ELEME NTARY 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 ASSESSMENT IN THE ELEMENTARY CLASSROOM
(3)
Examination of theories and principle of classroom literacy assessment.
Practice using a range of formal and informal techniques for assessing
reading and writing, and using assessment data to plan instruction.
Prerequisite: ELED 611.

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.