

EDUCATION (EDUC)

EDUC 2110. Invest. Critical/Contem. Issue (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 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 2120. Exploring Socio-Culture (3)

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 2130. Exploring Learning & Teaching (3)

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all pupils in a variety of educational setting and contexts. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 3001. Teacher Ed Curriculum Seminar (1)

Junior year seminar to meet specific requirements as related to EDUC 3350 field-based course. This seminar will address topics of discussion in preparation for and follow-up from field-based lectures and observations made in middle school buildings.

Prerequisites: EDUC 3000 or EDUC 3010

EDUC 3010. Study of Young Adol. Learner (3)

This site-based course is an exploration into the cognitive, social, affective, and physical aspects of the middle level learner. Varied teaching techniques will be used and discussed, with a particular emphasis on verifying concepts learned in class through experiences with middle level learners in individual and group settings. Taught on-site at middle schools.

EDUC 3020. Instructional Tech for Teacher (3)

A basic instructional technology course for teaching how to integrate technology in the curriculum. The course introduce concepts, skills and strategies for using technology in the teaching and learning process.

Restrictions: Middle Grades Education

EDUC 3025. Music for Early Childhood Educ (3)

This course prepares future early childhood teachers to provide opportunities for their students to explore sound and music thought an awareness of moving, listening, and playing instruments. The course also prepares teachers to lead students in introductory experiences with verbalization and visualization of musical ideas.

Prerequisites: EDUC 2110 and EDUC 2120 and EDUC 2130

EDUC 3029. Intro to Early Child Develop (3)

This course will focus on the physical, cognitive, and psychological development of young children. The course will consist of theories and models of behavior and development applied to the field of elementary education . Field experiences in pre-kindergarten through fifth-grade classrooms are included.

Prerequisites: EDUC 2130 and EDUC 3030 and EDUC 2120

EDUC 3030. Exploring-Exceptional Learner (3)

A survey of the basic characteristics and educational needs of children and youth who require special or exceptional education services in school. The course covers techniques that help the classroom teacher identify and refer students who may need special services. This course will assist pre-/in-service teachers to apply their knowledge of each exceptionality by adapting to their teaching techniques to meet the needs of special students. Emphasis will focus on recognizing attributes of emotional, intellectual, physical and social aspects of exceptional learners. School-site and/or special needs agency observations are required. (This course is designed to meet the requirements of Georgia House Bill 671).

Prerequisites: ENGL 1102

EDUC 3031. Adapt Instr for Excep Learners (3)

Current classrooms are made up of students with diverse backgrounds and learning abilities/disabilities related to language, socio-economic status, and identified special education eligibility. This course is designed to provide the tools needed to identify student differences and to adapt general education instruction to meet students' individual learning styles.

EDUC 3032. Instructional Methods (3)

This course prepares teacher candidates to become effective teachers of students with exceptionalities at the elementary, middle, and secondary level. Students will explore the instructional methods and techniques vital to effectively teaching students with various exceptionalities. Students will also develop teaching materials and lesson plans for use in special education classrooms.

Prerequisites: EDUC 3030 and EDUC 2130

Restrictions: Biology with Teacher Cert, English with Teacher Cert, History with Teacher Cert, Mathematics with Teacher Cert, Middle Grades Education, Teaching English, Teaching Mathematics

EDUC 3033. Individual & Class Management (3)

This course prepares teacher candidates to become effective classroom managers of students with exceptionalities at the elementary, middle, and secondary level. Students will explore management strategies for use in exceptional classroom settings. A review of current texts and management strategies will be explored and students will also develop management plans appropriate for use in special education classrooms.

Prerequisites: EDUC 3030 and EDUC 2130

Restrictions: Biology with Teacher Cert, English with Teacher Cert, History with Teacher Cert, Mathematics with Teacher Cert, Middle Grades Education, Teaching English, Teaching Mathematics

EDUC 3034. Evaluation Disabilities (3)

This course prepare teacher candidates to become evaluators of the educational needs of students with exceptionalities at the elementary, middle, and secondary level. Students will explore the evaluative methods and techniques used to evaluate the needs of students so as to provide exceptional students with the best possible education experience. Developing an understanding of current testing instruments and evaluative tools will be a key component of this course.

Prerequisites: EDUC 3030 and EDUC 2130

Restrictions: Biology with Teacher Cert, English with Teacher Cert, History with Teacher Cert, Mathematics with Teacher Cert, Middle Grades Education, Teaching English, Teaching Mathematics

EDUC 3035. Curriculum and Instruction (3)

A study of characteristics, nature and features of mild disabilities. Emphasis will be on selecting designing and adapting curriculum and instruction for students with mild disabilities.

Prerequisites: EDUC 3030 and EDUC 2130

Restrictions: Biology with Teacher Cert, English with Teacher Cert, History with Teacher Cert, Mathematics with Teacher Cert, Middle Grades Education, Teaching English, Teaching Mathematics

EDUC 3036. Literacy Instruction (3)

The course explores the nature of reading and literacy learning. The foundations of reading acquisition and instructional practices. It will focus on formal and informal assessment methods for diagnosing strengths and weaknesses of individual students and instructional strategies for working with at-risk or remedial readers.

Prerequisites: EDUC 3030 and EDUC 2130

EDUC 3037. Special Education Internship (3)

The course will fit into the curriculum as the final required course for the Special Education certification program. Special Education certification students will complete this course as the capstone course of the certification program. Student teacher interns will spend extended field hours expected for school events during the intern's assignment. A minimum of 40 hours per week (M-F) during the spring semester in the assigned elementary/middle school is required. Candidates will demonstrate proficiency in content knowledge, management of the classroom environment, student behavior and instruction that enhances students' learning.

Prerequisites: EDUC 3030

EDUC 3040. ELL Principles and Strategies (3)

This course provides elementary and secondary educators with knowledge of key principles and methodologies that undergird and support English language acquisition. The primary focus of the class is to share a variety of instructional strategies that can benefit all students. Topics include first and second language acquisition models, variables affecting limited English proficient learners, learning strategy research, and instructional strategies for developing English proficiency in young learners. Instructional strategies include content-based language instruction, learning strategy training, use of cooperative learning, use of graphic organizers, whole language approaches, teaching across the curriculum, and assessment strategies. Legal issues and home/school relations will be addressed.

Prerequisites: ENGL 1102

EDUC 3100. Middle Level Teaching Methods (2)

This course is designed to provide middle level teacher education majors with planning, instructional and management strategies necessary for exemplary instruction in the classroom. Attention will be given to those teaching strategies that might be used for interdisciplinary instruction as well as instruction in the four content areas. The course will focus on key concepts of best practices, a continuum of assessment strategies, and classroom management strategies. A pedagogy lab will be integrated within the course period to allow for application of new knowledge and skills.

EDUC 3200. Secondary Curr. & Assessment (3)

This course is designed to offer a critical examination of standards and other influences on the modern secondary education curriculum. The course will provide an overview of the theories and application of developing the secondary school curriculum and instructional strategies, current trends, problems and challenges posed to the curriculum. Additionally, the course will study the rise of the assessment movement, its importance, and its use in the classroom. Candidates will explore teaching, learning and assessment strategies along with using instructional technologies, materials and resources for appropriate learning. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisites: EDUC 2110 and EDUC 2120 and EDUC 2130

EDUC 3210. Classroom Methods & Mgmt. (3)

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap. Candidates will learn general methods for teaching English Language Learners (ELL), and differentiation of instruction for diverse learners. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisites: EDUC 2110 and EDUC 2120 and EDUC 2130

EDUC 3350. Instr Strat for Young Adol (3)

This site-based course provides students the opportunity to understand the unique characteristics of the middle school as well as the instructional strategies that teachers in the middle school use to meet the diverse needs of the young adolescent student. Instruction will focus on the organizational structure of the middle school, role of support personnel, instructional strategies, motivation and discipline, effective elements of instruction, and evaluation. Students will work with the development of thematic units which utilize current curricular models and instructional strategies to support an academic team approach to teaching the middle level learner. Taught on site at middle schools.

Prerequisites: EDUC 3010 and EDUC 3000 and EDUC 3100

EDUC 3403. Teaching Math in Primary (P-2) (3)

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in preschool through second grade. Emphasis is placed upon developmentally appropriate practices including CGI (Cognitively Guided Instruction), teaching through problem-solving, and culturally relevant pedagogies in planning, implementing and evaluating instruction in the elementary mathematics curriculum.

Prerequisites: EDUC 2110 and MATH 3005 and EDUC 2120

EDUC 3404. Teaching Math in Primary (3-5) (3)

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in grades three through five. Emphasis is placed upon developmentally appropriate practices including CGI (Cognitively Guided Instruction), teaching through problem-solving, and culturally relevant pedagogies in planning, implementing and evaluating instruction in the P5 mathematics curriculum.

Prerequisites: MATH 3005 and EDUC 3403

EDUC 3405. Social Studies Methods for ECE (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 3605 is designed for pre-service teacher candidates currently enrolled in programs within the School of Education at Clayton State University.

Prerequisites: EDUC 2110 and EDUC 2120 and EDUC 2130

EDUC 3406. ELA Methods: Lang & Lit P-5 (3)

The focus of this course is on childhood literacy, specifically the theories and historical contexts of early reading and writing instruction and the fundamentals of reading (phonics, phonemic awareness, vocabulary development, fluency and comprehension); as well as expressive language and writing development. 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. The use of digital literacy resources are also covered as a topic in this course.

Prerequisites: EDUC 2110 and EDUC 2120 and EDUC 2130

EDUC 3407. Science Methods in Early Child (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 3407 is designed for pre-service teacher candidates currently enrolled in programs within the School of Education at Clayton State University.

Prerequisites: EDUC 2110 and EDUC 3030 and EDUC 2120

EDUC 3410. Culturally Responsive Instruct (3)

This course introduces students to theory, research, and especially practice related to culturally responsive teaching such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas.

Prerequisites: EDUC 2120 and EDUC 2110

EDUC 4001. Mid Lev Learner Tech Seminar (1)

This senior seminar is a basic technology course providing instruction on how to integrate technology in the curriculum. The course introduces concepts, skills and strategies for using technology in the teaching and learning process. The course will also integrate dialog from the interns' field experiences to assist in understanding best practices for teaching middle level learners. This seminar is required for all middle level teacher education majors.

Prerequisites: (EDUC 3000 and EDUC 3010 and EDUC 3350) and EDUC 3001 and EDUC 3100

EDUC 4002. Middle Level Teacher Capstone (1)

Opportunities are provided to prepare students for their entry into the teaching field. This course is the senior seminar for the Spring Semester portion of a full academic year internship (August-May). In this course candidates will complete their Internship Portfolio as a part of their graduation requirement. This course may also address topics dealing with methods, materials, and skills appropriate for teaching all learners.

Prerequisites: (EDUC 4001 and EDUC 4710)

EDUC 4003. Secondary Level Seminar (1)

This course is the seminar portion of the spring student teaching internship. It is designed to amalgamate and assimilate candidates clinical experience with theory, investigation, and practice of teaching in secondary school settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching high school students of special needs and of diverse backgrounds, and knowledge of appropriate use of assessments. Seminar content is directly related to and extended from internship.

Prerequisites: EDUC 3030 and EDUC 3200 and EDUC 3210 and EDUC 4730 (may be taken concurrently)

EDUC 4004. Early Childhood Seminar I (1)

This course is the seminar portion of the fall student teaching internship for Elementary Education. It is designed to amalgamate and assimilate candidates clinical experience with theory, investigation, and practice of teaching in P5 settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching early childhood, special needs students, and young learners of diverse backgrounds. Candidates must have proof of liability insurance to participate in the course.

Prerequisites: EDUC 3030 and EDUC 2130 or EDUC 4049

EDUC 4005. Early Childhood Seminar II (1)

This course is the seminar portion of the spring student teaching internship for Elementary Education majors. It is designed to amalgamate and assimilate candidates clinical experience with theory, investigation, and practice of teaching in P5 settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching early childhood, special needs students, teaching learners of diverse backgrounds. Seminar content is directly related to and extended from internship.

Prerequisites: EDUC 4004

EDUC 4040. Classroom Assessment (3)

Classroom Assessment is an introductory course in Test, Measurement and Evaluation that is designed to help teacher candidates understand and appreciate the role, purposes, types and methods of tests and other assessments in the teaching-learning process. The course emphasizes "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: ENGL 1102

EDUC 4049. Assessment & Evaluation - ECE (3)

Assessment & Evaluation in Elementary Education is an introductory 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 2120 and EDUC 3030 and EDUC 2110

EDUC 4050. Cultural Perspectives for ESL (3)

This course focuses on cultural patterns of thought, communication and behavior, paying particular attention to the interests and needs of teachers who teach English Language Learners. The course will give students insight into how intercultural communication factors affect the success and performance of students in K-12 settings by evaluating the relationships between the culture, behavior and communication of students, teachers, administrators, parents and community groups.

Prerequisites: (ENGL 1101 and ENGL 1102)

EDUC 4060. Applied Linguistics for ESL (3)

This course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades Pre K - 12. Among the topics addressed are: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills - listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies).

Prerequisites: (ENGL 1101 and ENGL 1102)

EDUC 4070. Theory, Research and Pedagogy (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: ENGL 1102

EDUC 4071. Integrating Language, Literacy (3)

In this course students examine literacy instructional strategies and materials in the content area classroom including technical reading and writing, prior knowledge, research-based strategies, supplemental texts, methods of grouping, concept development, comprehension, vocabulary, and study strategies. Students understand how to communicate, integrate and apply language and literacy, and technology strategies and skills within the content areas. Special emphasis is placed upon teaching struggling readers and/or diverse learners.

EDUC 4072. Literacy Assessment and Classr (3)

This course involves advanced study of the planning and managing of classroom literacy events based on formal and informal assessment information, and an understanding of the literacy needs of all grade-level learners across the developmental continuum. Candidates examine ways of recording, analyzing, and using assessment information in daily classroom instruction.

EDUC 4701. Characteristics Gifted Learner (3)

This is course one of a four course Gifted-in-Field Endorsement Program. 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. Also included is a history of gifted education. Students will be required to participate in field experiences.

EDUC 4710. Middle Level Internship I (3)

This course is the Fall Semester portion of the academic year long internship that introduces interns to the middle 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.

Prerequisites: (EDUC 3000 and EDUC 3010 and EDUC 3350) and EDUC 3100 and EDUC 3001

EDUC 4712. Middle Level Internship II A (3)

This course is part of the Spring Semester portion of a full academic year internship (mid-August to mid-May). Internship II is a full-time teaching assignment in grades 4-8 in the student's major (mathematics, science, social studies, and/or language arts). Arts and Sciences content-area faculty will observe and assess this component of the internship.

Prerequisites: EDUC 4710 and EDUC 4001

EDUC 4717. ML Content Methods & Managment (3)

Middle Level Content Methods and Management is designed to examine theories of discipline and motivation in the middle level classroom as well as address effective components of lesson planning and delivery in each content concentration area as addressed in the state pedagogy assessment. This class will allow students to clarify their ideas about classroom management and student behaviors as well as learn the importance of balancing engaging instruction and effective classroom management.

Prerequisites: EDUC 3010 and EDUC 3350

EDUC 4720. Middle Level Intern. II (9)

This Spring Semester course is a continuation of the yearlong Middle Level Internship. The internship is a full-time (in-field, content specific), sixteen-week directed classroom experience (grades 4-8). It is a period of guided teaching during which the intern teacher, under the direction of a mentor teacher, takes increasing responsibility for learners and engages in many of the activities, that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom. Interns will observe teachers and pupils in elementary and high schools when appropriate. Additionally, interns must attend an on-campus seminar (one afternoon per week) taught by CSU faculty members and/or resource persons.

Prerequisites: EDUC 4710 and EDUC 4001

EDUC 4725. Secondary Practicum (2)

This course is the practicum portion of the clinical experience in secondary education required during fall semester. The practicum teaching experience is a two-day in field, 15-week, directed classroom experience (grades 6-12).

EDUC 4730. Secondary Level Internship (3)

This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teachers assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons.

Prerequisites: EDUC 3030 and EDUC 3200 and EDUC 3210 and EDUC 4003 (may be taken concurrently)

EDUC 4731. Secondary Level Internship (3)

This course is the content specific portion of the clinical experience in secondary education required during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12).

Prerequisites: EDUC 3030 and EDUC 3200 and EDUC 3210 and EDUC 4003 (may be taken concurrently)

EDUC 4740. Early Childhood Practicum (5)

This course is the Fall Semester portion of the academic year long internship that introduces 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 an on-campus seminar (one afternoon per week) taught by CSU faculty members and/or resource persons.

Prerequisites: EDUC 3030

EDUC 4745. Early Childhood Internship (5)

This course is the Spring Semester portion of the academic year-long internship that introduces interns to the elementary school, its support services and school community agencies. This course is a clinical experience in Elementary Education during the spring semester of a candidate's senior year. Student teaching is a full-time, 15-week, directed classroom experience (grades P5). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community.

Prerequisites: EDUC 4740

EDUC 4800. Special Topics in Education (3)

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

Restrictions: Middle Grades Education