

# Master of Education Course Descriptions

## CI 615 Foundations of Education

*3 cr hrs*

This course explores the philosophical underpinnings and historical influences that shaped American education. The legal framework of our nation's diverse, multicultural schools will be studied. Students will construct a well-informed, fully-developed personal philosophy of education statement.

## CI 620 Fundamentals of Action Research

*3 cr hrs*

This course provides a structured approach to the practice of action research. Educators learn how to identify relevant issues, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their schools. Students will begin to apply action-research methodologies in their own environments.

## CI 625 Curriculum and Instruction

*3 cr hrs*

This course begins with a historical look at the development of the curriculum in American schools followed by a review of current curricular trends. After exploring *what* is taught, attention is turned to *how* it is taught. Multiple approaches of instructions will be explored; each based on a different philosophical theory.

## CI 628 Methods for Teaching ESOL

*3 cr hrs*

This course is designed to prepare candidates to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to ESOL specific teaching techniques and lesson and unit planning. Candidates will research current teaching trends and compile a resource file.

## CI 638 Language Assessment

*3 cr hrs*

This graduate level course is designed to prepare candidates to assess and evaluate language focusing on English language learners. Candidates will select, design, and implement a variety of formal and informal assessments based on appropriate assessment theory (reliability, validity, and practicality). Legal issues, state testing protocol, evaluation of district level assessment systems, and the multiple purposes of assessment (placement, exit, etc.) will be reviewed.

## CI 640 Teacher as Leader

*3 cr hrs*

Teacher as Leader is a graduate course designed to explore several roles that instructional leaders engage in, such as classroom leader, team leader, school leader, organization leader, and/or professional leader. Theoretical perspectives and research examining issues related to group dynamics, motivation, communication, and human relations are explored. Students will look at organizational change, ethical decision-making, team building and adult learning theory.

## CI 648 Applied Linguistics

*3 cr hrs*

This graduate level course introduces candidates to language as a system with a focus on English language learners. Candidates will learn the branches of linguistics; phonology, morphology, syntax, semantics, and pragmatics and review first- and second-language acquisition theory.

## CI 658 Cultural Diversity

*3 cr hrs*

This graduate level course introduces candidates to the diverse racial, cultural and ethnic make-up of the country and region. Candidates will be challenged to explore and confront biases found in education and in their personal life. School policies and procedures, curriculum and activities will be analyzed. Candidates will draft a multicultural stance they could implement to promote change.

## CI 668 ESOL Practicum

*3 cr hrs*

A field experience and seminar for those seeking licensure in ESOL as part of the advanced program. In this culminating course, candidates will have the opportunity to apply knowledge learned in previous courses. Emphasis is placed on teaching, assessing, and evaluating English learners. Application to the teacher education program is required.

## CI 675 M.Ed. Project and Capstone

*3 cr hrs*

In this course, educators will use collected data to enact change. At the end of the implementation period, students will engage in reflective assessment of themselves and their program.

#### **SE 610 Foundations for Special Education Services**

*4 cr hrs*

Our ultimate goal is to create classrooms in which future citizens can learn to respect individual differences, value diversity, and get along with one another. This course provides a safe environment in which to explore the history and philosophy of special education, policies and procedures in special education, and diversity in the classroom. (Fall & Spring)

#### **SE 615 General Methods for Special Education Services**

*4 cr hrs*

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D) including a mandatory observation of the SPED 615 student's teaching completed by the ACCK instructor. Prerequisite: SPED 610. (Fall & Spring)

#### **SE 621 Grades K-6 Methods for Special Needs and Field Experience**

*5 cr hrs*

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, and progress monitoring. SPED 631: Grades K-6 Field Experience must be taken concurrently. SPED 631 will involve 15 to 20 contact hours with school aged children including 10+ intervention sessions with one student with high-incidence special education needs. Prerequisites: SPED 610 & 615 (Fall & Spring)

#### **SE 641 Grades PreK-3 Methods for Special Needs and Field Experience**

*5 cr hrs*

Grades PreK-3 Methods addresses matching strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. (Fall & Spring)

#### **SE 645 Behavior Management**

*2 cr hrs*

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include positive behavior intervention and supports, classroom management, social skills instruction, student support meetings, and functional behavioral analysis, non-averse intervention, and behavior intervention plans. (Fall, Interterm, & Spring)

#### **SE 661 Grades 6 - 12 Methods for Special Needs and Field Experience**

*5 cr hrs*

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated. (Fall)

#### **SE 681 Grades 4-12 Methods for Special Needs and Field Experience**

*5 cr hrs*

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated. (Fall & Spring)

#### **SE 731 Grades K-6 Clinical Experience**

*4 - 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)

#### **SE 733 Grades K-6 Internship**

*4 - 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)

#### **SE 771 Grades 6-12 Clinical Experience**

*4 – 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for secondary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)

#### **SE 773 Grades 6-12 Internship**

*4 – 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for secondary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)

#### **SE 751 PreK-12 Clinical Experience**

*4 – 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)

#### **SE 753 PreK-12 Internship**

*4 – 6 cr hrs*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an an added expense. (Fall & Spring)