

GRADUATE COURSES OF STUDY

EDUCATION

EDUC 601.CLINICAL PRACTICE

This course, open only to graduate students in the Master of Arts in Teaching Program, involves observation, participation, and supervised teaching in public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of ART 600, ART 611, ART 621, ART 630, ART 653, EDUC 622, and passing scores on PRAXIS II tests required for certification. Graded pass/fail. *Twelve credit hours.*

EDUC 603.CULTURAL DIVERSITY IN EDUCATION

A study of systems of education in a variety of cultural and linguistic diversity in classrooms in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems, with a focus on serving multilingual learners. *Three credit hours.*

EDUC 604.SCHOOL AND SOCIETY

The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political issues that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher's role. *Three credit hours.*

EDUC 607.CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional/behavior disorders. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with emotional/behavior disorders. *Three credit hours.*

EDUC 608.METHODS FOR TEACHING STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

A survey of teaching techniques and research-based practices for improving academic, social/emotional, and behavioral performance of students with emotional/behavior disorders including social skills training. *Three credit hours.*

EDUC 610.LEARNING MANAGEMENT SYSTEMS IN EDUCATION

This course explores the role of Learning Management Systems (LMS) in the learning context. It investigates how LMS directly supports aspects of learning through curriculum repository, instruction/lesson design and execution, and assessment. It also examines using LMS and other data (a) to assess the efficacy of the student learning experience/lesson and (b) as a tool to individualize learning. Students will formally evaluate the advantages and challenges associated with a range of contemporary LMS. They will build learning experiences/lessons capitalizing upon functions associated with LMS such as discussion boards, blogs, journals, online face-to-face collaboration, tests/quizzes, and polls. This will be done with synchronous and asynchronous modes of delivery in mind and will develop appropriate communication/collaboration environments accordingly. Students will utilize LMS functionalities for content creation and display and will adopt sound instructional design principles for online learning based upon Center for Applied Special Technology/Universal Design for Learning ideas. Twenty- five percent of the course includes an in-depth hands-on learning unit in instructional design using Blackboard LMS. Over the entire course, students use Blackboard and one of Google Classroom/Edmodo/Moodle to design and develop end-to-end (curriculum-instruction-assessment-reflection-revision) online lessons/learning experiences complete with peer evaluation. *Three credit hours.*

EDUC 611.NATURE AND NEEDS OF GIFTED AND TALENTED LEARNERS

This course examines theory and practice related to the identification of gifted learners, including the implementation of educational and community programs for gifted individuals. The unique learning and behavioral characteristics of gifted and talented children and youth and the methodologies for differentiation of the curriculum for these students are explored. *Three credit hours.*

EDUC 612.CURRICULUM AND INSTRUCTION FOR GIFTED LEARNERS

This course explores curricular models for gifted learners. The history and theories of the field of gifted education and models and processes for curriculum modification and design are examined. The course investigates research-based curriculum development approaches that are effective in the intellectual and personal growth of gifted and talented learners. *Three credit hours.*

EDUC 620.ADVANCED EDUCATIONAL PSYCHOLOGY

This course includes an in-depth study of educational learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational theory and the pragmatic application of research in instructional settings. *Three credit hours.*

EDUC 621.EDUCATIONAL MEASUREMENT

A study of educational measurements with reference to such concepts as validity and reliability of various types of measurement. *Three credit hours.*

EDUC 622.ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER

This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process. *Three credit hours.*

EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH

This course provides an introduction to the major methods and techniques used in educational research. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. *Three credit hours.*

EDUC 625.THE LEARNER

This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. *Three credit hours.*

EDUC 630.COMMUNICATIONS IN TECHNOLOGY

This course will explore a synthesis of research pertinent to the educational uses of information and communications technologies. A critical examination of technology from an historical perspective, study of prevalent views and issues relative to characteristics, interdisciplinary scope, and its place in the learning environment will be emphasized. *Three credit hours.*

EDUC 631.DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES

This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools, and online resources that enhance instruction in the face to face and the online classroom. Currently available, low-cost hardware and software tools that are appropriate for classroom use will be emphasized. The course requires that students gain proficiency in selected applications while connecting those applications to meaningful learning experiences for multiple learning levels/ages. Emphasis will be placed upon both tablet and laptop/computer-based applications for Android and IOS in addition to technologies to support students with exceptionalities. Using a student designed model students evaluate applications/sites/environments with a view to establishing their efficacy for use in lessons in both face-to-face and online contexts. Areas – pertinent for use in online contexts – that are examined include Internet Safety and Digital Citizenship, Access, Collaboration, Usability, Student Engagement, Learning etc. Students apply these new site/application/environment learnings in at least one showcased lesson which is explicitly connected to International Society for Technology in Education and South Carolina teaching standards via formal lesson plan(s). *Three credit hours.*

EDUC 632.DESIGN AND FACILITATION OF ONLINE LEARNING

This course explores a variety of methods and approaches for designing and conducting lessons in online learning environments (both fully online and hybrid/blended configurations). The course covers both synchronous and asynchronous online learning in distance/remote environments as well as in “brick and mortar” places of learning such as public schools and colleges. Classroom management considerations, such as learner motivation/engagement, communication, sequencing, and personalized/differentiated learning approaches are explored, as are the needs surrounding gender, age, and learner status (general education /special education/ESL) demographics. Specific attention is paid to the role of the learner and the role of the teacher in an online environment, effectively highlighting key differences to more traditional classroom models. The course provides a solid research-based underpinning to complement students’ best-practices skills acquisition. *Three credit hours.*

EDUC 634. INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY

This course provides an opportunity for students to explore methods for designing, implementing, and evaluating effective technological assessment tools used in learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. *Three credit hours.*

EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES

This course examines the complex area of management of technology resources. It covers a broad array of issues facing educators and administrators who are trying to help their school become more technology- inclusive in the online and face-to-face classroom. The course operates from the basic premise established that technology is not separate and distinct from the learning experience, but a vital tool that should be an essential part of it (just like a pen, calculator, reader, writing books etc.). Priority elements in this course include enterprise systems, LMS as a hosted, cloud, or SAAS system; security; and resourcing. *Three credit hours.*

EDUC 638.INTEGRATION OF TECHNOLOGY AND INSTRUCTION

This course will investigate American and Western European antecedents of technology in education including social and technological factors that make the advent of technology in education a major condition of culture and the philosophical basis for teaching technology education. This course will also explore the evaluation and selection of resource requirements for the integration of technologies in the classroom. *Three credit hours.*

EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

A study of current problems in education with reference to social, economic, and political factors and the impact on school activities. *Three credit hours.*

EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM

This course is a study of the middle level school and its unique place in today’s public-school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina curriculum standards will be made. *Three credit hours.*

EDUC 648.DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL

This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders. Special focus on variations related to diverse populations. *Three credit hours.*

EDUC 651.PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS

This course provides an overview of theories, research, principles and strategies associated with teaching learners from linguistically and culturally diverse backgrounds. *Three credit hours.*

EDUC 652.SPECIAL TOPICS IN EDUCATION

Special course designed to meet individual student’s needs or to provide in-depth study on a topic related to educational research, practices, or technology usage. This course may be repeated for additional credit as topics change. *One to three credit hours.*

EDUC 653.TEACHING READING AND WRITING TO LIMITED ENGLISH PROFICIENT (LEP) LEARNERS

This course is a study of effective methods, materials, and competencies for teaching reading and writing to students with limited English proficiency. *Three credit hours.*

EDUC 656.BEHAVIOR AND CLASSROOM MANAGEMENT

The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. The focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings.

Three credit hours.

EDUC 663.CONTENT AREA READING AND ASSESSMENT

This course contains two major components. The first involves a study of the background information needed by secondary teachers for guiding pupils' growth through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. *Three credit hours.*

EDUC 664.PRINCIPLES OF TEACHING

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice, which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine how individuals learn. Field experience will allow students to examine current practices in public school classrooms. Students are responsible for transportation to off-site placements. *Three credit hours.*

EDUC 668.PRACTICUM IN INTELLECTUAL/MENTAL DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified with intellectual/mental disabilities. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with mental disabilities. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 671.PRACTICUM IN EMOTIONAL/BEHAVIOR DISORDERS

An application of diagnostic/prescriptive teaching techniques with students identified with emotional/behavior disorders. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with emotional/behavior disorders. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three credit hours.*

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three credit hours.*

EDUC 674.LINGUISTICS

This course introduces the basic concepts of linguistics and a framework for understanding educational techniques to teach English language learners and other diverse learners. Linguistic principles of language analysis: phonology, morphology, syntax, pragmatics, and semantics are discussed within the context of English and other languages. *Three credit hours.*

EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course is designed to provide the theoretical background concerning the design and use of formative and summative assessment instruments for the P-12 student with diverse learning needs including those with disabilities and limited English proficiency. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation in the content areas. *Three credit hours.*

EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with learning or intellectual/mental disabilities, early childhood through adolescence. Students declare a concentration area of either learning or intellectual/mental disabilities. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with either learning or intellectual/mental disabilities. This course may be repeated for a second concentration area. *Three credit hours*

EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, Pre-K-12

This course is an introduction to the unique nature and needs of students with exceptionalities in school settings, including early childhood intervention through adolescence. Special emphasis is placed on special education law, etiology, diagnosis, and teaching strategies for students with exceptionalities in the regular classroom. *Three credit hours.*

EDUC 680, 681 and/or 682.FIELD-BASED INDIVIDUALIZED ACTIVITIES

A semester-long series of learning activities individually designed by the student in consultation with the professor and the workplace. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities. This course may be repeated for additional credit.

EDUC 680. One credit hour

EDUC 681. Two credit hours

EDUC 682. Three credit hours

EDUC 683.CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL/MENTAL DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with intellectual/mental disabilities, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with intellectual/mental disabilities. *Three credit hours.*

EDUC 685.Characteristics of Individuals with Emotional/Behavior Disorders

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional and behavior disorders, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with emotional and behavior disorders. *Three credit hours.*

EDUC 694.PROFESSIONAL SEMINAR

This course is a culminating experience in the graduate program and may extend beyond one semester. A Master's candidate will demonstrate the ability to integrate knowledge, practice, inquiry, and leadership from the perspective of a concentration area. Prerequisite: Twenty-seven (27) hours of graduate credit towards M.Ed. in Teaching and Learning. May be repeated for additional credit. *Three credit hours.*

EDUC 695 FIELD-BASED INDIVIDUALIZED ACTIVITIES AND CAPSTONE EXPERIENCE

This course is an 8-week long series of learning activities, individually designed by the student in consultation with the professor and the field placement coordinator, to meet the specific professional needs of the student. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, writing, research, and applied skill development. Students will prepare and present a formal accounting of their experience, along with how the experience fits within their program experience. Field-based activities may be used for endorsement or add-on certification. A grade of "B" or better is required in this course. *Three credit hours.*

EDUC 699.CLINICAL PRACTICE

This clinical is designed to immerse teacher candidates into the classroom environment. Candidates will design and implement lessons across all disciplines. Students are responsible for transportation to off-site placements. Prerequisites: Successful completion of EDUC 680 and EDUC 681 with grade of B or better. *Nine credit hours.*