

DEPARTMENT OF EDUCATIONAL STUDIES

Jubilee Hall

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<https://www.shu.edu/educational-studies/index.cfm>

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The Department of Educational Studies offers courses leading to the Bachelor of Science in Education degree and applicable certification(s). Graduates of teacher preparation programs are eligible for recommendation to the State of New Jersey for certification in accordance with state guidelines and codes. Under current state rules, candidates must pass the Praxis Exam to qualify for certification and must pursue an applicable academic major in conjunction with their professional education major. A cumulative GPA of 3.0 must be maintained in order to take any course in a certification program (EDST and CPSY) and participate in a field experience as well as the culminating clinical experience. The College of Human Development, Culture, and Media may exceed state standards for teacher certification while always adhering to minimum state standards. Any changes in state certification requirements must be followed by the College of Human Development, Culture, and Media and apply to all candidates.

All teacher preparation programs in the college require a sequence of field experiences and senior clinical practice in the surrounding communities. All initial teacher candidates in EDST must complete a clinical experience with P-12 students from diverse groups including students with exceptionalities, English Language Learners, diverse socio-economic levels, gender, race and ethnicity. Transportation to these sites is the responsibility of the candidate.

The Department of Educational Studies is dedicated to the preparation of highly competent, socially conscious, reflective professionals. All the programs within the department reflect this goal. Our emphasis is on outcomes, meaning our candidates have not just heard what was taught, but we can see evidence of their learning. The dispositional qualities a candidate brings to the university classroom, fieldwork, and community are an essential component to their overall development and performance. The dispositions listed below are expected of all candidates in the Department of Educational Studies.

Professional Code

Candidates enrolled in the teacher preparation programs in the College of Human Development, Culture, and Media operate under the following professional code:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information

from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

5. **Dress code:** candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall.
6. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.
7. **Professional Communication and Technology Use:** candidates maintain consistent timely and professional communication with professors, Seton Hall administrators, supervisors, cooperating teachers, and school administrators in written, telephone, and electronic mail communication. Candidates exercise professional discretion in their use of social media and recognize the responsibility of professional educators to refrain from expressing defamatory opinions of peers, professionals, parents, and students in public platforms.

Failure to adhere to the professional code in either coursework or field experiences may result in referral to the Retention Committee for consideration of consequences up to and including dismissal from the college.

In addition to general University admission criteria and processes, entering candidates must formally declare their interest in an education program by applying to the College of Human Development, Culture, and Media. Seton Hall University's average pass rate on the Praxis exams is 96 percent. These figures represent the cohort year 2017-2018.

General Department Requirements Admission

All candidates, interested in education when they enter the University as first semester new undergraduates, are welcome to take the introductory courses in their area of interest (elementary/special education or secondary education): EDST 1001 (<https://catalogue.shu.edu/search/?P=EDST%201001>) Introduction to Teaching: The Profession or EDST 1501 (<https://catalogue.shu.edu/search/?P=EDST%201501>) Education in the United States: Past and Present.

In order to fully matriculate into an applicable education major, candidates must:

- Have a GPA of 3.0 or higher for admission to the elementary, special education program, secondary education, and secondary/special education.
- Have a GPA of 3.2 or higher for admission to the 4+2 program
- Have a GPA of 3.3 or higher for admission to the BSE/MA Program with Applied Behavior Analysis
- Pass the PRAXIS Core Academic Skills for Educators or demonstrate a passing score in the top third of the SAT or ACT.
- Detailed information about pre-education (EART) requirements, available courses, and how to enroll fully in the elementary and secondary education programs are available in the respective program handbooks.

Retention and Graduation

- Maintain a GPA of 3.0 or higher for elementary/special education program, secondary education, and secondary/special education.
- If any education major's (early childhood/elementary/ special education, secondary education, secondary/special education 4+2 program or BSE/MA with ABA) GPA falls below a 3.0 he or she is considered 'on probation' from their education program and may not take additional education classes or continue fieldwork. If the candidate's GPA remains below a 3.0 for another consecutive semester, the student is dismissed from the Department and may pursue an alternative major within the College or University.
- Those who are on probation or who are dismissed may be readmitted and permitted to take education classes if they raise the GPA to 3.0 or higher. Re-admittance into the major may only occur one time. Failure to maintain the 3.0 a second time leads to permanent dismissal from the Department.
- All education majors (elementary/special education, secondary education, secondary/special education 4+2 program or BSE/MA with ABA) must complete an applicable full major, a general education sequence of liberal arts courses, and their professional major in education.
- Each education program requires clinical experiences and a culminating clinical practice. Candidates must fully meet the requirements of the clinical component of their program (including specified number of hours, course related assessments, and evaluation forms).
- All education majors:
 - Must meet with their education advisor each semester for a review of their academic and clinical requirements in order to determine potential areas of need and standing in the program.
 - Must adhere to the Department of Educational Studies Professional Code within courses and the clinical component.
 - Must earn a C or higher in their professional education course sequence. Any grade lower than a C must be repeated and done prior to the start of the senior clinical practice.
 - Must pass the Praxis II content exam associated with their education or content major to be eligible to begin the senior clinical practice.
 - Must pass the state established performance assessment associated with their senior clinical practice.

Additional Requirements for 4+2 Majors

All of the requirements of an education major apply to students in the 4+2 program in addition to the following requirements:

- Maintain a GPA of 3.2 or higher every semester, earn a B or better in each GMSL class, and earn at least a C in the 5 (five) courses required by ASHA (English, statistics, biology, physical science and a social behavioral science).
- Note the semester GPA requirement will not be applied to overall University summer coursework if a student takes less than 12 credits. However, the cumulative GPA cannot drop below 3.2 at any time.
- Students may repeat one of the six GMSL speech courses if a grade of B is not obtained during the first attempt. A student will be only permitted to retake a GMSL course to retain their automatic admission if they have a 3.2 cumulative and per-semester GPA. A second grade of B- or below in any of the speech-language pathology preparatory courses results in a loss of automatic admission which

cannot be regained. Upon loss of automatic admission, the student's major code will be automatically switched from DVSL to DVSN.

- If a student drops below the required 3.2 semester/cumulative GPA, automatic admission to the graduate speech-language pathology program is lost. The student cannot retake courses to increase their GPA (includes both GMSL and/or non-GMSL courses) and regain admission into the program. Upon loss of automatic admission, the student's major will be automatically switched from DVSL to DVSN. Students may continue to take the preparatory courses and apply as part of the general admission to the program. Please see the University speech-language pathology website for details about admissions requirements for the general admission process.

Additional Requirements for BSE/MA with ABA Majors

All of the requirements of an education major apply to students in the BSE/MA with ABA program in addition to the following requirements:

- Maintain an overall GPA of 3.3 or higher at the completion of each year.
- Grades of B- or higher must be earned in each ABA course.
- Submission of a personal statement and professional writing sample
- Interview with ABA program director and/or faculty
- If overall GPA falls below 3.3, automatic admission to the graduate MA in Special Education with ABA concentration program may be lost. Students in this situation may continue with their undergraduate degree in education as long as those requirements continue to be met. Students may apply for the MA program upon graduation, according to graduate admission procedures.

Transfer Students

- Internal and external transfer candidates interested in transferring into education (elementary/special education, secondary education and secondary/special education) must have a GPA of 3.0 or higher.
- Students must have a GPA of 3.0 or higher to take any education classes or be assigned a field placement.
- All transfer students must pass the PRAXIS Core Academic Skills for Educators or demonstrate a passing score in the top third of the SAT or ACT.

Additional Requirements for Transferring into the 4+2 Program

- Internal and external transfer candidates interested in transferring into the 4+2 program must have a cumulative GPA of 3.2 or higher and have completed no more than 67 credits.
- If transfer candidates have taken any of the five Arts and Sciences courses required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and Council for Clinical Certification in Audiology and Speech-Language Pathology (English, statistics, biology, physical science, and social behavioral science) prior to matriculation into the 4+2 program, a grade of "C" or higher is required.
- The six GMSL speech courses are required to be taken at the University, and transfer courses cannot be accepted.

**The University reserves the right to make additional adjustments based on the requirements of the New Jersey Department of Education.*

Senior Clinical Practice

Undergraduate senior candidates in the Department of Educational Studies who are matriculated in the College and others seeking New Jersey state certification must complete senior Clinical Practice.

The culminating Clinical Practice is two semesters in length; the first

semester is 2 full days and the next semester is full-time, meaning the candidate is in his or her school for the entire semester from the start of the school day until the end, as well as attending meetings and planning lessons with the cooperating teacher. Candidates must pass the Praxis II content exam associated with their major prior to the start of Clinical Practice. Both semesters of clinical practice include observation and evaluation by a University supervisor, and a nonrefundable placement fee is required prior to the start of the first Clinical Practice semester.

Application Procedure for Senior Clinical Practice

Applicants must secure an official application from the College's Office of Fieldwork and Certification. The application procedure includes a comprehensive review of the candidate's academic record and clinical experiences. Completed applications are due nine months prior to the first semester of Clinical Practice.

Before being placed in clinical practice, teacher candidates must have met the following criteria:

1. A minimum cumulative grade-point average of 3.0;
2. Completion of all required Profession Education courses at the time of application with a grade of C or higher;
3. Successful completion of all required field experiences;
4. Passing scores on all required Praxis II exams or state-mandated scores on standardized tests before your application will be considered for clinical practice;
5. Approval and recommendation by advisor along with an approved application completion and compliance with all Educational Studies (EDST) department policies for pre-placement requirements;
6. Submission of a resume;
7. Three month's prior to clinical provide documentation of a current, negative result on a Mantoux test;
8. Additional requirements of cooperating school districts may include: a physician's certificate indicating freedom from any infirmity that would make the applicant unfit for teaching; and
9. Fingerprinting, background check, substitute certification, other documentation or training; or in-person or telephone interview.

Senior Clinical Practice Requirements

The Department's culminating Clinical Practice experience is *two semesters long or one full year* with a tenured cooperating teacher who has been pre-approved by the College's Office of Fieldwork and Certification. *The first semester consists of 2 full days in the classroom and the following semester is full-time, full-semester teaching.* Clinical Practice requires a developmental sequence of in-depth observation, planning, and teaching of all subjects or class periods, parent-teacher meetings, professional development workshops, and other relevant school experiences.

Applicants are required to enroll in the Department's Clinical Practice Seminar 6-credit course during the full-time teaching semester and EdTPA completion is a program requirement for Senior Seminar and a licensure requirement. Candidates are assessed on their full Clinical Practice year by a University supervisor, the cooperating teacher, and the Clinical Practice Seminar professor.

Transfer candidates must complete a minimum of 24 credits at Seton Hall University before they may apply for senior Clinical Practice.

Course Identification

The abbreviations used to designate courses offered by the Department are as follows:

- Applied Computing (BMIE)
- Professional Psychology and Family Therapy (CPSY)
- Educational Studies (EDST)
- English as a Second Language (ESLP)
- Health Education, Physical Education and Recreation (HPER)

Major

- Elementary and Special Education (B.S.E.)/Speech-Language Pathology (M.S.) (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/elementary-special-education-major-speech-language-pathology/>)
- Elementary and Special Education Major (B.S.E.) (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/elementary-special-education-major-bse/>)
- Secondary Education and Special Education Major (B.S.E.) (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/secondary-education-special-education-major-bse/>)
- Secondary Education Major (B.S.E.) (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/secondary-education-major-bse/>)

Accelerated and Dual Degree

- Elementary and Special Education (B.S.E.)/Special Education (M.A.) with concentration in Applied Behavior Analysis (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/elementary-special-education-majorspecial-education-applied-behavior-analyst-dual-degree-bse-ma/>)

Certificate

- Information Technologies Certificate (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/information-technologies-certificate/>)
- Online Course Development and Management Certificate (<http://catalogue.shu.edu/undergraduate/college-of-human-development-culture-and-media/department-educational-studies/online-course-development-management-certificate/>)

Course Descriptions

In addition to general University admission criteria and processes, entering candidates must formally declare their interest in an education program by applying to the College of Human Development, Culture, and Media. Seton Hall University's average pass rate on the Praxis exams is 96 percent. These figures represent the cohort year 2017-2018. Note to Students: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a

department, please use the "Course Catalogue Search" function in Self-Service Banner

BMIE 1001 Real World Technologies (3 Credits)

Introduction to computers and computing, problem solving, and the impact of computers in our lives. Course provides a working knowledge of computers and Windows environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and Web editing software. Course designed to focus on student computing needs. Formerly, Computer Fundamentals

BMIE 3700 Intg Curr-Tech in Incl Clrm (3 Credits)

BMIE 3705 Webpage Technologies (3 Credits)

Learn how to use the Internet and related tools, Microsoft FrontPage, information utilities, and other aspects of information technology. Prepares the non-technical student to survive the electronic information explosion and succeed in the 21st century.

BMIE 3708 Org-Adm Tech and Media Ctrs (3 Credits)

BMIE 3710 Digital Resh and Info Literacy (3 Credits)

Advanced electronic research using computer-based and Internet accessible tools. Find, evaluate and assemble the best information for individual research interests and workplace needs. Develop research skills and information discrimination techniques using electronic resources. Includes research methodology, bibliography development, search strategies, electronic reference materials, online newspapers and periodicals, email, listservs, and newsgroups.

BMIE 3716 Access Database Applications Development (3 Credits)

Learn to manage information using a relational database. Gain the knowledge and expertise to develop simple to complex queries, data entry forms and reports. Database design and the importance of referential integrity are stressed.

BMIE 4304 Production of Instructional Resources I (3 Credits)

Introduction to a basic model of communication and the visual production skills required to design information. Text, graphics, visual literacy, visual design, digital photography, and video recording will be explored in relationship to constructing clear communication for maximizing learning. Presenter and presentation techniques using these various communication modes will also be examined.

BMIE 4305 Production of Instructional Resources II (3 Credits)

Learn to design and develop technology-based strategies that support the instructional needs of learners in any content area. Advanced techniques for concept mapping, WebQuests, Excel, PowerPoint, and more will be employed to visualize the thought process, design games, create simulations, encourage collaboration, stimulate active learner participation and spur learners to engage in both independent and group activities that encourage higher order thinking skills.

BMIE 4343 Prod of Inst Resources III (3 Credits)

This course combines the use of new media tools to create instructional products that enable the creation of products which can fully engage the community through creative educational experiences. New media applications such as Windows Live Movie Maker, Adobe Premiere Elements and Audacity can be used to remix video, audio, songs, text and images into products which will be delivered through Web 2.0 social networking applications such as Facebook, YouTube and Twitter.

BMIE 4344 Seminar: Social, Ethical and Legal Issues in Computing (3 Credits)

Social, ethical, and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects.

BMIE 4345 Online Course Management and Delivery (3 Credits)

Learn to design and build online course instruction for delivery via the Internet. Develop the tools to provide online instruction including creating an online environment, learning research techniques, examining plagiarism and copyright issues, and planning overall online course management.

BMIE 4347 Special Projects in Technology (3 Credits)

Students develop technology-based projects using new and emerging technologies. The instructional design process is employed throughout the development of the project. Project content is related to student's field of study.

BMIE 4348 Online Course Design and Implementation (3 Credits)

Design and develop a complete plan for building an online course for Internet delivery. Learn to create course modules, use facilitation and moderating techniques, design assessment and develop a student-centered online environment that encourages positive learning outcomes.

BMIE 4349 Internship in Information Technologies I (3 Credits)

A field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks.

CPSY 1001 Diverse Learners - Fam Part I (3 Credits)

Introduction to special education law, the referral and evaluation process, definitions for federal and state disability classifications as well as the associated behavioral and learning characteristics for students within the areas. All classifications will be discussed with extra focus on learning disabilities, mental retardation, ADHD, autism, and emotional and behavioral disorders. Exploration of concepts such as the social construction of disability, the development of a sense of self, stereotypes, prejudice and stigma. The overarching goal for the course is that candidates understand the terminology and general learning needs associated with disability areas while always keeping the person-first in their perceptions and actions.

CPSY 1002 Diverse Learners and Their Families II (3 Credits)

This course builds upon the foundational knowledge related to special education law and classifications in CPSY 1001. Specifically, areas of service for individuals with disabilities and their families will be examined in this course, such as IEPs, IFSPs and community agencies. Family structure and functioning will be discussed as a means of understanding the interconnection between home, school and community. In addition, the role of stigma and disability will be discussed with a focus on why it develops and how to counter it. The end of the course translates theory to practice with methods and materials associated with serving students with special needs in the classroom.

CPSY 1102 Bldg Comm Thru Effect Ldrshp (3 Credits)

CPSY 1995 Independent Study (2 Credits)

CPSY 1999 Independent Study (1 Credit)

CPSY 2101 Learning Disabilities (3 Credits)

Theoretic constructs underlying learning disabilities and behavioral manifestations of the learning disabled in the home and academic environments. Support systems, pertinent legislation and recent issues. (Formerly EDST 2101)

CPSY 2102 Autism and Developmental Disabilities (3 Credits)

This course will focus on developmental disabilities such as: autism, intellectual disabilities, and cerebral palsy. Three themes provide the framework for the course: (i) speech and communication challenges; (ii) educational program options and supportive interventions, and (iii) transition programs. Assistive technology will be discussed as a tool in these areas.

CPSY 3103 Psycho-Educ Diag-Assess Sp Ed (3 Credits)

Basic principles of psychological, developmental and educational testing, diagnosis and assessment. Consideration and evaluation of the types of tests commonly used in special education. Introduction to diagnostic and assessment processes and report writing. Discussion of controversial issues. Lab fee. (Formerly EDST 3103)

CPSY 3400 Literacy Numeracy Strategies (3 Credits)**CPSY 3402 Strategy Numeracy Diverse Lrn (1 Credit)**

Numeracy strategies to support students with disabilities in inclusion classrooms will be presented and applied by candidates in their field placements. RTI (response to intervention) related to numeracy strategy decision making will be discussed.

CPSY 4103 Sign Language I (3 Credits)

This course provides an introduction to those with no experience with sign language. A focus on vocabulary development for everyday activities and visual recognition of finger spelling and signing is emphasized. (Formerly EDST 4103)

CPSY 4104 Sign Language II (3 Credits)

This course is for candidates who have taken Sign Language I or have had practical use of sign language in other contexts. Development of conversational ability and applied use is emphasized. (Formerly EDST 4104)

EDST 1001 Introduction to Teaching: The Profession (3 Credits)

This course is an introduction to the many facets of education. The course will explore the profession of education, the structure and organization of schools, the legal and historical aspects of education, educational theory and philosophy, and schools for the next century. Candidates will understand how to establish healthy, positive relationships with children, parents, colleagues and community members. They will reflect on attitudes, aptitudes, skills and dispositions of successful teachers.

EDST 1201 Introduction to Teaching (3 Credits)**EDST 1301 Educational Psychology and Classroom Practice (3 Credits)**

The components of the learning process and the contributions of psychology to education. Student characteristics, the process of human growth and the role of intelligence in the context of family and schooling. Environmental factors, social class, and cultural and racial differences on the development and measurement of teaching. Leading learning theories and their applications to teaching. Personal and social factors impacting on motivation and learning. Theories of the cognitive process. Methods for effective instruction, measurement and evaluation. Presenting classroom materials in a healthy school environment that accommodates individual, linguistic and cultural differences.

EDST 1501 Education in the United States: Past and Present (3 Credits)

A study of the public education system (K-12) in America, the goals of education and the institutions that have evolved to meet those goals. The political, social, economic and intellectual developments that historically influence educational theory and practice. Recent educational changes resulting from contemporary reform efforts.

EDST 1502 Princ Bil Ed (3 Credits)**EDST 2001 Life in the Diverse Classroom (3 Credits)**

Life in the Classroom is designed to assist pre-service teachers in developing the skills, competencies and attitudes needed for teaching and managing a classroom of diverse learners. Candidates will examine learners and their diverse needs and gain knowledge of how to address these needs in an inclusive classroom. Candidates will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and instructional theory into practice. They will be introduced to various materials for use with children with disabilities, such as, assistive technology and functional academic guides.

EDST 2003 Instructional Theory and Practice (3 Credits)

Readings and discussions focus on models of teaching and enriching student learning. Practice in improving communication skills and lesson delivery through microteaching and structured exercises. Meeting student needs with appropriate strategies is an essential part of this course.

EDST 2004 Early Literacy - All Children (3 Credits)

Focuses on the teaching and acquisition of literacy in the early elementary years; develops knowledge of specific literacy skills such as phonics, sight words, oral reading fluency, reading comprehension, spelling and composition; presents techniques for teaching reading, writing, listening and speaking; develops knowledge of special corrective techniques; stresses an integrated skills approach, emphasizes motivation, the development of positive attitudes towards the language arts, and a love of literature. Field experience involvement.

EDST 2005 Teaching Math-Diverse Classrm (3 Credits)

This course is designed for those who will be elementary teachers of mathematics. It is designed to help pre-service teachers facilitate children learning mathematical concepts and skills, as well as important problem solving techniques. In the process it will challenge thinking and further stimulate interest in mathematics. It will increase knowledge of the NCTM Standards. The National Council of Teachers of Math Standards have identified communication as an important part of mathematics learning and this class is designed to encourage and facilitate communication. Field experience involvement.

EDST 2006 Teaching Science-Diverse Clsrm (3 Credits)

Elementary Science content areas, process skills, teaching styles, strategies and techniques are explored through class lectures, discussions, assigned readings, lesson planning and teaching, cooperative group work, research, projects, experiments, demonstrations, use of technology and presentations. The process of learning by doing science with a constructivist emphasis is demonstrated and practiced in class as well as the integration of science with other subject areas. Field experience involvement.

EDST 2101 Learning Disabilities (3 Credits)**EDST 2202 Lab in Curr Analysis I (3 Credits)****EDST 2203 Lab in Curr Analysis II (3 Credits)****EDST 2500 Clinical Experience I (0 Credits)****EDST 2501 Philosophy of Education and Curriculum Development (3 Credits)**

Ideological, philosophical, psychological and sociological influences on curriculum. Examination of major philosophies that affect education and curriculum development. Curriculum design and the factors that impact on its effectiveness and evaluation. How goals and objectives reflect educational purpose and the curriculum. Alternative models in curriculum design and implementation. Specific curriculum design issues in various content areas of secondary education.

EDST 2525 Urban Ed Through Hip Hop (3 Credits)**EDST 2600 Clinical Experience II (0 Credits)****EDST 2700 Clinical Experience III (0 Credits)****EDST 2800 Clinical Practice I (0 Credits)****EDST 3001 Language Arts and Literature (3 Credits)****EDST 3003 Teaching Soc Studies-Div Clsrm (3 Credits)**

Preparing productive and responsible citizens requires education directed at that goal. Such education imparts knowledge about our history, and our political and economic systems. It develops the skills, attitudes, and values that support motivated citizen movement. It shows candidates that accurately informed and directly involved citizens are important to our national well being. Develops strategies for teaching the social studies. Field experience involvement.

EDST 3005 Language Arts II - Upper Elementary Years (3 Credits)

Focuses on the teaching and acquisition of literacy in the upper elementary years; stresses techniques for improving vocabulary, comprehension and writing skills; develops knowledge of process writing and methods of assessing language arts performance; investigates the application of reading and writing to content area learning; develops knowledge of children's literature; underscores the importance of modeling, motivation and positive attitudes. Field experience involvement.

EDST 3103 Psyc Ed Meas-Diag-Assess-Sp (3 Credits)**EDST 3301 Educational Evaluation (3 Credits)**

Theory and practice of educational testing, and the development and use of tests and other forms of assessment. Analysis and interpretation of test results. Practice in major construction and application in candidates; major areas of specialization. Emphasis on alternative and authentic forms of assessment. Candidates examine the assets and limitations of various assessment instruments and strategies as well as develop a variety of assessment tools in their subject fields.

EDST 3501 Strategies of Teaching (3 Credits)**EDST 3510 Culture-Community and Schools (3 Credits)**

Implications of race, ethnic background, religion, language and gender on schooling of children. Community organizations that impact on the school. Analysis of various cultures that influence American education. Special attention to recognition and integration of multicultural education.

EDST 3513 Methods-Teaching Music (3 Credits)

A comprehensive study of elementary/secondary methods of teaching music. Development of philosophy, various teaching techniques, and strategies are explored and discussed as well as the writing and implementation of lesson plans.

EDST 3514 Teaching Art (3 Credits)

Development of age-appropriate lesson plans and curriculum units for K-12 art instruction. Emphasis on teaching art techniques and processes in the classroom in addition to methods for teaching art history, aesthetics and art criticism to youth.

EDST 3601 English Language Arts (3 Credits)

English Language Arts provides an in-depth study of the best practices in teaching language, media, literature, speaking, and writing for candidates working with students at the middle and high school levels. Candidates will apply the content and skills from this course in their concurrent field experience.

EDST 3602 Methods for Teaching Secondary School Mathematics (3 Credits)

Contemporary standards for secondary math curriculum and assessment; the mathematics essential for teaching secondary mathematics; the roles of secondary school math teachers; and the social and learning environments that affect the teaching and learning of mathematics.

EDST 3603 Secondary School Science Methods (3 Credits)

Provides instruction on teaching styles, strategies, and techniques for use in middle and high schools science classes; multiple opportunities to explore teaching methods, all in support of science content knowledge and application, such as the use of discussion, demonstration, scientific method and experimentation, presentations, unit development, implementing labs, lab safety, grouping, lesson planning, assessment, and technology.

EDST 3604 Social Ed - Soc Stu Meth Clsrm (3 Credits)

Social Education: A Social Studies Methods and Strategies Course for the Secondary Classroom - How the goals for social studies education are met in the secondary school. Competing rationales for the social studies field. Proposals for curriculum change compared to the dominant patterns of classroom instruction. Candidates examine, design and use materials available for teaching the essential skills and content knowledge in social studies, and participate in at least one professional activity. Also studied are: the influence of the bureaucratic, hierarchical nature of schooling on social education; existing and proposed alternatives; the making of teaching decisions and the influences that shape them; and identifying individual differences.

EDST 3605 Teaching Methods for World Languages (3 Credits)

Presents candidates with a current picture of modern language teaching and its place in our society. Candidates learn a variety of approaches to communicative language instruction, create lessons using these methods, and practice presenting their lessons as they learn to become reflective practitioners of their craft. Candidates are responsible for readings in the texts, professional journals and other materials.

EDST 3610 Secondary Content Methods (3 Credits)**EDST 3700 Integrating Curriculum and Technology (3 Credits)**

Learn how to integrate "best practice" and technology standards with a technology-based curriculum. A broad range of computer-supported learning tools, projects, and emerging technologies explored, created, and evaluated through an interactive approach.

EDST 3900 Comp Ed Stu Through Travel Abr (3 Credits)**EDST 4000 Child Development-Curriculum (3 Credits)**

This course is designed for freshmen to enable them to understand the emotional, physical, cognitive, social and moral development of the child prior to working with children in schools. The course offers instruction on development from birth through adolescence with a special focus on the early childhood developmental stages and developmentally appropriate practice. Understanding how children grow and develop enables candidates to make appropriate decisions in their work with children relating to subject matter, methods, curriculum goals, and materials. In addition to field visits to Pre-K settings, candidates will complete projects that connect child development knowledge to curriculum.

EDST 4001 Senior Internship (6 Credits)

The seminar is organized to support senior candidates engaged in their culminating field experience and to deepen beginning teachers' understanding of three main topics: the classroom and the school, student development and learning, and curriculum. Selected topics will include current curriculum, analysis of teaching effectiveness, human relations in the school, classroom management and discipline, teaching strategies, learning across the curriculum, evaluation, employment and professional growth.

EDST 4202 Independent Study (1 Credit)**EDST 4203 Independent Study (2 Credits)****EDST 4304 Independent Study (3 Credits)****EDST 4500 Senior Internship (6 Credits)**

A 15-week placement in an approved school setting (under the supervision of a cooperating teacher and College of Education personnel) that enables candidates to develop and refine their competencies as teachers. Complementing this full-time practical experience is a weekly seminar that relates theoretical principles and content to practice through case studies, class discussion, and the development of lesson plans, modules and curriculum units. Requires full-time student teaching for a full semester. Prerequisites: EDST 1501, 3510, 1301, 2003, 3700, 3301, 2501 and appropriate methods course or program recommendation.

EDST 4999 Independent Study (4 Credits)**ESLP 0100 Beginning ESL (0 Credits)****ESLP 0110 Beginning ESL Reading (0 Credits)****ESLP 0111 Beginning ESL Conversation (0 Credits)****ESLP 0120 Beginning ESL Listen-Speak II (0 Credits)****ESLP 0130 Beginning ESL Read-Writing II (0 Credits)****ESLP 0221 Intermd ESL Listening/Speak I (0 Credits)****ESLP 0231 Intermd ESL Reading/Writing I (0 Credits)****ESLP 0241 Intermediate ESL Writing I (0 Credits)****ESLP 0300 Intermediate Grammar (0 Credits)****ESLP 0321 Intermd ESL Listening/Speak II (0 Credits)****ESLP 0322 Interm ESL Conver/Listen II (0 Credits)****ESLP 0332 Intermd ESL Reading/Writing II (0 Credits)****ESLP 0342 Intermediate ESL Writing II (0 Credits)****ESLP 0351 American Culture I (0 Credits)****ESLP 0352 American Culture II (0 Credits)****ESLP 0420 Advanced ESL Listen/Speaking I (0 Credits)****ESLP 0431 Advanced ESL Reading/Writing I (0 Credits)****ESLP 0444 Interm Writing-Comm Skills (0 Credits)****ESLP 0445 Advanced ESL Listen/Speakng II (0 Credits)****ESLP 0450 Intermediate ESL All Skills (0 Credits)****ESLP 0451 Int Vocab Develop I (0 Credits)****ESLP 0454 Intro Vocab Dev II (0 Credits)****ESLP 0455 Advanced ESL Read/Writing II (0 Credits)****ESLP 0460 Advanced ESL Skills (0 Credits)****ESLP 0532 Advanced ESL Reading II (0 Credits)****ESLP 0542 Advanced ESL Writing II (0 Credits)****ESLP 0562 ESL Acad Writing II (0 Credits)****ESLP 0571 Eng. for Special Purposes II (0 Credits)****ESLP 0601 ESL Special Needs (0 Credits)****ESLP 0602 Advan ESL Grammar I (0 Credits)****ESLP 0607 Academic ESL Listen/Speaking I (0 Credits)****ESLP 0610 Advanced Listening-Conv III (0 Credits)****ESLP 0611 Academic ESL Reading/Writing I (0 Credits)****ESLP 0612 Academic ESL Listen/Speakng II (0 Credits)****ESLP 0622 Academic ESL Read/Writing II (0 Credits)****ESLP 0630 TOEFL Preparation (0 Credits)****ESLP 0760 Academic Reading II (0 Credits)****ESLP 0776 ESL Business Communications (0 Credits)****ESLP 0777 English for Business Purposes (0 Credits)****ESLP 0800 Pronunciation/Comm Skills (0 Credits)****HPER 1001 Application and Theory of Yoga (3 Credits)****HPER 1403 Introduction to Team Sports I (3 Credits)****HPER 1404 Introduction to Team Sports II (3 Credits)**

This course will serve as an introduction to the skills, rules, and philosophies of traditional winter and spring sports. The organization of teams and skills to officiating are practiced for aspiring coaches.

HPER 1405 Dance Fundamentals (3 Credits)

This physical activity course is an introduction to various types of modern, classical, cultural, social, and artistic forms of rhythmical movement and dance. The elements of creative dance will be covered.

HPER 1417 Basic Concepts Health (3 Credits)

This is the study of the health as a "complete state of well being," not merely the "absence of disease." Consideration is given to current aspects of health: social, mental, spiritual, emotional, personal and physical.

HPER 2001 Advanced Yoga (3 Credits)**HPER 2222 Personalized Physical Fitness (3 Credits)**

Students are mentored in the establishment of their own attainable and measurable fitness goals and devise a comprehensive fitness plan. Participants engage in exercises and assessment related to their personal goals.

HPER 2404 Athletic Conditioning and First Aid (3 Credits)

This course focuses on the prevention and emergency treatment for common injuries and sudden illnesses. Learners develop skills in bandaging, taping, conditioning, massage, and rescue techniques. American Red Cross Standard First Aid and First Responder certification is available to qualified students.

HPER 2405 Aquatics (3 Credits)

This course is for non-swimmers to lifeguard candidates. It provides training in teaching Red Cross swimming skills, water safety and conditioning. The course offers the opportunity to receive certification in Advanced Senior Lifesaving and/or Water Safety Instruction.

HPER 2406 Advanced Aquatics (3 Credits)**HPER 2444 Sexuality for Healthy Living (3 Credits)**

This course includes the study of relationships, physiology, disease prevention, and decision making with regard to healthy sexual behavior.

HPER 2501 Fund of Mindfulness Meaning (3 Credits)**HPER 2599 History-Philosophy of Sport (3 Credits)**

HPER 2601 Contemp Health Issues for Wome (3 Credits)

This course involves the application of critical thinking to major physical, mental, emotional, spiritual, social and environmental health issues and resources related to the wellness of women in contemporary life.

HPER 3401 Physiology of Exercise (3 Credits)

Studies pertaining to the changes in body of function resulting from physical effort and applied anatomy and kinesiology as it relates to sports medicine. Prerequisites: BIOL 1102 and BIOL 1103.

HPER 3403 Current Methods of Teaching Health (3 Credits)

Planning, instructional, and assessment techniques for the affective, cognitive and psychomotor domains of health education are studied and applied in course activities. Practices, standards, laws, ethics, and controversies of health education are addressed.

HPER 3409 Topics in Family Life (3 Credits)

Resources and strategies for teaching skills of prevention and intervention with regard to mental health, interpersonal dynamics, and issues of sexuality are addressed from the perspective of families.

HPER 3444 Scuba Diving (3 Credits)

Practice in the techniques of scuba diving skills, safety procedures and equipment management. Students may opt for certification. Lab fee additional.

HPER 3560 Bio-Mechanics (3 Credits)

Combines the study of physiology, physics and biology as they apply to motor conditioning. Prerequisites: BIOL 1102-1103.

HPER 3570 Principles and Practices in Community Health (3 Credits)

Study of the roles of the community health educator and information regarding resources for community health education. Course includes practical experience in addition to classroom instruction

HPER 4102 Practice Theory Art TaeKwonDo (3 Credits)

HPER 4402 Nutrition and Physical Fitness (3 Credits)

A practical approach to the study of the relationships of nutrition to wellness, physical fitness, disease prevention and exercise are covered with the perspective of personal nutrition. Students asses their own health status with regard to habits of nutrition and exercise.

HPER 4410 Elementary Folk Dance, Games and Rhythms (3 Credits)

Instruction in various forms of folk, social, rhythmic and aerobic dances. Simple individual and group games are presented for development values.

HPER 4415 Ind Study-Health and Phys Ed (1 Credit)

HPER 4416 Independent Study (3 Credits)