

# EDUCATION (EDUC)

## **EDUC 5049. Assessment & Evaluation (3)**

Assessment & Evaluation in Elementary Education is graduate level course in Test, Measurement and Evaluation that is designed to help Elementary Education teacher candidates understand and appreciate the role, purposes, types and methods of tests and other assessments used in elementary school settings. The course emphasizes the use of developmentally appropriate assessment tools for both cognitive and non-cognitive assessments, as well as "beginning with the end in mind" or backward design, the analysis and use of results and multiple measures from reliable and valid differentiated assessment to enhance student learning in a diverse classroom.

**Prerequisites:** EDUC 5100 and EDUC 5101

## **EDUC 5050. Alg&Geom Thinking for ELEM (3)**

This course is modeled on several courses and Endorsement programs in Algebraic Thinking, Geometry and Measurement, and courses for teachers at the Elementary level.

## **EDUC 5070. Theo & Peda Lit Instruct (3)**

This course examines theories of language development and acquisition of reading and writing as well as the methodologies and materials used in reading programs. Students analyze strategies, materials, and organizational designs for teaching reading to all students including those representing diverse cultural and linguistic communities.

**Prerequisites:** EDUC 5100

## **EDUC 5100. Social & Cultural Awareness (3)**

An examination of multicultural and social concerns that influence the teaching and learning process. Study current issues and trends impacting American public schools as related to preparing pre-service teachers to teach diverse learners in a cross-cultural society. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

## **EDUC 5101. Exceptionalities/Cognitive Dev (3)**

A survey of basic characteristics and educational needs of learners with physical, emotional, intellectual disabilities. Additional study will concentrate on the cognitive and learning developmental aspects of teaching adolescents and young adults with a variety of abilities and disabilities. Course will focus on learning theories and models used in education. Technology will be used to conduct word processing, Internet research, software reviews and electronic portfolio assignments.

## **EDUC 5102. MAT Practicum (2)**

This course will be the fall semester portion of the field experiences for this program. It is designed for candidates to observe and participate in experiential learning in public school classrooms where diverse groups of adolescents are engaged in the teaching and learning process. The practicum experiences will allow candidates to observe, reflect and/or work with learners based on topics presented in EDUC 5100-5101. Candidates will be required to spend approximately ten hours per week in the field and must have proof of liability insurance to participate in the course.

**Prerequisites:** EDUC 5100 and EDUC 5200

## **EDUC 5110. Critical/Contem. Issue in Educ (3)**

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the contemporary contexts. Students will experience a minimum of 40 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

## **EDUC 5200. Curriculum & Instruction (3)**

This course is designed to teach candidates the theory and best practices for developing and delivering instruction in high school settings. Focus will be on instructional strategies, motivational and classroom management techniques, pedagogical knowledge, skills and dispositions for effective teaching and learning, and the construction and administration of learning assessment instruments. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

## **EDUC 5300. Internship Seminar (1)**

This seminar is designed to discuss common issues, concerns and successes that candidates are having as teaching interns. Some topics will include developing curriculum and instruction for diverse and special needs learners, designing and implementing thematic units using Georgia Performance Standards (GPS), using classroom management techniques, developing and using data from student assessments, interpreting standardized testing data, using instructional technology to facilitate student learning, and recognizing legal, ethical, and professional responsibilities. Technology will be used to perform word processing, Internet research, software review, and electronic portfolio assignments.

**Prerequisites:** EDUC 5301 (may be taken concurrently)

## **EDUC 5301. Secondary School Internship (4)**

This course is a clinical experience in high school settings for teaching the major concentration during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before eight weeks of taking full-time responsibility for classroom instruction, and end with two final weeks of observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

**Prerequisites:** EDUC 5300 (may be taken concurrently)

## **EDUC 5400. Action Research (1-2)**

This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practice, and clinical experience. Here, candidates will study qualitative and quantitative research methods, practice data collection, explore the influence of researcher positionality, study research ethics and institutional review boards, and write a proposal describing their intended research project.

**Prerequisites:** EDUC 5300 and EDUC 5301

## **EDUC 5401. Action Research (1-2)**

This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practice, and clinical experience. Here, candidates will study qualitative and quantitative research methods, practice data collection, explore the influence of researcher positionality, study research ethics and institutional review boards, and write a proposal describing their intended research project.

**Prerequisites:** EDUC 5300 and EDUC 5301

**EDUC 5405. Social Studies Meth- MAT ELEM (3)**

This course examines the content, skills and processes used to teach social studies to students in P5 settings. The history and purpose of the social studies as an academic field is highlighted and emphasis is placed upon developmentally appropriate practices and curriculum integration across the subject areas. This course places special attention on inquiry-based instruction and the expectations outlined in the Georgia Standards of Excellence (GSE). EDUC 5405 is designed for pre-service teacher candidates in MAT in Elementary Education program within the School of Education at Clayton State University.

**Prerequisites:** EDUC 5110

**EDUC 5406. ELA Methods: Lang & Lit P-5 (3)**

The focus of this course is to explore the integration of listening, speaking, reading, and writing while identifying issues and problems that exist in the language arts classroom/programs and creating solutions to the problems. Candidates also explore how reading and writing assessment guides instruction, as well as how to design differentiated instruction that responds to the diversity in today's classrooms through investigating critical literacy strategies and digital resources. Candidates will demonstrate an understanding of the cognitive and linguistic foundations of literacy development in young children.

**Prerequisites:** EDUC 5100

**EDUC 5407. Science Methods in Elem Ed (3)**

This course provides the content, skills and methods used to teach science to students in P-5 settings. The history and purpose of scientific inquiry as an academic skill is highlighted and emphasis is placed upon developmentally appropriate practices and curriculum integration in science and across the subject areas. This course places special attention on inquiry-based science instruction and the expectations outlined in the Georgia Standards of Excellence (GSE). EDUC 5407 is designed for pre-service teacher candidates currently enrolled in programs within the School of Education at Clayton State University.

**Prerequisites:** EDUC 5100 and EDUC 5101

**EDUC 5701. Characteristics Gifted Learner (3)**

This course is an introduction to the characteristics, development and needs of the gifted learner. Here, candidates will explore, the unique academic, cultural, social, and emotional challenges that gifted students and their teachers face; and, theories, research, and practice concerned with recognizing and developing the gifts and talents of children from diverse cultural backgrounds. The course requirements include presentations on special gifted populations and the completion of literature reviews. Also included is a history of gifted education. Students will be required to partake in field experiences.

**EDUC 5740. MAT Elementary Practicum (3)**

This course is the fall semester portion of the academic year long internship that introduces students/interns to the elementary school, its support services and school community agencies. Students must participate in preplanning and the first week of classes. They maintain weekly contact (minimum of nine hours) with their assigned school. The mentor teachers and interns implement a co-teaching model that allows the interns to observe, practice, assess, and reflect best teaching practices. Interns focus attention on the diversity of pupils, special needs of learners, and individual learning styles as well as how learning is influenced. Additionally, interns must attend a seminar (one afternoon per week) taught by CSU faculty members and/or resource persons. Admission to the MAT in Elementary Education program is required.

**EDUC 5745. MAT Elementary Internship (3)**

This course is a clinical experience in elementary school settings during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before six weeks of taking full-time responsibility for classroom instruction, and end with observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

**EDUC 5800. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 5801. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 5802. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 5803. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 5804. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 5805. Special Topics in Education (3)**

This course will involve a detailed examination of selected topics in the field of education.

**EDUC 6999. Education Thesis Preparation (1-3)**

Thesis preparation while enrolled for a master's degree in Education under the direction of faculty members in the Department of Teacher Education. The candidate works under the direction and advice of a thesis director to produce the thesis.

**Prerequisites:** EDUC 6995