

Education

EDU 104 Mental Health First Aid for Youth Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers, and other caring citizens how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. View Course Details

EDU 110 Foundations of American Education This course presents the history, structure, philosophy and socioeconomic factors of education in a democratic society. It deals with current issues confronting schools, including professional ethics, legal rights and responsibilities of professional educators and students. It provides the theoretical framework for additional education courses. A mandatory 20-hour practicum in a school setting runs concurrently with this course. View Course Details

EDU 142 Human Growth/Develop/Guidance This course is a study of the growth and development of humans from conception through late adulthood, with an emphasis on birth to adolescence. This course addresses physical, cognitive, social, and personality development based on age ranges throughout the lifespan. There is a focus on individual differences and a variety of influences on development. This course highlights implications of development and guidance for parents, caregivers, family members, teachers, coaches, community members, and other professionals. View Course Details

EDU 152 Assessment and Psychology This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment of traditional and exceptional learners, learners with disabilities and gifted and talented learners. Students will obtain practical understanding and experience in designing and administering a variety of assessment formats. Special emphasis is given to the effective use of both formative and summative assessments that are directed toward meeting the needs of all learners. Both criterion and norm-referenced tests will be discussed in relation to ranges and ages and abilities of students. The processes of instructional design, motivation, classroom management, discipline, measurement and evaluation will be integrated for a comprehensive look at student learning. A general psychology course is recommended prior to this course. View Course Details

EDU 162 Diversity for Teachers This course is designed to meet the human relations and multiculturalism requirements for teacher education and certification in the state of Iowa. It includes cognitive, affective and skill components that will contribute to the development of, sensitivity to, and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society. Topics discussed are the variables of ethnicity, race, social class, gender, religion, exceptionality,

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language and age, and the implications for human relations and education in particular. Meets cultures requirement for general education requirements. View Course Details

EDU 232 Grammar Content for Teachers This course provides knowledge of grammatical aspects of the English language (nouns, verbs, adjectives, clauses, verb-subject agreement, etc.) as they relate to the development of effective oral and written communication skills. View Course Details

EDU 250 Spec Topics: Education Special Topics courses cover special topics not covered by current courses taught in the department. The particular topic selected is to be determined by the department according to the current need and interest. This course required department chair approval. View Course Details

EDU 252 Computers and Instructional Technology This course prepares preservice educators to facilitate student learning into curricula and instruction. Preservice educators use technology effectively to collect, manage, and analyze data to improve teaching and learning. This course links technology, pedagogy, and content knowledge. Meets computer skills for general education requirements. View Course Details

EDU 253 Math for Elem & Middle Sch Teachers This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant to the K-8 elementary school teacher. Topics will be selected from the following: sets, functions and logic, numeration systems and whole numbers, integers, rational numbers, number theory, decimals, probability and statistics, geometry and concepts of measurement. This course is recommended for anyone who will be teaching mathematics in grades K-8. This course does not satisfy the general education mathematics requirement. View Course Details

EDU 300 Teaching Secondary School Subj Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30001 Teaching Secondary School Business Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators's understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30002 Teaching Secondary English/LA Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators's understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30003 Teaching Secondary Foreign Language Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators's understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education

Program EDU 110 , , View Course Details

EDU 30004 Teaching Secondary Math Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educatorsâ€™ understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30005 Teaching Secondary Science Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educatorsâ€™ understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30006 Teaching Secondary Social Science Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educatorsâ€™ understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

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EDU 30007 Teaching Secondary Speech Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30010 Industrial Technology Methods Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites

, , A minimum of six credits of upper-division courses within the discipline and admittance to the Teacher Education Program EDU 110 , , View Course Details

EDU 30011 Teaching Secondary School Agriculture Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. View Course Details

EDU 305 Teaching Elem Science This course will focus on current best-practice, research-based methods of inquiry-based teaching and learning of science for the very young child through elementary school with an emphasis on the experimental and constructivism approach. An integrated teaching approach will be used to help pre-service educators learn to develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, utilize

methodologies, organize curriculum and assess learning through science content including life science, physical science, and earth-space science. Pre-service educators will develop curriculum, units and lessons based on state and national standards to use in their student teaching and teaching experiences. Science lessons will be written utilizing the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) learning cycle approach to instructional design. Integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in elementary science are addressed. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. [View Course Details](#)

EDU 306 Field Experience I: Elementary This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in an elementary classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format. Prerequisites

Admittance to the Teacher Education Program; Prerequisite or Corequisite: EDU 305, EDU 315, EDU 352, EDU 335, or EDU 326. [View Course Details](#)

EDU 307 Field Experience I: Secondary This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a secondary classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and observe the overall teaching and learning process. Throughout this course, preservice educators also gain an understanding of Iowa Teaching Standards and Criteria (Standards 1-3) as well as the UIU Lesson Plan format. Prerequisites

Admittance to the Teacher Education Program; Prerequisite or Corequisite: EDU 428. [View Course Details](#)

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EDU 308 Field Exp I: Elem/Secondary This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a K - 12 classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format. Prerequisites

Admittance to the Teacher Education Program; Prerequisite or Corequisite: EDU 326, EDU 335, EDU/EXSS 336, EDU/EXSS 337, EDU 352, EDU 353, or SPED 467. View Course Details

EDU 309 Tch El Movement & Wellness The emphasis in this course is the impact of developmental movement experiences, healthful habits, music and dance activities, play environments, materials, and developmentally appropriate activities for children birth through elementary. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 310 Tchg Elem Visual Arts This course is intended to provide a survey of visual arts activities for the prekindergarten through elementary teacher, which could be integrated into the curriculum. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 315 Tchg Elementary Sch Social Studies This course will focus on current best-practice, research-based approaches to the teaching and learning of social sciences. The course will familiarize preservice educators with the required social studies content as outlined in the Iowa State Standards. An integrated teaching approach will be used to help preservice educators develop learning outcomes and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum, and assess learning in a variety of ways. Activities will include the broad areas of social sciences (history, geography, political science, civic literacy, and economics) with various reading materials. Integration of technology, classroom management, and the

creative arts, as they apply to teaching and to student learning in the social sciences are addressed. Prerequisites

EDU 110 [View Course Details](#)

EDU 321 Field Experience II: Elementary This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to an elementary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites

EDU 306, Prerequisite or Corequisite: EDU 326 or EDU 352 and EDU 353 [View Course Details](#)

EDU 322 Field Experience II: Secondary This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a secondary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites

EDU 307, Pre-requisites or Co-requisites: EDU 300's Teaching Secondary School Subjects. [View Course Details](#)

EDU 323 Field Exp II: Elem/Secondary This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a K - 12 educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites

EDU 308, Prerequisites or Co-requisites: EDU 305, EDU 335, EDU/EXSS 336, EDU/EXSS 337, EDU 338, EDU 339, EDU 352, EDU 353. [View Course Details](#)

EDU 324 Field Experience Alternative This field experience is taken only if a preservice educator transfers a minimum of 40 hours for Field Experience II. This course is for preservice educators to develop an understanding of the Iowa Teaching Standards 4-8 in the Field Experience seminar. Prerequisites

Prerequisites: Field Experience I [View Course Details](#)

EDU 325 Teaching Elementary School Math This course incorporates the use of a problem solving approach in the development of mathematical topics relevant for the preschool through middle school teacher. Concepts include the NCTM standards, five content standards and five process standards. These include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representation; and the application of content in real world experiences. Instructional methods and classroom management include the selection and use of appropriate instructional materials including technology, for the very young child through elementary age student. Prerequisites

EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors) [View Course Details](#)

EDU 326 Developmental Reading/Language Arts This course introduces pre-service educators to the instructional and pedagogical foundations of teaching elementary through secondary school students to read and write in an evidence-based literacy program. Components of the course include the major areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), writing, spelling, and grammar. Students examine how reading motivation, technology integration, and classroom management are essential to a successful literacy program. Students are introduced to the role of a multi-tiered system of support in assessing, diagnosing, and evaluating student literacy learning. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. [View Course Details](#)

EDU 333 Literature:Birth-Adolescence This is a survey course focusing on literature for infants, pre-kindergarten, kindergarten, elementary and secondary-aged students. This course provides a foundation in children's literature that enables preservice educators to succeed in future education courses including those in language arts, reading,

science, mathematics and social studies. A major emphasis of the course is critical analysis and the evaluation of books in various genres. Upon completion of this course, preservice educators will have had the opportunity to examine and respond personally to those notable books that represent the cornerstone of contemporary literature. View Course Details

EDU 335 Teaching Elementary Language Arts This course will focus on current best-practice, research-based approaches to the teaching and learning of elementary language arts, which includes reading, writing, speaking, viewing, listening and visually representing. An integrated teaching approach will be utilized to help pre-service educators develop goals and objectives, apply the Effective Teaching Strategies of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. Pre-service educators will develop curriculum, lessons and units based on state and national standards to use in their student teaching and teaching experiences. Integration of technology, creative arts performance arts components, and classroom management, as they apply to teaching and to student learning in the language arts are addressed. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 336 Tchg Physical Educ K-12 Students in this course will study human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities. Same as EXSS 336 Prerequisites

EDU 110 View Course Details

EDU 337 Tchg Health K-12 This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for students in elementary, middle, and high school. It provides information on current health legislation and public policy. Same as EXSS 337 Prerequisites

EDU 110 View Course Details

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EDU 338 Tchg Art K-12 This course is intended to develop the student's understanding and application of teaching strategies, classroom management, instructional planning principles, and design within art. This course provides students with an understanding of modern practices, techniques, and trends in art. This course also provides students with a philosophical foundation for teaching art. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 339 Teaching World Languages K-12 This course develops pre-service educators' understanding and application of teaching strategies, classroom management, instructional planning principles, assessment, and unit design as it relates to world language. This course provides pre-service educators with an understanding of the modern practices, techniques, and trends in world language. Teaching the culture of the world language is also addressed. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 352 Teaching Mathematics PreK-3rd Grade This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the birth through grade 3 teacher. Standards alignment among the National Council of Teachers of Mathematics (NCTM) content and process standards, Common Core State Standards for Mathematics (CCSS-M) content and practice standards and the Iowa Early Learning Standards. Prerequisites

EDU 306, EDU 307, EDU 308, and acceptance into the UIU Teacher Education Program. View Course Details

EDU 353 Teaching Mathematics Intermediate-Middle School This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the intermediate to middle school teacher. Standards alignment between the National Council of Teachers of Mathematics (NCTM) content and process standards and the Common Core State Standards for Mathematics (CCSS-M) content and practice standards is analyzed. Specific concepts. Prerequisites

EDU 352 View Course Details

EDU 407 Diagnostic Assess Prac:Rdg/LA This course specifies how to assess students and how to use assessment results

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to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to the assessment, and writing summative reports for stakeholders. A 15 clock hours tutoring experience is required. Prerequisites

EDU 110, Prerequisite or Co-requisite: EDU 326. View Course Details

EDU 409 Practicum: Elementary Reading LA This course develops the pre-service educator's and teacher's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites

EDU 110, EDU 326, EDU 407, Prerequisite or Corequisite: EDU 485 View Course Details

EDU 410 Practicum: Secondary Reading LA This course develops the pre-service educator's and teacher's ability to assess, evaluate and instruct students with significant difficulties in reading, language arts or content area reading. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites

EDU 110, EDU 326, EDU 407, Prerequisite or Corequisite: EDU 485 View Course Details

EDU 425 Content Area Literacy This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, students develop knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and

differentiated instructional strategies for reading and writing in the content areas. Prerequisites

Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses may also be taken as co-requisites. View Course Details

EDU 428 Middle School Curriculum Design This course will provide the requisite middle school methodology to use along with the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. Students will design a multiple lesson unit with associated lesson plans and teach a lesson from the unit. Prerequisites

EDU 110 View Course Details

EDU 435 Middle School Growth/Development This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. A minimum of 30 clock hours will be spent observing and/or assisting in a middle school setting. Prerequisites

EDU 110, And admission to the Teacher Education Program View Course Details

EDU 439 Introduction to Gifted Education This course discusses the characteristics, social and emotional needs, and special populations of gifted children. Identification, assessment, counseling, parenting, and program interventions for gifted children are introduced. Prerequisites

And admission to the Teacher Education Program or practicing teacher View Course Details

EDU 440 Methods/Curric:Gifted Educ PK-12 This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. Methods for teaching differentiated strategies, collaborative strategies, and critical thinking strategies throughout the Prek-12 curriculum are addressed. Prerequisites

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EDU 439, And admission to the Teacher Education Program or practicing teacher View Course Details

EDU 441 Admin/Sprvsn:Gifted Programs This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisites

EDU 439, And admission to the Teacher Education Program or practicing teacher View Course Details

EDU 442 Practicum:Gifted Programs This course develops the educator's understanding and application of curriculum, methods, assessment and program evaluation for gifted programs. Educators accept responsibilities within the classroom setting to assist the instruction program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with gifted students. Prerequisites

EDU 539, EDU 541, And Admission to the Teacher Education Program , May be taken as a corequisite with EDU 440 View Course Details

EDU 443 Concepts of English This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Prerequisites

EDU 110, And admittance to the Teacher Education Program , Highly recommended: 3 credit hours of foreign language at the college level View Course Details

EDU 444 Curr/Methods:ESL This course will assist pre-service educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course. Prerequisites

EDU 110, And admittance to the Teacher Education Program View Course Details

EDU 445 Language Acquisition Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Learners. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction. Prerequisites

EDU 110, And admittance to the Teacher Education Program View Course Details

EDU 446 Practicum in ESL This course develops the pre-service educator's and teacher's understanding and application of curriculum and methods in ESL. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites

EDU 110, or co-requisite, EDU 444 and admittance to the Teacher Education Program View Course Details

EDU 447 Problems in English Grammar The course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners. Prerequisites

EDU 110, And admittance to the Teacher Education Program View Course Details

EDU 448 Clntrl/Linguistic Diversity In this course pre-service educators and teachers will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, pre-service educators and teachers will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics. Prerequisites

EDU 110, And admittance to the Teacher Education Program View Course Details

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EDU 450 Special Topics This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval. View Course Details

EDU 461 Environmental Issues Instruction This course is designed as professional development in environmental education for pre-service and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics. View Course Details

EDU 485 Adv Instruc Issues/Meth:Rdg/LA This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of learning needs within a comprehensive literacy program. Students will use the accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges within instruction for phonetic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, students will critically consider and apply current research to support success for children and youth struggling with components or reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. There is a required 15 clock hour practicum. Prerequisites

EDU 110, EDU 326, EDU 407, And admittance to the Teacher Education Program , May be taken concurrently with EDU 409 or EDU 410. View Course Details

EDU 503 Math Daily 3 Seminar This seminar provides a foundational understanding of Math Daily 3. Emphasis is placed on research-based practices in teaching and learning, along with materials, methods, and skills used in to teach students mathematics in grades K-8. Components examined include brain research, organizing student data, brief and detailed focus lessons, differentiation in te mathematics classrom, moving from assessment to instruction, and tracking student progress. This workshop provides practitioners with the knowledge and skills to successfully implement Math Daily 3 in their own classrooms. View Course Details

EDU 507 Diagnostic Assessment Prac:Rdg/LA This course specifies how to assess students and how to use assessment

results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 15 hour tutoring experience is required. View Course Details

EDU 509 Prac: Elementary Reading This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the elementary/secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisites

EDU 507, EDU 585 View Course Details

EDU 510 Practicum:Secondary Reading This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisites

EDU 507, EDU 585 View Course Details

EDU 512 Educational Research Methods This course primarily introduces Master of Education candidates in learning how to read and evaluate educational research. Candidates will also translate administrative questions into problem statements and research questions in preparation for conducting and writing a literature review. Various research designs will be studied: ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative. View Course Details

EDU 516 Best Prac:Res Based Tchg Strat This course provides an opportunity to learn best practice related to creating effective and supportive classroom and school learning environments. In this course, learners will examine

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instructional strategies designed specifically to improve student feedback, enhance delivery of content, and meet the contextual needs of students. A final research paper examines actual research results supporting instructional strategies of interest. [View Course Details](#)

EDU 519 Teaching with Technology This course focuses on the design, development, and integration of educational technology methods for teaching, learning, and personal productivity. This course engages the student in the application of current research and theory into the instructional design process. Students will complete an action research project in their specialized areas. Students should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program. [View Course Details](#)

EDU 520 Middle Sch Curriculum, Dsgn,Strat This course will provide the requisite middle school methodology to use along with the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. A minimum of 15 clock hours will be spent in observing and/or assisting in a middle school setting. Prerequisites

Licensed teacher [View Course Details](#)

EDU 521 Middle School Growth/Dev/Mgmt This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. A minimum of 15 clock hours will be spent in observing and/or assisting in a middle school setting. Prerequisites

Licensed teacher [View Course Details](#)

EDU 522 Assessment for Learning This course provides the theoretical foundation for student-involved classroom assessment. The course focuses on the role of classroom assessment in measuring student understanding and achievement as well as the various methods available to assess a variety of achievement targets. It provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment, evaluating students and

discussing evaluations with parents. No formal coursework in statistics or college mathematics is necessary to complete the course. The course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers. [View Course Details](#)

EDU 524 Issues: Educ Psy/Learning This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology. [View Course Details](#)

EDU 525 Content Area Literacy This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments; how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, participants develop knowledge of the different types of writing; knowledge of narrative, expressive, persuasive, informational, and descriptive writing; writing as communication; and differentiated instructional strategies for reading and writing in the content areas. [View Course Details](#)

EDU 526 Selective Methods This course focuses on the various instructional methods that have been identified through research to be the most effective at enhancing student achievement. Learners will investigate the targeted strategies addressed in the Selective Methods course. The intention is to provide learners enough experience with the strategies to use them effectively in the classroom. [View Course Details](#)

EDU 531 Tchgr/Working: Multicultural Setting This course will assist students in developing their own understandings of historical and contemporary issues related to diversity, equity and inclusion or inclusivity. It will examine how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. Students will explore how the issues of personal and institutional racism and classism impact student achievement, in particular the achievement gap in American K-12 schools as well as within higher education. Broader theoretical constructs related to culture and identity will be drawn upon to inform our understanding and analysis of students within the preschool to college context. [View Course Details](#)

EDU 532 Professional Learning Communities This course affords participants an opportunity to gain a deeper

understanding about the effective use of professional learning communities. This course utilizes the Learning by Doing handbook for professional learning communities to help PLC leaders and participants learn how to improve PLCs and increase their impact on student achievement. The process of creating common formative and common summative assessments will be explored as well as using the data from those assessments to improve learning. The final project for this course requires students to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC. [View Course Details](#)

EDU 533 Math Daily 3 This course provides a foundational understanding of the Math Daily 3 structure. Emphasis is placed on research-based practices in teaching and learning along with materials, methods, and skills used to teach students math in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focused lessons, differentiation in the mathematics classroom, moving from assessment to instruction, and monitoring student progress. This course provides practitioners with the knowledge and skills to successfully implement the Math Daily 3 structure in their own classrooms. It is the only course approved by Gail Boushey and Joan Moser, the creators of Math Daily 3. [View Course Details](#)

EDU 534 Instructional Coaching This course focuses on the role of the instructional coach in the PreK-12 educational setting. Class participants will learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Teachers will learn to critique instructional delivery according to research-based models, especially Marzano's Art and Science of Teaching Model. Class participants are expected to observe and conference with peers toward the goal of improved instruction. [View Course Details](#)

EDU 536 Classroom Curriculum Design This course focuses on backward design. Using the Understanding by Design framework of Wiggins and McTighe, students will design curriculum that is rigorous, engaging and connected to state or national standards. Particular attention is devoted to the alignment of goals, objectives, activities and assessments of learning. Students design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment. [View Course Details](#)

EDU 538 Educational Policy Seminar This course focuses on the societal and political contexts in which schools operate. After first becoming aware of various theories regarding educational policy issues and the various dimensions (or frames of reference) from which they can be viewed, learners will examine various issues that are likely to have

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an impact on classroom teaching and learning. Each week the learner will defend a personal stance based on the readings and additional supportive research. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance. View Course Details

EDU 539 Intro to Gifted Education This course discusses the characteristics, social and emotional needs, and special populations of gifted children. Identification, assessment, counseling, parenting, and program interventions for gifted children are introduced. Prerequisites

Licensed teacher View Course Details

EDU 540 Methods/Curr:Gifted Educ PK-12 This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. Methods for teaching differentiated strategies, collaborative strategies, and critical thinking strategies throughout the PreK-12 curriculum are addressed. Prerequisites

EDU 539, Licensed teacher View Course Details

EDU 541 Admin/Supervision:Gifted Programs This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisites

EDU 539, Licensed teacher View Course Details

EDU 542 Practicum:Gifted Programs This course develops the educator's understanding and application of curriculum, methods, assessment and program evaluation for gifted programs. Educators accept responsibilities within the classroom setting to assist the instruction program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with gifted students. Prerequisites

EDU 539, EDU 541, Licensed teacher , May be taken as a co-requisite with EDU 540 View Course Details

EDU 543 Concepts of English The course is for the purpose of developing awareness and understanding of the fundamental

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concepts and principles involved in writing the English language. Grammar and composition will be highlighted.
Prerequisites

Highly recommended: 3 credit hours of foreign language at the college level. [View Course Details](#)

EDU 544 Curr/Methods:ESL This course will assist preservice educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course. [View Course Details](#)

EDU 545 Language Acquisition Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Students. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English student instruction. [View Course Details](#)

EDU 546 Practicum in ESL This course develops the learner's understanding and application of curriculum and methods in ESL. In this course, learners accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites

EDU 543, EDU 544 (Co-Requisite) [View Course Details](#)

EDU 547 Problems in English Grammar This course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Students. Prerequisites

EDU 543 [View Course Details](#)

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EDU 548 Cltrl/Linguistic Diversity In this course students will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, students will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on Literacy learning, and 5) sociolinguistics. View Course Details

EDU 550 Special Topics - Education These courses will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs. View Course Details

EDU 553 CAFE Workshop This workshop provides a foundational understanding of the Literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: brain research, organizing student data, brief and detailed focus lessons, differentiation in the literacy classroom, moving from assessment to instruction, and tracking student progress. This workshop provides practitioners with the knowledge and skills to successfully implement the Literacy CAFE in their own classrooms. View Course Details

EDU 554 Daily 5 Workshop This workshop provides a foundational understanding of the Daily 5 structure. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, and differentiation in the literacy classroom. This workshop provides practitioners with the knowledge and skills to successfully implement the Daily 5. View Course Details

EDU 555 Daily 5 and CAFE This course provides a foundational understanding of both the Daily 5 structure and the Literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focus lessons, differentiation in the literacy classroom, moving from assessment to instruction, and tracking student progress. This course provides practitioners with the knowledge and skills to successfully implement both the Daily 5 and Literacy Cafe in their own classrooms. It is the only course approved by Gail Boushey and Joan Moser, the creators of Daily 5 and CAFE. View Course Details

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EDU 561 Environmental Issues Instruction This course is designed as professional development in environmental education for pre-service and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics. View Course Details

EDU 566 CAF% 2.0 A child's success in school and in life relies on the establishment of a strong foundation of literacy skills and experiences. Educators in this course learn and apply the CAFE (comprehension, accuracy, fluency, and expand vocabulary) Literacy System as an organizational framework for teaching reading. Components examined include: a protocol for instruction, the five pillars. View Course Details

EDU 580 Best Prac/Literacy Intervention Best Practices in Literacy Intervention is a course that explores best practices in interventions and reading strategies. The course will utilize the Teaching Reading Sourcebook, which will provide an extensive list of reading strategies targeted by skill area. Along with the Reading Sourcebook students in the course will examine the book Simplifying Response to Intervention to reflect on best practices when it comes to both school and district work regarding the three tiers of instruction and intervention work. This course is designed to prepare students for work in both a Reading Specialist and Leadership position. View Course Details

EDU 581 Admin/Literacy Programs This course examines the development, implementation and evaluation of reading programs for PreK through 12 learners. This course will provide a wide system overview of reading programs in schools focusing on the administrative responsibilities needed to oversee such programs. This course will examine carefully at how legislation impacts instruction in schools. Within the course, learners will work to promote parent and community involvement as an important partnership in literacy work. View Course Details

EDU 585 Adv Instruc Issues/Meth:Rdg/LA This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of learning needs within a comprehensive literacy program. Students will use the accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges with instruction for phonemic awareness, word identification/phonics, vocabulary, fluency comprehension, and writing. In this context, students will critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading

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intervention, students with disabilities, and students learning English. There is a required 15-clock-hour practicum.
Prerequisites

EDU 507, May be taken concurrently with EDU 509 or EDU 510. View Course Details

EDU 589 Rdg Spec/Literacy Coaching Intern The reading specialist/ literacy coach internship prepares teachers to collaborate with teachers in grades K-12 toward the goal of improving reading instruction. Throughout this internship candidates will utilize diagnostic reading assessments to provide research-based targeted instruction. Participants will study leadership qualities and reflect and demonstrate the skills needed to serve as a teacher leader in the area of literacy. The internship can be completed within one's own school district. The internship requires a minimum of 60 hours with a detailed log of literacy work and collaboration. Prerequisites

Prerequisite or Co-requisite: EDU 580 and EDU 581 View Course Details

EDU 59001 Capstone Seminar Early Childhood This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) View Course Details

EDU 59002 Capstone Seminar ESL This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) [View Course Details](#)

EDU 59003 Capstone Seminar Higher Education This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) [View Course Details](#)

EDU 59004 Capstone Seminar Instruc Strat This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) [View Course Details](#)

EDU 59005 Capstone Seminar Reading This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) [View Course Details](#)

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EDU 59006 Capstone Seminar Tchr Leadership This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisites

Completion of all courses in emphasis area (may take one area of emphasis course concurrently) [View Course Details](#)

Reference

[Presenting Your Findings: A Practical Guide for Creating Tables](#)

[Counseling Today: Foundations of Professional Identity \(Merrill Counseling\)](#)