

# EDUCATION (EDUC)

<p><b>EDUC 603 Early Childhood Curriculum and Design</b> 3 cr</p> <p>Investigates a range of theoretical and pedagogical practices for the early childhood learning environment that focus on child-centered practices which are inclusive, compassionate, responsive, and developmentally appropriate for all children from three to eight years of age. Students will design a portfolio of curricula that includes learning experience plans, classroom designs, and methods for partnering and communicating with families and caregivers.</p> <p><b>Prerequisite:</b> Department approval</p>	<p><b>EDUC 630 Teaching in an Inclusive Classroom</b> 3 cr</p> <p>Introduces values, laws and principles underlying special education, including the rights of parents/guardians. Identifies the role of general educators in securing supports and services for individual students, and in developing and implementing IEPs. Highlights strength-based assessment, peer supports, assistive technology, Universal Design for Learning (UDL), promoting social competence, and collaboration with families, para educators, special educators, and clinicians.</p> <p><b>Corequisite:</b> EDUC 610</p>
<p><b>EDUC 604 Sheltered English Instruction ELEM/ECHE</b> 3 cr</p> <p>Focuses on preparing graduate level ELEM and ECHE pre-service teachers to shelter academic content and English language instruction for ELLs. Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on English Language arts, literacy skills, and academic vocabulary in various content areas.</p> <p><b>Prerequisite:</b> EDUC 638, Department approval</p>	<p><b>EDUC 631 Student Teaching Practicum 5-12</b> 9 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.</p> <p><b>Prerequisite:</b> Department Approval, EDUC 702, earned bachelors degree, grades of B or better in all EDUC licensure courses</p> <p><b>Corequisite:</b> EDUC 681</p>
<p><b>EDUC 605 Sheltered English Instruction MDSC/SECE</b> 3 cr</p> <p>Focuses on preparing graduate level Middle and Secondary pre-service teachers to shelter academic content and English language for ELLs. Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on language and literacy skills, and academic vocabulary in relevant content areas.</p> <p><b>Prerequisite:</b> EDUC 636, Department approval</p>	<p><b>EDUC 634 Education Topics</b> 1-4 cr</p> <p>Examines topics relevant to education. Emphasis is on education content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.</p> <p><b>Prerequisite:</b> Instructor Approval</p> <p><b>Repeatable:</b> Unlimited Credits</p>
<p><b>EDUC 610 Field Placement I</b> 2 cr</p> <p>Acquaints each student with the contemporary setting of public schools. In this pre-practicum, students will be expected to be in a classroom for 48 hours. This will be the first experience in the schools for each education student. The on-campus component includes five seminar sessions. Students may be waived from hours in the school setting if appropriate documentation is provided but not from the seminars.</p> <p><b>Prerequisite:</b> Department approval</p> <p><b>Corequisite:</b> EDUC 630 or EDUC 636 or EDUC 638 or EDUC 648 or EDUC 650</p>	<p><b>EDUC 635 Student Teaching Half Practicum 5-12</b> 1-5 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, students work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned bachelor's degree, grades of B or better in all EDUC licensure courses</p> <p><b>Corequisite:</b> EDUC 681</p> <p><b>Repeatable:</b> Maximum of 9 credits</p>
<p><b>EDUC 620 Field Placement II PK-6</b> 2 cr</p> <p>Requires that pre-service teachers will assume a broader variety of instructional responsibilities in an early childhood/elementary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions.</p> <p><b>Prerequisite:</b> EDUC 610, department approval, Passing score Communication/Literacy MTEL</p> <p><b>Corequisite:</b> EDUC 640 or EDUC 642</p>	<p><b>EDUC 636 Reading in the Content Area</b> 3 cr</p> <p>Examines effective strategies to support middle and secondary students' ability to use language to learn. In addition to reading and writing text, alternative modes of demonstrating learning will be explored. Technology will be included through e-mail assignments among other resources. Reflection and professional growth are concurrent goals.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree</p>
<p><b>EDUC 621 Field Placement II 5-12</b> 2 cr</p> <p>Requires that pre-service teachers will assume a broader variety of instructional responsibilities in a middle school/secondary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions.</p> <p><b>Prerequisite:</b> EDUC 610, department approval, passing score on Communication/Literacy MTEL</p> <p><b>Corequisite:</b> EDUC 644</p>	<p><b>EDUC 638 Reading and Language Arts</b> 3 cr</p> <p>Emphasizes an integrated, constructivist approach to teaching the language arts based on cognitive, psycholinguistic, and sociolinguistic theories about how children learn language. Teaching strategies are introduced that help children learn to communicate effectively using listening, talking, reading, and writing. Organizational patterns of instruction that emphasize literature, theme cycles, and workshop approaches are explored.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree</p>

<p><b>EDUC 640 Curriculum and Instruction PK-2</b> 3 cr</p> <p>Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.</p> <p><b>Prerequisite:</b> Departmental approval, earned Bachelor's degree</p>	<p><b>EDUC 653 Student Teaching Practicum 1-2</b> 6 cr</p> <p>Provides the culminating field experience for teacher licensure. Student spends five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses</p>
<p><b>EDUC 642 Curriculum and Instruction 1-6</b> 3 cr</p> <p>Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units, and assessments.</p> <p><b>Prerequisite:</b> Departmental approval, earned Bachelor's degree</p>	<p><b>EDUC 654 Student Teaching Seminar (ECHE)</b> 3 cr</p> <p>While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experience MCLA mentor, this semester provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses</p>
<p><b>EDUC 644 Curriculum and Instruction 5-12</b> 3 cr</p> <p>Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree</p>	<p><b>EDUC 656 Student Teaching Practicum 1-6</b> 9 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses</p>
<p><b>EDUC 648 Classroom Management/Teaching Strategies (ECHE&amp;ELEM)</b> 3 cr</p> <p>Prepares one to design educational environments that support all learners and to see classrooms from the learners perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree</p>	<p><b>EDUC 657 Student Teaching Seminar ELEM</b> 3 cr</p> <p>While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced MCLA mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses</p>
<p><b>EDUC 650 Classroom Management/Teaching Strategies MDSE/SECE)</b> 3 cr</p> <p>Prepares one to design educational environments that support all learners and to see classrooms from the learners perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree</p>	<p><b>EDUC 658 Student Teaching Half Practicum 1-6</b> 1-5 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. The half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester. The course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p> <p><b>Repeatable:</b> Maximum of 5 credits</p>
<p><b>EDUC 652 Student Teaching Practicum PK-K</b> 3 cr</p> <p>Provides the culminating Pre-K to K field experience for teacher licensure. Students spend five full days per week in a preschool classroom for approximately one third of the semester and the remainder of the semester in a grade 1 or 2 classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. The course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses</p>	<p><b>EDUC 680 Student Teaching Practicum 5-8</b> 9 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p>

<p><b>EDUC 681 Student Teaching Seminar 5-12</b> 3 cr</p> <p>While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced MCLA mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. Correq: EDUC 631 or 680 or 692.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p>	<p><b>EDUC 717 Curriculum Theory and Democratic Practice</b> 3 cr</p> <p>Focuses on how social movements, economic conditions, political power, aesthetic sensibilities, spirituality, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views, including postmodernism, existentialism, hermeneutics, critical theory, and feminism. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in their schools.</p>
<p><b>EDUC 685 Student Teaching Half Practicum 5-8</b> 1-5 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 the second semester. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p> <p><b>Repeatable:</b> Maximum of 5 credits</p>	<p><b>EDUC 718 Curriculum Theory and Democratic Practice PrePracticum</b> 1 cr</p> <p>Provides students with opportunities to further study, apply, and evaluate some of the ideas and theories discovered in Curriculum Theory and Democratic Practice. Students are expected to develop and present a philosophy, framework, and pedagogical process that reflect a commitment to debate, intellectual rigor, civic involvement, and broader democratic practices.</p>
<p><b>EDUC 692 Student Teaching Practicum 8-12</b> 9 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p>	<p><b>EDUC 719 Discourses of Difference</b> 3 cr</p> <p>How can we interrogate and disrupt discourses of minoritized difference? Informed by revolutionary feminisms, Black radical cultural critique, queer of color theory, disAbilities, and critical white studies, this course examines cultural pedagogies in political and educational spaces. Difference will not be seen as complexes of problems. Instead students will "study up" dominant discourses, particularly in the geography of school, the academy, the rural, the city, and the nation.</p>
<p><b>EDUC 694 Student Teaching Half Practicum 8-12</b> 1-5 cr</p> <p>Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester. This course will be graded on a pass/fail basis.</p> <p><b>Prerequisite:</b> Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses</p> <p><b>Repeatable:</b> Maximum of 5 credits</p>	<p><b>EDUC 720 Discourses of Difference Prepracticum</b> 1 cr</p> <p>In this 25-hour experiential learning pre-practicum, students will demonstrate social and intellectual understandings of discourses of difference.</p> <p><b>Corequisite:</b> EDUC 719</p>
<p><b>EDUC 695 New Teacher Induction</b> 1-3 cr</p> <p>Provides new teacher orientation and mentoring as well as workshops and seminars in selected topics.</p> <p><b>Repeatable:</b> Maximum of 3 credits</p>	<p><b>EDUC 722 Ethics and the Foundations of Schooling PrePracticum</b> 1 cr</p> <p>This prepracticum focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.</p>
<p><b>EDUC 702 Ethics and the Foundations of Schooling</b> 3 cr</p> <p>Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents, and other community members.</p>	<p><b>EDUC 783 Philosophies and Methodologies of Inquiry</b> 3 cr</p> <p>Writing intensive seminar introduces research and the principal methods employed in the study of educational problems and issues, with an emphasis on qualitative methods. The course focuses on the skills needed to understand, interpret, and critique research literature in education and related fields. Students will also be introduced to the concept of the literature review, and to the process of writing a literature review, after which they will construct an initial literature review.</p>
<p><b>EDUC 710 Assessment in the Classroom</b> 3 cr</p> <p>Provides students with a repertoire and a vast array of tools to measure student growth. Participants will have the opportunity to reflect on assessment practices currently used in the classroom and engage in the peer discussion about quality assessment.</p>	<p><b>EDUC 784 Capstone Seminar</b> 3 cr</p> <p>Building on an interest that emerges from Masters of Education comes work or field-based experiences, students will propose and execute a substantial project that blends theory with practice. Project outcomes may take the form of text, visual media, performance, websites, or other. Projects may address school/family, community, or cultural issues; teaching approaches; or school-wide, district-wide, or statewide practices or policies.</p> <p><b>Prerequisite:</b> All core courses, department approval, completion of 27 graduate credits</p>