

ELEMENTARY EDUCATION (ELED)

ELED 557 ENGLISH FOR THE NON-ENGLISH SPEAKING CHILD (3)

Methods of teaching English to elementary school children whose native tongue is another language. Prerequisite: Elementary language-arts methods course or elementary teaching experiences or consent of instructor.

ELED 594 TRAVEL AND STUDY: ELEMENTARY EDUCATION (1-6)

Study abroad for educational facilities, programs or practices or selected projects in elementary education topics. By special arrangement with program chairperson and sponsoring instructors. Consent of graduate program director required for graduate degree credit; may be repeated for a maximum of 6 credits.

ELED 601 CRITICAL AND CREATIVE THINKING (3)

Past and current research and practices in the development of creative and critical thinking potential in children and adults. Examination of cognitive, psychological, and cultural influences and thinking processes; analysis and evaluation of models for differentiated instruction to promote higher level thinking; application and evaluation of various approaches to enhance critical and creative thinking in classroom setting and in personal endeavors.

ELED 611 PRINCIPLES AND PRACTICES OF LANGUAGE AND LITERACY (3)

Study of the theoretical foundations of reading and language arts in an elementary school setting. Exploration of theories and research perspectives on language and literacy development, the nature of reading and writing processes and factors influencing the acquisition of literacy.

ELED 613 READING AND OTHER LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

Application of principles and processes of language and literacy development to reading and language arts instruction. Examination of instructional models, approaches and strategies for supporting literacy development in diverse classroom settings. Prerequisite: Once course in reading instruction.

ELED 621 LITERACY INSTRUCTION AND ASSESSMENT II (3)

Reinforces the interrelationship between assessment and instruction and emphasizes a comprehensive and balanced approach to teaching reading. Specifically, this course assists pre-service teachers in designing data-based, whole-group instruction by adopting a balanced approach that combines explicit instruction, guided practice, collaborative learning, and independent reading and writing. Course content includes examination of various modes of reading (modeled, shared, interactive, guided, reading/writing workshops), writing evaluation and instruction, teaching reading as a strategic process, utilizing developmentally appropriate comprehension strategies, and developing cross-curricular units. Prerequisite: EDUC 787.

ELED 628 DESIGN THINKING IN INSTRUCTION AND LEARNING (3)

Introduction to design thinking and its application in education settings, including principles of design thinking; the design process and use of makerspaces in schools; use of design thinking for improving teaching, learning, and schools; and teaching design thinking to P-12 students. Prerequisite: current classroom teacher.

ELED 629 RETHINKING EDUCATION (3)

Explores the history of curriculum policy and development in elementary schools, including basic ethical and philosophical considerations, social implications, and patterns of organization. This course also examines the sociopolitical objectives of school curricula in relation to social theory and historical conflict. The central theme of this course is guided by the following questions: What are the functions and effects of school curricula in American and/or global contexts? How is social theory used to understand contemporary society and schools within these societies? What are the benefits and/or limitations of various curricular philosophies or frameworks? As such, this course emphasizes the principles and processes of curriculum development, as well as the exploration of alternative approaches to learning and schooling. Prerequisites: program admission; certification and teaching experience or consent of instructor.

ELED 631 INTRODUCTION TO EDUCATING THE GIFTED STUDENTS (3)

An introductory course that surveys the history of gifted education, characteristics, and educational needs of gifted children; identification issues, procedures for diverse populations of gifted and talented; current trends in identification of gifted students at the national, state, local levels; overview of curricular and program options for the gifted. Prerequisite: Teaching experience or consent of instructor.

ELED 632 SEMINAR IN SOCIAL AND EMOTIONAL DEVELOPMENT OF GIFTED CHILDREN AND ADOLESCENTS (3)

Course examines unique social, emotional need, characteristics, and development of diverse populations of gifted children, adolescents. Focus on current theories, research related to asynchronous development, psychological response, and promising practices and resources. Prerequisites: Teaching experience.

ELED 640 DISCIPLINE AND MANAGEMENT IN THE ELEMENTARY SCHOOL (3)

Classroom discipline in the elementary school and development of ways and means of implementing appropriate classroom management techniques. Prerequisite: Student teaching, teaching experience or consent of instructor.

ELED 646 DIFFERENTIATED CURRICULUM FOR ADVANCED LEARNING (3)

Examines curriculum, programs designed to promote advanced learning. Focuses on current research, practices addressing learning needs of gifted student, including underserved gifted; acceleration, enrichment options for curriculum; program, curricular models for advanced learning; practices for development, implementation, management, evaluation of curriculum, programs. Prerequisite: Teaching Experience.

ELED 647 ADVANCED PROCESSES OF TEACHING AND LEARNING (3)

Systems for analyzing teaching behavior, models of teaching for achieving cognitive, social and personal learning objectives; and analysis of classroom application of teaching models. Prerequisite: Teaching experience (students enrolling for this class should be teaching).

ELED 648 DIFFERENTIATING INSTRUCTION FOR ADVANCED LEARNING (3)

Current research and practices for development and modification of curriculum and instruction to address learning characteristics of students in the heterogeneous classroom, especially diverse populations of gifted and talented students; approaches for modification of basic curriculum, alternative models for differentiating curriculum and instruction; classroom management, resources for gifted student in the regular classroom. Prerequisite: Teaching experience.

ELED 665 CURRICULUM THEORY AND DEVELOPMENT (3)

History of curriculum development in the elementary school: basic considerations affecting curriculum development, patterns of organization, objectives, practices and evaluation and problems in curriculum development. Prerequisite: Certification and teaching experience or consent of instructor.

ELED 670 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)

Study of a topic in elementary education. Requirements and prerequisites vary with each topic.

ELED 685 SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES (3)

Trends, content, issues and materials involved in the teaching of social studies. Students explore one aspect of the subject and present findings.

ELED 695 INDEPENDENT STUDY IN EDUCATION: ELEMENTARY (1-4)

Research problems or study projects relevant to student interest and training. Prerequisite: Consent of the graduate program director prior to registration.

ELED 712 CRITICAL CONVERSION: EARLY LITERACY RESEARCH, POLICY AND PRACTICE (3)

Critically examine current policies, research and instructional trends in early literacy instruction. Engage in personal and collaborative inquiry into important issues affecting all elementary teachers and reading professionals. Examine current professional literature, early literacy research, and key public policy documents representing a range of contrasting perspectives in the field. Prerequisites: Admission to a graduate program in education.

ELED 770 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)

Study of a selected topic in education. Requirements and prerequisites vary according to topic. May be repeated for a maximum of 12 units. Prerequisite: Consent of graduate program director.

ELED 775 INTEGRATED PROFESSIONAL PRACTICE SEMINAR (3)

Trends, issues, problems in education. Integrative investigations through quantitative/qualitative research, curriculum and instruction development, or policy and program development for selected aspects of elementary education. Prerequisites: 27 units of graduate work, EDUC 761 and permission of advisor.

ELED 897 ELEMENTARY EDUCATION THESIS (6)

Original investigation using an acceptable research method and design conducted under the direction of a faculty committee.

ELED 898 ELEMENTARY EDUCATION THESIS (3)

The previous course, ELED 897, taken over two consecutive semesters.

ELED 899 THESIS CONTINUUM (1)

Continuation of thesis research.