED 5330 Advanced Child Study Institute: Ebd**

[1 credit hour]

Provides quality educational settings to inservice teachers to practice effective behavioral and academic managing of children and youth experiencing continuous emotional stress and trauma.

SPED 5340 Advanced Behavior Management

[3 credit hours]

This course provides training inservice teachers to become managers of intra-communication and interpersonal relationships in diverse special education settings. Nonviolent Crisis Prevention/Intervention (CPI) training required.

Term Offered: Spring**SPED 5450 Advanced Methods of Teaching Students With Emotional Disturbance**

[3 credit hours]

This course provides evaluation and application techniques of research-based methodologies for teaching students with emotional disturbance in school-based settings within the least restrictive environment.

Prerequisites: SPED 5340 with a minimum grade of C**Term Offered:** Fall

SPED 5510 Curriculum And Teaching Strategies: Physical And Other Health Impairments

[3 credit hours]

Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternatives response modes will be discussed.

SPED 5600 ADVANCED PROFESSIONAL REFLECTIVE SEMINAR

[3 credit hours]

The focus of this seminar is on teaching as a profession. Student will complete The Student Teaching Portfolio Project, a performance-based assessment approach to licensure and professional development. Additionally, this internship seminar provides a forum for group sharing, reflection, professional issues, ethical behaviors, interview processes, and career development.

Corequisites: SPED 6940**Term Offered:** Spring, Fall**SPED 5610 Seminar I: Orientation to Interprofessional Teaming**

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

Prerequisites: SPED 5270 with a minimum grade of D-**Term Offered:** Summer**SPED 5620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

Prerequisites: SPED 5610 with a minimum grade of D- and SPED 5270 with a minimum grade of D-**Term Offered:** Summer, Fall**SPED 5630 Seminar III: Evidence-Based Practice and Innovation in Teaming**

[1 credit hour]

Issues related to principles of ethical practice, professional and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Prerequisites: SPED 5620 with a minimum grade of D-**Corequisites:** SPED 5640**Term Offered:** Spring, Summer**SPED 5640 Practicum in Interprofessional Teaming**

[2 credit hours]

Students will work as part of an inter-professional team to develop, implement, and evaluate integrated intervention plans designed to support the development of children who have special needs.

Prerequisites: SPED 5620 with a minimum grade of D-**Corequisites:** SPED 5630**Term Offered:** Spring, Summer**SPED 5950 Workshop In Special Education**

[1-5 credit hours]

A workshop developed around topics of interest and concern for in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.

Term Offered: Summer**SPED 5980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

Term Offered: Spring, Summer, Fall**SPED 5990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

Term Offered: Spring, Summer, Fall**SPED 6060 K-3 Curr. Models and Int. Strategies**

[3 credit hours]

Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K-3 grade) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

Term Offered: Spring**SPED 6070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base and appropriate curriculum models will be explored. 20 clock hour practicum required.

Term Offered: Fall**SPED 6080 Clinical And Educational Evaluation Of Students With Disabilities**

[3 credit hours]

An in-depth study of instruments used by school psychologists and classroom teachers to access and evaluate students. The diagnostic uses and the understanding of the results will be the focus.

SPED 6220 Collaboration For Inclusive Schools

[3 credit hours]

Provides information and competencies to develop, implement and evaluate collaborative programs. Educators will enhance their ability to collaborate so that they can better meet the needs of their students.

SPED 6250 Issues And Research In Transition And Post-Secondary Outcomes For Student With Disabilities

[3 credit hours]

In-depth study of transition issues and outcomes focusing on: a) best practices, b) the roles and responsibilities of a transition specialist, c) inter-agency collaboration, d) team building, and e) program development, implementation and evaluation.

Term Offered: Spring**SPED 6350 Educational And Instructional Implications In Specific Learning Disabilities**

[3 credit hours]

Students will examine current trends in research and program development in Specific Learning Disabilities. The focus will be on learning and study skills: their implication in the development of learning.

SPED 6360 Clinical Practicum: Learning Strategies For Students With Specific Learning Disabilities

[1 credit hour]

Provides advanced graduate student with supervised practice in developing and implementing strategies and study skills for persons with learning problems. Required 15 hours instructional practice and weekly meetings with supervisors.

SPED 6410 Theory And Research: Emotional Behavioral Disorders

[3 credit hours]

This course provides in-depth readings on problems of emotionally and behaviorally disturbed/disordered children and youth. Intense study on two levels: (1) theoretical considerations and (2) treatments pertinent to diverse educational settings.

Term Offered: Fall**SPED 6420 Public School Emotional Behavior Disorders**

[1 credit hour]

This course provides supervised practice in classroom participation with students identified as Emotionally Behaviorally Disturbed/Disordered. Public School settings include: self-contained, resource, transition, mainstreamed and consultative-collaborative teaching roles.

Term Offered: Spring, Summer**SPED 6440 Teaching Children And Youth With Emotional Behavior Disorders**

[3 credit hours]

This course provides evaluation and application techniques of research based methodologies for teaching students with emotional behavioral Disorders/disturbances. Psycho-social educational best practices within the least restrictive environment are presented.

Term Offered: Spring**SPED 6470 Theory And Research: Autism**

[3 credit hours]

This course provides in-depth readings in the field of autism. The course includes intense study on two levels: (1) theoretical considerations and (2) treatment approaches pertinent to populations with autism.

SPED 6480 Teach Youth/Child With Autism

[3 credit hours]

This course provides research based methodologies for understanding and teaching children and youth with autism. Psycho-Social Educational best practices within the least restrictive environment are presented.

SPED 6900 Independent Research In Special Education

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

SPED 6920 Master's Research Project In Special Education

[1-5 credit hours]

The master's project is an individually designed product which meets the final activity requirement for completion of the masters degree.

Term Offered: Spring, Summer, Fall**SPED 6930 Seminars In Special Education**

[1-5 credit hours]

Seminars will consider problems and provide advanced study in the field of Special Education. A student may register for more than one seminar during a graduate program.

Term Offered: Spring, Summer, Fall**SPED 6940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

Term Offered: Spring, Summer, Fall**SPED 6960 Master Research Thesis In Special Education**

[1-5 credit hours]

The master's thesis is an individually designed research study which meets the final activity requirement for completion of the master's degree.

Term Offered: Spring, Summer, Fall**SPED 6990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

Term Offered: Spring, Summer, Fall**SPED 7000 Issues In Special Education**

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

Term Offered: Spring, Summer, Fall**SPED 7120 Students With Special Needs: Developmental And Educational Implication**

[3 credit hours]

In-depth study of personality, psychological and physical development, and educational needs of atypical children: including current research issues in areas of social, legal and environmental aspects of exceptional populations.

SPED 7150 Advanced Practicum For Teaching Students With Moderate Educational Needs

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

Term Offered: Spring**SPED 7160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

Term Offered: Spring, Fall

SPED 7170 Supporting Youths And Adults With Disabilities Living And Working In The Community

[3 credit hours]

In-depth study of issues faced by adults with severe and multiple disabilities and their families. Emphasis on supported employment, residential options, self-determination, recreation and quality of life issues. Field experience required.

Term Offered: Fall**SPED 7180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs**

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

Term Offered: Spring**SPED 7190 Advanced Practicum For Students With Intensive Needs**

[1 credit hour]

This course is taken with SPED 7180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

Term Offered: Spring**SPED 7210 Augmentative and Alternative Communication**

[3 credit hours]

This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting.

SPED 7220 Research And Practice In Teaching Phonics, Reading And Writing To Students With Special Needs

[3 credit hours]

Current trends and issues in teaching reading and writing to students with disabilities. Examination of research supporting various methods. Application of research-based methods into practical strategies for classroom implementation. Twenty-four hours of field required.

Term Offered: Summer, Fall**SPED 7230 Advanced Field Practicum In Diagnostic And Prescriptive Teaching**

[1 credit hour]

Provides the laboratory to rehearse and refine the teaching skills presented in SPED 5/7220. Required of persons seeking initial special education certification. Forty field hours required. Taken concurrently with SPED 7220.

SPED 7250 Career And Vocational Education For Students With Disabilities

[3 credit hours]

This course covers career and vocational education activities for youths with disabilities. Special emphasis placed on developing and implementing an Individual Transition Plan (ITP) and coordination with adult service providers.

Term Offered: Spring, Summer, Fall**SPED 7260 Family And Professional Relations In Special Education**

[3 credit hours]

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

Term Offered: Spring, Summer, Fall**SPED 7270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

Term Offered: Spring, Summer, Fall**SPED 7280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

Aspects of quality environments, in the home and in early childhood centers for young children with special needs. Of particular interest is identifying characteristics of natural environments that promote positive child outcomes.

Term Offered: Spring, Fall**SPED 7310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

Term Offered: Spring, Fall**SPED 7320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 7310. Forty hours of field required.

Term Offered: Fall**SPED 7330 Advanced Child Study Institute: Ebd**

[1 credit hour]

Provides quality educational settings to inservice teachers to practice effective behavioral and academic managing of children and youth experiencing continuous emotional stress and trauma.

SPED 7340 Advanced Behavior Management

[3 credit hours]

This course provides training inservice teachers to become managers of intra-communication and interpersonal relationships in diverse special education settings. Nonviolent Crisis Prevention/Intervention (CPI) training required.

Term Offered: Spring

SPED 7510 Curriculum And Teaching Strategies: Physical And Other Health Impairments

[3 credit hours]

Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternatives response modes will be discussed.

SPED 7610 Seminar I: Orientation to Interprofessional Teaming

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

Prerequisites: SPED 7270 with a minimum grade of D-**Term Offered:** Summer**SPED 7620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

Prerequisites: SPED 7610 with a minimum grade of D- and SPED 7270 with a minimum grade of D-**SPED 7630 Seminar III: Evidence-Based Practice and Innovation in Teaming**

[1 credit hour]

Issues related to principles of ethical practice, professional and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Prerequisites: SPED 7620 with a minimum grade of D-**Term Offered:** Summer**SPED 7640 Practicum in Interprofessional Teaming**

[2 credit hours]

Students will work as part of an inter-professional team to develop, implement, and evaluate integrated intervention plans designed to support the development of children who have special needs.

Prerequisites: SPED 7620 with a minimum grade of D-**Term Offered:** Summer**SPED 7800 Practical And Theoretical Implication Of Vision Impairment**

[3 credit hours]

A study of the research on the anatomy and physiology of the eye, visual impairments and the practical implication for learning, working and independent living.

SPED 7810 Low Vision: Theory & Research

[3 credit hours]

An in-depth study of the field of low vision. Conditions, equipment and instruction will be reviewed and analyzed for their implication to the field of vision.

SPED 7880 Advanced Study Of Technology And Independent Daily Living For The Persons With Visual Impairment

[3 credit hours]

This course includes the research regarding technology, strategies and an analytical evaluation of the independent living of the blind and visually impaired.

SPED 7950 Workshop In Special Education

[1-5 credit hours]

A workshop developed around topics of interest and concern for in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.

Term Offered: Summer**SPED 7980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

Term Offered: Spring, Summer, Fall**SPED 7990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with special education faculty. Individual meetings with sponsoring faculty are held.

Term Offered: Spring, Summer, Fall**SPED 8060 K-3 Curr Models and Int Strate**

[3 credit hours]

Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K-3 grade) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

Term Offered: Spring**SPED 8070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base, and appropriate curriculum models will be explored. 20 clock hour practicum required.

Term Offered: Spring, Summer, Fall**SPED 8080 Clinical And Educational Evaluation Of Students With Disabilities**

[3 credit hours]

An in-depth study of instruments used by school psychologists and classroom teachers to access and evaluate students. The diagnostic uses and the understanding of the results will be the focus.

SPED 8220 Collaboration For Inclusive Schools

[3 credit hours]

Provides information and competencies to develop, implement and evaluate collaborative programs. Educators will enhance their ability to collaborate so that they can better meet the needs of their students.

SPED 8250 Issues And Research In Transition And Post-Secondary Outcomes For Students With Disabilities

[3 credit hours]

In-depth study of transition issues and outcomes focusing on: a) best practices, b) the roles and responsibilities of a transition specialist, c) inter-agency collaboration, d) team building, and e) program development, implementation and evaluation.

Term Offered: Spring

SPED 8350 Educational And Instructional Implications In Specific Learning Disabilities

[3 credit hours]

Students will examine current trends in research and program development in Specific Learning Disabilities. The focus will be on learning and study skills: their implication in the development of learning.

SPED 8360 Clinical Practicum: Learning Strategies For Students With Specific Learning Disabilities

[1 credit hour]

Provides advanced graduate student with supervised practice in developing and implementing strategies and study skills for persons with learning problems. Required 15 hours instructional practice and weekly meetings with supervisors.

SPED 8410 Theory And Research: Emotional Behavioral Disorders

[3 credit hours]

This course provides in-depth readings on problems of emotionally and behaviorally disturbed/disordered children and youth. Intense study on two levels: (1) theoretical considerations and (2) treatments pertinent to diverse educational settings.

SPED 8420 Public School Emotional Behavior Disorders

[1 credit hour]

This course provides supervised practice in classroom participation with students identified as Emotionally Behaviorally Disturbed/Disordered. Public School settings include: self-contained, resource, transition, mainstreamed and consultative-collaborative teaching roles.

SPED 8440 Teaching Children And Youth With Emotional Behavior Disorders

[3 credit hours]

This course provides evaluation and application techniques of research based methodologies for teaching students with emotional behavioral Disorders/disturbances. Psycho-social educational best practices within the least restrictive environment are presented.

Term Offered: Spring**SPED 8470 Theory And Research: Autism**

[3 credit hours]

This course provides in-depth readings in the field of autism. The course includes intense study on two levels: (1) theoretical considerations and (2) treatment approaches pertinent to populations with autism.

SPED 8480 Teach Youth/Child With Autism

[3 credit hours]

This course provides research based methodologies for understanding and teaching children and youth with autism. Psycho-Social Educational best practices within the least restrictive environment are presented.

SPED 8720 Advanced Language And Speech For Persons With Hearing Impairments

[3 credit hours]

Clinical evaluation model in descriptive linguistics and interaction in the use of a process approach to developing language with children with hearing impairments. Includes relation of hearing impairment to language development.

SPED 8730 Synthesis Of Principles Of Educating Children With Hearing Impairments

[3 credit hours]

Historical, Philosophical, psychological and social aspects of educating the hearing impaired. Factors affecting successful public school instruction is covered.

SPED 8740 Curriculum And Assessment Issues Of The Education Of Persons With Hearing Impairments

[3 credit hours]

Principles of educational assessment and curriculum development for students with hearing impairment. Assessment and curriculum issues will be discussed as they relate to current research trends in hearing impairment.

SPED 8900 Independent Research In Special Education

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

Term Offered: Spring, Summer, Fall**SPED 8930 Seminars In Special Education**

[1-5 credit hours]

Seminars will consider problems and provide advanced study in the field of Special Education. A student may register for more than one seminar during a graduate program.

Term Offered: Spring, Summer, Fall**SPED 8940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

Term Offered: Spring, Summer, Fall**SPED 8960 Doctoral Dissertation In Curriculum & Instruction**

[1-12 credit hours]

The doctoral dissertation is an original scholarly product required of all students completing the doctoral degree in Special Education Services.

Term Offered: Spring, Summer, Fall**SPED 8990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

Term Offered: Spring, Fall