

Curriculum and Instruction

Schedule of Classes Semester 1

***August 25-December 13,
2008***

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Core Courses						
EDUC-590-50 Introduction to Educational Research	6:00-9:00					
Technology						
EDUC– 582-50X Technology in Education I				5:45-8:35		
EDUC-584-50X Technology in Education II		5:45-8:35				
Mild Interventions						
EDUC-572-50X Introduction to Students with Mild Disabilities		5:45-8:35				
EDUC-573-50X Teaching Students with Mild Disabilities				5:45-8:35		
EDUC-577-50X Family and Professional Collaboration			5:45-8:35			
EDUC 597 Development Literacy	5:45-8:35					
Electives						
EDUC-597 American Sign Language I		5:45-8:35				
EDUC 597 Social and Political Context		5:45-8:35				
EDUC-597 Project-Based Learning			5:45-8:35			
EDUC-597 Instructional Coaching	5:45-8:35					

EDUC 572-50X Introduction to Learners with Mild Disabilities

Time: Tuesday, 5:45-8:35
Credits: 3 hours

This introductory course examines characteristics, history, and identification of students with mild disabilities. Particular attention is devoted to understanding disability as a social construct, the impact of labels on children and families, and the concept of cultural competence and normalization. Strategies of working collaboratively with other professionals and families to optimize the outcomes of the child in the inclusive classroom and community are stressed. Field study and observation of area educational and diagnostic services for exceptional pupils are included.

EDUC-573-50X Teaching Students with Mild Disabilities

Time: Thursday, 5:45-8:35
Credits: 3 hours

Models of effective instruction for students with diverse learning needs are presented. Emphasis is placed on promoting culturally responsive teaching and strategies to differentiate and adapt instruction to accommodate exceptional learners within the general education classroom.

EDUC-577-50X Family and Professional Collaboration

Time: Wednesday, 5:45-8:35
Credits: 3 hours

Examine the dynamics of empowerment as a means of developing effective school-family partnerships. Starting from a "system-of-care" perspective, effective strategies for supporting families as they negotiate educational challenges and for promoting collaboration among the various professionals serving learners and their families are discussed. Field-based assignments are designed to help participants identify and understand community-based resources beyond their individual school setting.

EDUC 582-50X Technology in Education I

Time: Thursday, 5:45-8:35
Credits: 3 hours

This course prepares educators to meet the national and state standards regarding integration of technology in the classroom and to better use technology as an instructional tool. Instructional software, multimedia tools, the World Wide Web, and other computer-assisted learning opportunities are utilized. Students spend considerable time in laboratory settings gaining hands-on experience with computer technology and learning about appropriate productivity software to enhance their personal and professional lives.

EDUC-584-50X Technology in Education II

Time: Tuesday, 5:45-8:35
Credits: 3 hours

Emphasis is on computer-based teaching methods and assessments, technology troubleshooting, training other teachers to integrate technology within content areas, computer architecture, using peripheral, networking, emerging trends in technology integration, educational technology policy issues and World Wide Web and other professional resources.

EDUC-590-50 Introduction to Educational Research

Time: Monday, 6:00-9:00
Credits: 3 hours

A basic course in methods of research in education; the planning and conducting of a research study; the development of skills in problem identification, data collection, analysis, interpretation, and preparation of research statistics.

EDUC-597 Developmental Literacy

Time: Monday, 5:45-8:35
Credits: 3 hours

This class is designed to help both candidate and practicing teachers assess and teach literacy in classrooms. Emphasis is placed on working with students with learning disabilities. Candidates will develop proficiency in administering, scoring, and analyzing interest/attitude surveys, individualized reading inventories, and writing samples with a small group of students. Using the results of these diagnostic tools, the candidates will design and implement one-on-one lessons to build on the strengths and meet the needs of students. *This course is required for all-grade and secondary education teachers seeking an endorsement in Mild Interventions.*

EDUC-597 Social and Political Context

Time: Tuesday, 5:45-8:35

Credits: 3 hours

Students are introduced to questions and issues in education that are of concern to educators, researchers, and various interest groups and the various (at times contradictory) positions, policies, and practices that have been devised.

EDUC 597 Instructional Coaching

Time: Monday, 5:45-8:35

Credits: 3 hours

This course will focus on teachers as instructional leaders and coaches in their schools. Teachers will learn effective techniques in peer and cognitive coaching, group facilitation, and instructional mentoring to enhance the delivery of best practice. Participants will also become familiar with the principles of 'how people learn' and their application to instructional coaching. You will be expected to mentor or coach a colleague to gain insight into your instructional beliefs, knowledge, and professional practice. This course will also provide information on how teachers can lead the development of professional learning communities. You will be expected to reflect on the processes that challenge and promote professional growth in yourself and others in order to create systemic change and action.

EDUC-597 American Sign Language I

Time: Tuesday, 5:45-8:35

Credits: 3 hours

This course introduces teachers and other interested professionals to communicative proficiency skills in American Sign Language (ASL). The course focuses on frequently used signs, presented through a functional notional approach. Further, it explores cultural aspects of the deaf community. Emphasis is placed on receptive and expressive communication skills in ASL grammar and syntax. Students are immersed in a totally ASL environment, providing them with opportunities to follow brief signed instructions, perform basic, original translations from English to ASL, develop visual acuity, comprehend and create short statements, questions, and dialogues, read and analyze texts written by deaf authors about their experiences, study the history of the deaf community, and acquire communication skills through role play, videotapes, and a variety of activities and readings. *(Note: Enrollment is extremely limited)*

EDUC-597 Project-Based Learning

Time: Wednesday, 5:45-8:35

Credit: 3 hours

In this course teachers will be introduced to project-based learning. During the semester, teachers will design a project in a content area, develop it with faculty support and feedback, and implement it with students in the classroom. Teachers will assess the success of the endeavor to determine modifications and enhancements.

Course readings and resources will be specific to project-based learning and the development of the task.

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