

## Education

### Education Courses

**EDUC211 - Diversity in Education** 211-3 Diversity in Education. (Advanced University Core Curriculum course) Education 211 is one of the foundational courses required in the Teacher Education Program (TEP). The course fulfills the minimum state licensure requirement for diversity in education and Standard 1 of the IPTS. The course introduces students to the philosophical and definitional issues related to pluralistic education. Course focus addresses philosophical positions, the design and implementation of effective teaching strategies that reflect ethnic and cultural diversity, and prepares students to function in a multicultural society.

**EDUC214 - Human Development & Learning** 214-3 Human Development & Learning. (Advanced University Core Curriculum course) A requirement in the professional education sequence. This course examines human behavior as individuals and in groups throughout the life-span. It includes human development within the social context, social science research strategies, individual differences, group dynamics, and principles of learning.

**EDUC301 - Reflective Instr Prac** 301-1 Clinical I, Reflective Instructional Practices. Reflective Instructional Practices is the first clinical field experience course in the TEP for all majors seeking licensure and is taken concurrently with EDUC 313. This field experience consists of five sessions of instruction in using technology for student engagement and reflective teaching, in addition to clinical placement in public school classrooms where candidates will apply knowledge and skills presented in EDUC 313. Concurrent enrollment in EDUC 313. Restriction: Admittance to the Teacher Education Program.

**EDUC302 - Methods Instr** 302-1 Clinical II, Methods of Instructional Practices. Clinical II, Methods of Instructional Practices, is the second clinical field experience course in the TEP for all majors seeking licensure. This course is taken concurrently with methods courses within the candidate's major. This field experience consists of five sessions of advanced technology use for student engagement and reflective teaching, in addition to clinical placement in public school classrooms where candidates will apply content and pedagogical knowledge and skills presented in content method courses. Prerequisites: EDUC 301 and EDUC 313 with a grade of C or above. Concurrent enrollment in EDUC 319.

**EDUC303 - Advanced Methods Instr** 303-1 Clinical III, Advanced Instructional Practices. Clinical III, Advanced Instructional Practices, is the third clinical field experience course in the TEP for majors seeking licensure. This course is taken concurrently with methods courses within the candidate's major. This field experience consists of five sessions of practical legal issues for educators in addition to clinical placement in public school classrooms where candidates will apply content and pedagogical knowledge and skills presented in content method courses. Prerequisite: EDUC 302 and EDUC 319 with a minimum grade of C or above. Concurrent enrollment in EDUC 308.

**EDUC304 - Clinical IV ESL** 304-3 Clinical IV-English as a Second Language Field Placement. Clinical IV-English as a Second Language Field Placement, is the clinical field experience course in the TEP for candidates in ESL classrooms. This field experience consists of 16 weeks of clinical placement in the public school classrooms (128 hours), where candidates will apply knowledge and skills learned in methods courses.

**EDUC308 - C & M Teach Exceptional Child** 308-3 Characteristics and Methods for Teaching Exceptional Children. (Same as SPED 408) For pre-service teachers who serve children and youth with disabilities. The course focuses on essential disability characteristics, data-based decision making,

scientifically-based academic and behavioral interventions and strategies to differentiate instruction and accommodate learners with disabilities in general education classrooms. Co-requisite: EDUC 303.

**EDUC312 - Observation Hours** 312-1 to 8 Field Observation and Participation. Allows the pre-service teacher candidate to observe and participate in activities and experiences related to their major. Field experiences are correlated with courses in the student's major department. Enrollment is coordinated by the student's major department and placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 313 or concurrent enrollment, or permission from instructor or the Director of Teacher Education.

**EDUC313 - Planning & Management** 313-3 Reflective Classroom Planning, Organization, and Management. This course prepares teacher candidates to analyze and use student academic and behavioral data to design instruction that meets the diverse needs of students, and leads to ongoing growth and achievement. The candidates will develop an understanding of principles and techniques of evidence-based instructional practices that enable active student engagement and effective management of classrooms and student behavior. Concurrent enrollment with EDUC 301. Restriction: Admittance to the Teacher Education Program.

**EDUC319 - Language and Learning** 319-3 Language, Culture, and Learning. This course introduces first and second language development and acquisition, language variation, cultural diversity, bilingual education, and culturally and linguistically responsive instruction. The course will serve as a foundation for methods courses in the teacher education program where teacher candidates will learn best practices to teach ELLs (English language learners), dialect speakers, and other students from diverse cultural and linguistic backgrounds. Prerequisite: EDUC 313 and EDUC 301 with a grade of C or above. Concurrent enrollment in EDUC 302.

**EDUC350 - Culture in the Classroom** 350-3 Culture in the Classroom. Students will develop competencies and skills needed by educational professionals for work with children and their families from diverse cultural and linguistic backgrounds. This course will examine many social, political, and cultural factors that affect learning and teaching. (online course)

**EDUC351 - Foundations Bilingual Educ** 351-3 Foundations of Bilingual Education. Students will develop competencies and skills needed by educational professionals for work with children and their families from diverse cultural and linguistic backgrounds in school settings. Students will be presented with a developmental overview of the historical, philosophical, socio-cultural, and legislative foundations of bilingual education in the United States. (online course)

**EDUC352 - Linguistics ESL Teacher** 352-3 Linguistics for the ESL Teacher. Students will develop competencies and skills needed by educational professionals for work with children and their families from diverse cultural and linguistic backgrounds. Educational Linguistics as it relates to this course focuses on training and research in linguistics as it relates to educational theory and practice, specifically the teaching and learning of preschool-3rd grade ELL students. (online course)

**EDUC353 - Assessment Bilingual Students** 353-3 Assessment of Bilingual Students. Students will develop competencies and skills needed by educational professionals for work with children and their families from diverse cultural and linguistic backgrounds. Students will examine instruments, strategies, and techniques related to assessment and placement of ELL students. (online course)

**EDUC354 - Bilingual & ESL Methods** 354-3 Bilingual and ESL Methods and Materials. Students will develop competencies and skills needed by educational professionals for work with children and their families from diverse cultural and linguistic backgrounds. This course will focus on bilingual and ELL curriculum development and instruction for bilingual and ELL students (preschool-3rd grade) in a variety of language and program settings. (online course)

**EDUC400 - SPED Clinical Field Exp** 400-6 Clinical Field Experience III-Special Education. This clinical field experience is limited to Special Education majors. Concurrent enrollment in SPED 417 and SPED 419 is required. This field experience consists of five sessions of practical legal issues for educators in addition to clinical placement in public school classrooms, where candidates will apply content and pedagogical knowledge and skills presented in content method courses. Placement in public school

settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 302 and EDUC 319 with minimum grades of C.

**EDUC401A - Student Teaching** 401A-12 Clinical Practice/Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher licensure by entitlement. For undergraduate credit only. Prerequisite: successful completion of prior professional education sequence courses and all required methods courses with a grade of C or better, required major GPA, special approval needed from the department, full semester of clinical practice/student teaching and all required seminars, and required licensure tests. Laboratory Fee: \$100.

**EDUC401C - Student Teaching** 401C-3 Clinical Practice/Student Teaching. Clinical field experience for teacher candidates who need an additional student teaching placement in order to pass the edTPA. This course is also appropriate for candidates who need an intensive but limited field experience. Laboratory fee: \$25.

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**Catalog Year Statement:**

Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.