

# Curriculum & Instruction

## Spring 2019 Graduate

### Course Offerings



Curriculum and Instruction

#### LANGUAGE ARTS

- **LA 567 Teaching Language Arts in the Elementary School. (3 sh.)** Focuses on the major theories and current research relevant to language arts instruction in the elementary grades. Primary emphasis is placed on the appropriate skills, methods, and materials that support children's literacy development from kindergarten through sixth grade.

#### LITERATURE & LANGUAGE ARTS

- **LLA 525 Literature and the Reader. (3 sh.)** This course explores literature for readers, preschool through secondary. The focus on all genres includes recognition of the major awards in the field of children's and young adult literature. Emphasis is placed on the evaluation and selection of quality fiction and nonfiction, together with the analysis of literary elements. Pedagogical aspects of the course emphasize the use of literature across content areas, varied responses to literature, and strategies for connecting children with books, and motivating the reluctant reader.

#### READING

- **RDG 553 Integrating Reading and Writing Through Inquiry. (3 sh.)** This K-12 course explores relationships between reading and the use of collaborative, authentic reading and writing learning experiences within an inquiry-oriented curriculum.
- **RDG 570 Integrating Literacy Instruction in the Elementary Curriculum. (3 sh.)** A foundational course focusing on varied research-based literacy instructional approaches using a wide range of materials (narrative and informational texts and non-print, digital, and online resources) to teach literacy, enhance content area instruction, and create a literate environment.
- **RDG 586 Language Development and Reading. (3 sh.)** This pre K-12 course explores theories of language development and the relationship between language development and learning to read. Of special interest are populations (such as second language learners, those with a learning disability with respect to oral communication, and hearing impaired students) who find learning to read difficult because of language barriers. Prerequisites: RDG 568, RDG 569, or RDG 570.
- **RDG 587 Practicum in Reading, K-5. (3 sh.)** An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades K-5 in a closely supervised instructional setting. Prerequisites: RDG 570 and RDG 571.
- **RDG 589 Practicum in Reading 6-12. (3 sh.)** An advanced course where knowledge of diagnosis and instruction is refined, applied and extended as graduate students work individually with small groups of students in grades 6-12 in a closely supervised instructional setting. Prerequisites: RDG 568 and RDG 573.
- **RDG 590 Effective Practices of Literacy Coaching. (3 sh.)** This course will provide in-depth, intensive experiences focused on coaching principles and strategies designed toward innovation and improvement in literacy instruction, leading to enhanced K-12 student growth and achievement. Topics will include providing leadership for a school's literacy program, advocacy for effective literacy instruction, and collaboration with teachers, school personnel, and other stakeholders. Emphasis is placed on modeling, observation, demonstration, and data analysis with teachers in authentic and diverse instructional settings. Prerequisite: RDG 588.



## CURRICULUM & INSTRUCTION

- **C&I 566 Current Issues and Trends in Education (Online 3 sh.)** A review and appraisal of recent trends and practices in elementary education. An examination of recent research done in elementary education and related fields. In addition, course content will directly address the importance of practicing teachers assuming leadership roles in various settings. School leadership research and developments with national and state standards will be examined. Students are expected to read widely and critically in professional books and journals.
- **C&I 600 Graduate Seminar (Online 3 sh.)** Primarily a research writing course. Each student will be expected to identify an appropriate research topic, investigate and present the issue in an in-depth paper.

## EARLY CHILDHOOD EDUCATION

- **ECH 539 Curriculum in Early Childhood Education. (3 sh.)** Application of the principles of the administration and organization of curriculum development to programs for young children, with emphasis on integration of curriculum to maximize the effectiveness of experiences. The student will develop curriculum plans in selected content areas.
- **ECH 564 Language and Thought of the Child. (3 sh.)** A detailed study of current theoretical issues and positions related to the young child's development and use of language and thought. Emphasis on current issues in language acquisition as well as systematic analysis of potential application of various practices for inclusion in early childhood programs.

## SCIENCE EDUCATION

- **SCED 509 Inquiry Into Science Assessment in the Elementary Classroom. (3 sh.)** This course is designed to provide students with an in-depth study of the assessment of science in the elementary classroom. Topics include the nature of science assessment, types and purposes of assessment, assessment design, and use of assessment data. Through an inquiry approach, students will plan, develop, and implement science assessments in their own elementary classrooms to measure student performance, enhance student learning, and improve teaching practices.



## SPECIAL EDUCATION

- **SPED 515 Behavior Intervention. (3 sh.)** Strategies for providing positive behavioral supports to students on a classroom and individual basis are mastered. Prerequisite: A survey of exceptionalism course.
- **SPED 526 Instructional Methods: Individuals with Intellectual and Developmental Disabilities. (3 sh.)** Teaching methodologies, instructional strategies, and materials for use in developing educational programs for students, 0-21, with intellectual and developmental disabilities at the mild, moderate, and severe levels, will be mastered. Prerequisites: SPED 551 or equivalent, a readings methods course, and a math methods course.
- **SPED 571 Differentiated Behavior Intervention. (3 sh.)** Research-based approaches will be examined and participants will receive differentiated instruction on the basic skills or advanced leadership related to positive behavioral supports for students. Instruction will be individualized for multiple environments: Student, class, and district for all learners. Prerequisite: SPED 551 or equivalent.
- **SPED 581 Special Education Law and Supervision. (3 sh.)** Federal and state laws, along with case law, that direct the delivery of special education services will be examined. Elements of supervision will also be outlined. Prerequisite: SPED 551 or an equivalent.
- **SPED 624 Action Research Project. (3 sh.)** Students design, conduct, analyze, and report the results of an action research project related to their area of expertise. Prerequisites: SPED 622 and Graduate Committee approval.