

EDUCATION ENDORSEMENT (REAL) (EEND)

EEND 600 Introduction to Special Education Finance (3)

Students will demonstrate an understanding of the principles and processes of special education finance. Students will explore issues related to funding programs for student with special needs. Further discussion will also focus on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

Restrictions: Enrollment is limited to Graduate level students.

EEND 601 Child Growth and Development for Educators (3)

Examines typical and atypical development from prenatal/conception through early adolescence in the areas of cognitive, cultural, emotional, linguistic, social and physical development. While studying developmental theory and investigative research methodologies, candidates will observe, evaluate, and analyze characteristics of development at various stages with application to instructional learning in the classroom.

EEND 602 Survey of Gifted Education (3)

Focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today's schools and communities.

Restrictions: Enrollment is limited to Graduate level students.

EEND 603 , Identification, and Methods of Early Childhood Special Education (3)

Explores professional practices for assessment, planning, and instructional methods for students with disabilities. Candidates will gain an understanding of typical and atypical development of children birth to eight years old and strategies for fostering collaborative relationships with other professionals and caregivers to ensure student needs are being met in the least restrictive environment.

EEND 605 Learners with Exceptional and Diverse Needs (3)

Designed to introduce exceptionality and education of students who have special needs and other diverse needs such as English Language Learners (ELL). This covers the examination of various classifications of special education under the Individuals with Disabilities Act (IDEA 2004) and providing differentiation & accommodations using the Universal Design for Learning (UDL) principles.

Restrictions: Enrollment is limited to Graduate level students.

EEND 606 Supervision of Programs for Exceptional Children (3)

Examines the administrative principles, concepts, processes, structures and the legal and fiscal responsibilities associated with the provision of educational services to students with disabilities in the United States with emphasis on systems in Illinois. This course will prepare the participants for the administrative and leadership responsibilities associated with the position of Director of Special Education.

Restrictions: Enrollment is limited to Graduate level students.

EEND 607 Guidance and Counseling for Exceptional Children (3)

Examines the communication-guidance-counseling principles, concepts, processes and strategies associated with communicating with parents of students with disabilities and supervision of staff. This course will prepare the participants for the collaborative responsibilities associated with the position of Director of Special Education.

Restrictions: Enrollment is limited to Graduate level students.

EEND 611 Serving English Language Learners with Special Needs (3)

Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge and guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs. The legal and educational issues that relate to English language learners with special needs will be explored.

Restrictions: Enrollment is limited to Graduate level students.

EEND 613 Differentiated Instruction (3)

Provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

Restrictions: Enrollment is limited to Graduate level students.

EEND 614 Behavior Strategies for Heterogeneous Classroom (3)

Provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

Restrictions: Enrollment is limited to Graduate level students.

EEND 615 Injury Prevention and Safety (3)

Designed to provide the candidate with the knowledge of and the ability to critically analyze safety and injury prevention that is associated with such topics as motor vehicles, home, personal protection, recreation, school, natural/man-made disasters, and occupational hazards. The causes, public health approaches, and prevention efforts will be identified. Best practices for developing and delivering a Safety Education curriculum will be explored.

Restrictions: Enrollment is limited to Graduate level students.

EEND 616 Driver Task Analysis (3)

This course provides an overview of the history and philosophy of designing and maintaining a safe and successful driver education program. The curriculum is focused on developing a strong foundation of the administrative, organizational, legal, financial and procedural aspects of driver education. Candidates will be introduced to the key elements needed to develop, maintain, and evaluate an existing driver education program, as well as developing a new program.

Restrictions: Enrollment is limited to Graduate level students.

EEND 617 Methods of Teaching Drivers Education in the Classroom (3)

This course provides the candidates with the knowledge of methods, materials and procedures for teaching the classroom phase of driver education. Candidates will examine best practices for developing and mapping a classroom curriculum that provides novice teen drivers with the opportunity to develop the knowledge and motor skills necessary to achieve low-risk driving behaviors. This course will prepare prospective driver education teachers with the necessary instructional and curricular skills to evaluate, maintain and develop driver education classroom programs.

Restrictions: Enrollment is limited to Graduate level students.

EEND 618 Methods of Teaching Drivers Education Behind the Wheel (3)

This course provides candidates with the knowledge, methods, materials and procedures for teaching the driving phase of driver education. The course will provide the best practices for developing and instructing a behind-the-wheel curriculum for developing the knowledge, attitudes and motor skills, including advanced driver evaluation and emergency evasive driving maneuvers, necessary to achieve low-risk driving behaviors and attitudes of novice teen drivers. This course will prepare prospective driver education teachers with the necessary instructional and curricular skills to develop, maintain and evaluate new and existing driver education behind-the-wheel programs in public schools.

Restrictions: Enrollment is limited to Graduate level students.

EEND 619 Methods of Teaching Advanced, Evasive, Simulation and Range (3)

This courses examines the methods for teaching the Simulation and Range phase of Driver Education. The course includes program design, organization, scheduling, and pedagogy. Candidates must attend a field experience at a school that has simulation and range instruction. This course also provides the candidate with instruction in teaching Advanced, Evasive, and Emergency Maneuvers.

Restrictions: Enrollment is limited to Graduate level students.

EEND 620 Driver Education for Students with Disabilities (3)

Provides driver education teachers with the knowledge, resources and instructional strategies to determine appropriate accommodations and adaptations necessary to meet the individual needs of students with disabilities in the driver education classroom and behind the wheel. Candidates will explore the historical and legal aspects of special education.

EEND 624 Subsequent Elem Field Experience (3)

Provides a sustained opportunity to apply educational theory in a classroom setting. The teacher is responsible for guiding and directing the learning of a group of pupils in conjunction with the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor.

EEND 630 Psychology & Development of Adolescents (3)

Provides a strong foundation of the cognitive, physical, identity, and social and emotional development of adolescents; explores the roles of family and culture, the media, and schools in adolescent development. Candidates will apply major theories and research findings to understand how teachers collaborate with school professionals to support healthy adolescent development and student success.

Restrictions: Enrollment is limited to Graduate level students.

EEND 631 Theoretical Foundations of Bilingual and ESL (4)

Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

Restrictions: Enrollment is limited to Graduate level students.

EEND 632 Methods and Materials for Teaching English as a Second Language (4)

Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

Restrictions: Enrollment is limited to Graduate level students.

EEND 633 Assessment of Bilingual and ESL Students (3)

Consider the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented.

Restrictions: Enrollment is limited to Graduate level students.

EEND 634 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)

Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

Restrictions: Enrollment is limited to Graduate level students.

EEND 636 Linguistics (4)

Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

Restrictions: Enrollment is limited to Graduate level students.

EEND 637 Methods and Materials for Teaching Bilingual Students (3)

Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

Restrictions: Enrollment is limited to Graduate level students.

EEND 638 Supporting Multilingual Learners in the Inclusive Classroom (1)

This course provides a deeper understanding of how to support and effectively teach English learners in the monolingual classroom. Candidates will be introduced to the foundations of language development with a special focus on the implementation of instructional strategies, tools, and assessments that allow for differentiation and instructional support for English learners.

Restrictions: Enrollment is limited to Graduate level students.

EEND 639 TESOL and the Adult ELL (4)

Provides the competencies needed for ESL endorsed teachers to effectively instruct adult ELLs. The competencies are specific to adult TESOL and include information regarding: 1) the backgrounds of adult ELLs as well as common barriers they experience while living in the U.S.; 2) the structures and services of adult education (AE); 3) adult TESOL resources within and beyond AE departments; 4) the specific structures and services of ESL programming within AE; 5) the importance of the relationship between the adult ELLs and their child/ren as educational partners through AE's family literacy services; 6) the best practices and standards needed while lesson planning for the instruction of adult ELLs; 7) the importance of balance within the application of testing, assessment and the evaluation of the adult ELL; 8) the significance of advocating for the field of adult education and its two major stakeholders – the students and their instructors. This course is a requirements for Adult TESOL Certification and is uniquely designed to function for candidates who are ESL endorsement holders.

Restrictions: Enrollment is limited to Graduate level students.

EEND 640 Development and Characteristics of Individuals with Special Needs (3)

The emphasis of this course is on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Intellectual Disabilities (ID), Other Health Impairment (OHI); Autism (ASD), Traumatic Brain Injury (TBI), Orthopedic impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will also stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. Characteristics of students who are English Language Learners (ESL) and those who are ESL and have exceptional needs will be examined. Writing of Individual Education Plans (IEP) will be emphasized.

Restrictions: Enrollment is limited to Graduate level students.

EEND 641 Legal and Historical Foundations in Special Education (3)

Includes the historical foundations, history of provision of services, major movements, current issues, legal mandates, and philosophical changes in general and special education. State, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined.

Restrictions: Enrollment is limited to Graduate level students.

EEND 642 Assessment & Diagnosis in Special Education (3)

Provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

Restrictions: Enrollment is limited to Graduate level students.

EEND 644 Specialized Curriculum and Methods in Special Education (3)

Centers on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs and English Language Learners. Specific methods of teaching students with disabilities and English Language Learners in various settings in the continuum of services will be examined.

Restrictions: Enrollment is limited to Graduate level students.

EEND 645 Instructional Coaching and Professional Development (3)

Examines instructional coaching practices utilized within professional development emphasizing the presentation, collaboration and follow-up feedback models. Candidates will be introduced to research-based practices for supporting adult learners through instructional coaching.

Restrictions: Enrollment is limited to Graduate level students.

EEND 646 Instructional Coaching Cycle (3)

Examines the development and implementation of various instructional coaching cycles. Candidates will be introduced to research-based practices used to create an effective, equitable, and customized support system for teachers.

Restrictions: Enrollment is limited to Graduate level students.

EEND 647 Data Informed Instructional Coaching (3)

Examines how to collect and analyze various forms of data for the purpose of improving instructional practices that result in student success. Candidates will use different forms of data to support teachers in the identification of instructional needs and the creation of data driven goals that positively impact student learning.

Restrictions: Enrollment is limited to Graduate level students.

EEND 648 Instructional Coaching Practicum (3)

Offers candidates the opportunity to apply knowledge, skills, and dispositions needed to be an effective Instructional Coach. Research and practical based experiences are completed to support teacher development and student growth.

Restrictions: Enrollment is limited to Graduate level students.

EEND 649 Student-Centered Instructional Coaching (3)

Examines instructional coaching practices that specifically focus on student learning and achievement. By focusing on student needs instead of fixing teachers an Instructional Coach can impact instruction and learning. Candidates will be introduced to this research-based model for supporting teachers through examining student data.

Restrictions: Enrollment is limited to Graduate level students.

EEND 650 Foundations of Biliteracy Education (3)

Introduces theory and application of planning, self-reflection, and continual improvement of dual language programs including interdisciplinary curriculum and instruction, teacher preparation, and family engagement. Candidates will identify the pedagogical and organizational principles of dual language education based upon relevant literature and research. Using this knowledge, candidates will analyze and evaluate existing dual language programs and identify areas of growth for effective program implementation.

EEND 651 Instructional Biliteracy (3)

Introduces instructional methods, approaches, strategies and materials for teaching dual language learners. Candidates will investigate and evaluate the use of first language in bilingual education classrooms and study the effective instructional strategies in first and second language literacy development and content learning.

EEND 652 Autism Spectrum Disorders (1)

An introductory course on Autism Spectrum Disorders. The goal of the course is to provide an overview of Autism Spectrum Disorders, with an emphasis on understanding the characteristics and origin responding to the increasing numbers of students diagnosed with Autism Spectrum Disorders (ASD). The course will provide evidence-based practices for those who educate ASD students, as it is imperative for all teachers to be prepared with research-based strategies for effective instruction.

Candidates will explore working with families of children with Autism and using Assistive Technology for learners with Autism Spectrum Disorders.

Restrictions: Enrollment is limited to Graduate level students.

EEND 653 Methods and Materials for Teaching Adult English Language Learners (4)

Provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

EEND 654 Encouraging Student Creativity and Critical Thinking (3)

Explores strategies and best practices for meeting the advanced learning needs of students. Emphasis will be placed on enhancing student creativity and critical thinking skills. Candidates will explore how to identify and encourage students' intellectual, artistic, vocational, and interpersonal talents and reinforce each talent in a learner-centered classroom.

EEND 655 Strategic Collaborations for the Classroom (1)

Prepares candidates to plan and implement a variety of strategic collaborative group activities to enhance student achievement. Candidates will explore research-based practices to assist students to develop interpersonal skills needed to work effectively with others.

Restrictions: Enrollment is limited to Graduate level students.

EEND 657 Identification and Assessment of Gifted and Talented (3)

Introduces the instruments and procedures used in identifying gifted and talented students. Candidates will deepen understandings of assessment techniques and build an awareness of the influences of diverse backgrounds on identification processes. Current methodologies and resources to gauge ongoing academic growth of gifted and talented students will also be explored.

EEND 658 Gifted and Talented Educator Practicum (3)

-Provides candidates an opportunity to utilize and observe instructional strategies promoting the growth and development of gifted and talented students. Candidates will engage in professional activities that provide opportunities to interact with classroom educators and high achieving learners in the P-12 school setting.

EEND 659 Planning and Assessment in the Early Years (3)

Explores current theory and practice regarding assessment including formal, standardized, and information tests and inventories for students' birth to 8 years old. Selection, evaluation and interpretation of assessments used in educational settings will be examined. Candidates will plan instruction, prepare assessments and utilize data to improve instruction across the curriculum.

EEND 668 AP Rigor in All Secondary Classrooms (1)

Candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

Restrictions: Enrollment is limited to Graduate level students.

EEND 669 Planning Rigorous Lessons at the Secondary Level (1)

Focuses on how to plan for and execute units and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

Restrictions: Enrollment is limited to Graduate level students.

EEND 674 Instructional Planning and Assessment (3)

Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

Restrictions: Enrollment is limited to Graduate level students.

EEND 675 Foundations of Educational Technology (3)

Serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

Restrictions: Enrollment is limited to Graduate level students.

EEND 676 Collaborative Web Tools in Education (3)

In this course candidates will explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications, and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members, and other various stakeholders in order to have a positive impact on teaching and learning.

Restrictions: Enrollment is limited to Graduate level students.

EEND 677 Multimedia Tools in Education (3)

In this course candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson, or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students, and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored.

Restrictions: Enrollment is limited to Graduate level students.

EEND 678 Effective Technology Integration Into Lessons and Curriculum (3)

This course will prepare candidates to seamlessly integrate technology into current units of study to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

Restrictions: Enrollment is limited to Graduate level students.

EEND 679 Assessing and Improving Student Achievement with Technology (3)

In this course, candidates will utilize technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instructional and student achievement.

Restrictions: Enrollment is limited to Graduate level students.

EEND 680 Educational Technology Coaching (3)

How do educators stay current with evolving research and trends in instructional technology? Candidates will investigate how technology leaders share ideas and leverage resources to further a district's technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future of technology education.

Restrictions: Enrollment is limited to Graduate level students.

EEND 681 Managing Education Tech Services (3)

Candidates will learn about selecting, installing, managing and maintaining educational technology services for individuals, classrooms, and schools. They will research and make hardware/software recommendations for computing devices, applications, software libraries, network configurations, web technologies and emerging technologies. In support of an instructional technology reform project, candidates will assume the role of an implementation leader developing a project plan and securing necessary human, funding and technology resources to ensure success.

Restrictions: Enrollment is limited to Graduate level students.

EEND 682 (BYOT) Bring Your Own Technology Lesson Strategies and Management Issues (1)

This course will prepare candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student technology within schools. Candidates will examine potential student technology tools (iPads, tablets, smart phones, notebooks, laptops), software they may own, and apps. Issues concerning security, data protection, and compliance with the Children's Internet Protection Act (CIPA) will be examined. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

Restrictions: Enrollment is limited to Graduate level students.

EEND 683 Using Technology to Flip Learning (1)

Prepares candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms of increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting and more to create their own artifacts for students use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

Restrictions: Enrollment is limited to Graduate level students.

EEND 684 Dissecting Math Data: Looking Past the RTI Colors (1)

Focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

Restrictions: Enrollment is limited to Graduate level students.

EEND 685 Dissecting Reading (Literacy) Data: Looking Past the RTI Colors (1)

Focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, skill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

Restrictions: Enrollment is limited to Graduate level students.

EEND 686 Techsplorations: Technology Awareness for Today's Students (1)

Candidates will examine various careers in technology as they relate to helping students explore career paths. Participants will explore various interactive presentation tools in order to create an interactive, promotional presentation geared towards inspiring students to explore various technology career options. Investigating ways to provide students with opportunities to examine statistics related to a technology-based career of their choice will be a key focus.

Restrictions: Enrollment is limited to Graduate level students.

EEND 687 Middle School Philosophy, Curriculum and Instruction (3)

Focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle school including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.

Restrictions: Enrollment is limited to Graduate level students.

EEND 688 Assessment of the Adult English Language Learner (ELL) (3)

Provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used ($O = T / L = A$) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

EEND 689 General Literacy Methods (3)

Introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

Restrictions: Enrollment is limited to Graduate level students.

EEND 690 General Mathematics Methods (2)

Provides an overview of the materials, content and methodology utilized by educators for teaching mathematics. Candidates explore principles in the class and utilize them to develop lesson plan approaches, activities and teaching aids.

Restrictions: Enrollment is limited to Graduate level students.

EEND 691 Methods of Teaching Adolescents Science (3)

Examines methods and techniques for teaching science to middle grades and high school students. Focus will be upon laboratory experiences, teaching in the field, applications of the scientific inquiry method, use of technology, questioning and listening skills, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

Restrictions: Enrollment is limited to Graduate level students.

EEND 692 Culturally Responsive Instruction: Elements for Success (1)

Introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

Restrictions: Enrollment is limited to Graduate level students.

EEND 693 Methods of Teaching Adolescents Social Science (3)

Examines methods and techniques of teaching the social sciences to middle grades and high school students. Focus will be upon questioning and attending skills, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

Restrictions: Enrollment is limited to Graduate level students.

EEND 694 Methods of Teaching Adolescents Mathematics (3)

Examines methods and techniques of teaching mathematics to middle grades and high school students. Focus will be upon adapting discipline specific knowledge into engaging lessons, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development will also be addressed.

Restrictions: Enrollment is limited to Graduate level students.

EEND 695 Methods of Teaching Adolescents English/Language Arts (3)

Examines methods and techniques for teaching English/language arts to middle grades and high school students. Focus will be upon reading, text-dependent and guiding questions, academic and argumentative writing, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed. This course is required for the English/Language Arts concentration.

Restrictions: Enrollment is limited to Graduate level students.

EEND 696 Methods of Teaching Social Studies in the Elementary School (1)

Provides an overview of materials, content and methodologies utilized by educators in the elementary social studies curriculum. Candidates will work to identify the most important social studies knowledge, skills and disposition; investigate how students learn most effectively; and then utilize their new understandings to draw conclusion about what constitutes effective teaching in the social sciences. Unit planning and a teaching experience in an elementary setting are included in the course.

EEND 713 Engaging e-Learning (3)

Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

Restrictions: Enrollment is limited to Graduate level students.

EEND 716 Remote Learning: the Basics and Beyond (1)

Candidates will explore remote learning basics, tools, and activities that enhance teaching and learning in an online environment. Candidate will explore best practices to benefit students and teachers, including strategies of how to empower learners and measure student growth.

Restrictions: Enrollment is limited to Graduate level students.

EEND 717 Remote Learning Through a Special Education Lens (1)

Learning management systems and tools will be explored to enhance the online educational experience for students with special needs. Ongoing development of meeting IEP/Eligibility standards and requirements will be examined.

Restrictions: Enrollment is limited to Graduate level students.

EEND 718 Curriculum and Instruction for Gifted and Talented Students (3)

Introduces the theory and research-based models of curriculum and instruction related to gifted and talented students. Provides candidates with the knowledge and skills to select, adapt, design, and deliver appropriate curriculum for academically gifted and talented students. Current methodologies and resources developed to enrich and accelerate the learning of gifted and talented students will be explored.

Restrictions: Enrollment is limited to Graduate level students.

EEND 719 Social Emotional Development for Gifted and Talented Students (3)

This course addresses the social and emotional characteristics and needs of gifted and talented students. Candidates will develop an understanding of the social and emotional issues (e.g., perfectionism, anxiety, underachievement) gifted and talented learners may experience. Candidates will develop strategies and tools to support the affective needs of gifted and talented students and learn how to create a safe, inclusive learning environment.

Restrictions: Enrollment is limited to Graduate level students.

EEND 724 Implementing Student Learning Communities (3)

Emphasizes the fundamental strategies of implementing student learning communities to increase student engagement. Candidates will explore collective learning methods that foster academic, social, and emotional development and encourage learners to collaborate, seek, give, and receive feedback.

EEND 725 Legendary Teacher Traits (3)

Legendary teaching is a life long journey that requires an understanding of oneself, a constant refining of instructional skills and practices, and an ongoing quest for information to enhance knowledge. Candidates will learn how to implement effective instructional strategies intended to enrich the classroom environment and promote positive social emotional growth among students. Research-based instructional practices and professional educational philosophies will be explored.

Restrictions: Enrollment is limited to Graduate level students.

EEND 726 Practices Leading to High Student Achievement (3)

Examine current practices in education and identify instructional methods to enhance learning environments that promote higher academic achievement. Candidates will explore research-based practices to enrich the culture of the classroom environment and increase student social emotional growth.

Restrictions: Enrollment is limited to Graduate level students.

EEND 727 Creating Successful Teaching and Learning Environments (1)

Emphasizes the fundamental tenants of successful learning environments. Candidates will explore research-based pedagogy to establish classroom policies and procedures that create a safe, respectful, and engaged classroom.

Restrictions: Enrollment is limited to Graduate level students.

EEND 728 Social – Emotional Learning: Principles and Practices (3)

Addresses the foundations, principles, and standards of Social-Emotional Learning (SEL); the theoretical and practical approaches to integrating SEL into curriculum and classroom instruction through a review of current literature and research; the improvement of instruction based on the research and effective SEL practices that support increased student learning; the design, development and application of effective SEL classroom methods and teaching practices that result in improved SEL for all P-12 students; reflection and enhancement of instructional practices in order to better serve their students' SEL needs; and collaboration with teachers in integrating SEL into curriculum, including participation in professional learning communities.

Restrictions: Enrollment is limited to Graduate level students.

EEND 729 Strategies to Support Blended Learning (3)

Emphasizes the fundamental strategies of implementing successful blended learning environments. Candidates will explore research-based pedagogy to establish classroom strategies, policies, and procedures to enrich the learning experiences of students with a blended format of instruction.

Restrictions: Enrollment is limited to Graduate level students.

EEND 730 School Health Curriculum and Evaluation (3)

Prepares health educators in the methods and procedures of health education assessment and evaluation. Candidates will focus upon the development of a comprehensive school health education program through unit planning with effective inclusion of technology. National state and local standards will be used to create a comprehensive scope and sequence of curriculum including measurable assessments of learning outcomes.

Restrictions: Enrollment is limited to Graduate level students.

EEND 731 Mental and Emotional Health in Education (3)

Examines mental and emotional development through a lifetime. Candidates will learn how to gauge and/or identify stress levels and mental/emotional disorders and will learn how to facilitate prevention/awareness programs and identify school and community resources. Candidates will learn about mental health self-evaluation and emotional coping strategies designed to develop skills that will foster mental/emotional health.

Restrictions: Enrollment is limited to Graduate level students.

EEND 732 Nutrition in Education (3)

Course focuses on current concepts of nutrition and the integration of these concepts into human health. Candidates will conduct an examination of daily nutrition behaviors and their direct impact at each stage of development. Through self-evaluation and analysis of government supported daily food guidelines, candidates will recognize the distinct correlation between sound nutrition choices and an overall healthy lifestyle. Other current topics such as youth and obesity, fad dieting, and obesity prevention programs will be examined.

Restrictions: Enrollment is limited to Graduate level students.

EEND 733 Drug Education (3)

Focuses upon the development and evaluation of drug education curricula. Emphasis will be placed on issues, techniques and resources necessary for the health educator to positively impact and inform the school, community and home environments. This course is designed to provide a historical background and understanding of the origins of drug use as well as current information about the use and abuse of common legal and illegal drugs. Content will also center on drug tolerance, withdrawal, medical uses and the effects drugs have on the human body.

Restrictions: Enrollment is limited to Graduate level students.

EEND 734 Teaching Personal Health (3)

Focuses upon personal fitness and wellness. Candidates will apply strategies gained through the study of nutrition, weight control, stress management, fitness assessment, and consumer facts on exercise and fitness to assist individuals in developing personal health plans. Candidates will learn strategies for planning personal, lifelong fitness programs based upon individual needs, abilities, and interests.

Restrictions: Enrollment is limited to Graduate level students.

EEND 735 Environmental Health in the Classroom (3)

Examines the human impact upon our world and how, in turn, the environment impacts humans. Candidates will analyze contemporary environmental problems and issues related to public health. Topics will include principles of environmental toxicology, environmental risk assessment and communication, food safety, air quality, water contamination, solid and hazardous waste management, occupational injuries and diseases, and environmental health legislation and policy. The course will provide a strong emphasis on factors and influences that result in true environmental literacy.

Restrictions: Enrollment is limited to Graduate level students.

EEND 736 Disease Prevention in Education (3)

Provides an overview of the principles and practices related to the cause, prevention, and control of disease. Emphasis will be placed upon understanding the occurrence and distribution of disease, risk factors for disease, and how to gauge and track incidence and prevalence disease rates. Candidates will be introduced to the major causes of morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented.

Restrictions: Enrollment is limited to Graduate level students.

EEND 737 Teaching Human Sexuality In Education (3)

Prepares educators to develop students' skills in making informed and responsible decisions related to their development and sexuality over their life spans. Topics of discussion will include an overview of human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage; prevention and control of disease; and the transmission and spread of AIDS, as identified as part of a comprehensive health education program.

Restrictions: Enrollment is limited to Graduate level students.

EEND 738 Assessment and Evaluation in Physical Education (3)

Focuses on developing the skills and knowledge necessary to effectively create and administer various forms of authentic assessment that will allow educators to assess standards-based practices in a physical education setting. Candidates will gain the knowledge to structure engaging lessons, develop effective assessments, and collect data that will monitor student progress and growth as it relates to the Physical Education curriculum.

Restrictions: Enrollment is limited to Graduate level students.