

Education (ED)

ED 500 - SPEC TOPICS EDUCATION

Semester Hours: 1-3

Independent study, special projects, and special in-service programs.

ED 501 - INTRO TO EDUCATION

Semester Hour: 1

Initial practicum experience designed to provide the opportunity to explore the role of the classroom teacher in today's diverse school settings. Required for graduate students receiving their initial certification.

ED 510 - FOUNDATIONS OF LITERACY

Semester Hours: 3

This course includes a study of methods, materials, and strategies for reading instruction. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development, knowledge of which is required for the Alabama Reading Specialist licensure.

ED 513 - LITERATURE FOR CHILDREN & ADOL

Semester Hours: 3

Course content will include the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. (Same as EH 613) Must be admitted to the Teacher Education Program.

ED 520 - COMPUTER BASED INSTRUCT'L TECH

Semester Hours: 3

Introduces prospective teachers to current state of the art in educational technology. Extensive hands-on experiences with microcomputers and other emerging technology. Emphasis on effectively integrating technology into instructional setting for both special and regular students.

ED 521 - TCHNG ENGLISH MID & SEC SCHLS

Semester Hours: 3

This course is designed to provide graduate level English Education majors with the theory, tools and techniques for teaching middle and secondary students. The focus of the course is primarily, though not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Alabama Content Standards. Students will study, discuss, and implement a variety of environments middle and secondary students reside in, special attention will be given to the use of various technologies as a means of content exploration and student evaluation. As this is a graduate level course, students are expected to engage in substantive scholarly research. Admissions to the Teacher Education Program of permission of instructor is required before registering for this class.

ED 522 - TCHNG MATH MID & SEC SCHLS

Semester Hours: 3

The math methods course provides background for middle school and secondary teaching from the perspective of theory, research, and practice. It is designed to provide an introduction to and practice in ways in which to engage students in learning in mathematics in middle and secondary classrooms. Topics include specific educational philosophies of mathematics equation, lesson and unit planning, instructional strategies, use of mathematics manipulatives and technology, and student assessment within the content area. Applications will include microteaching and intensive school-based experiences in area schools. Intensive field experience required. Must be admitted to Teachers Education Program or permission of instructor required before registering for this course.

ED 523 - TCHNG SCIENCE MID & SEC SCH

Semester Hours: 3

This course is designed for students who are pursuing teaching certification in middle and/or secondary science. The course will first focus on how middle and secondary students learn science, and then from this knowledge base, the class context will focus on how to plan, design, and implement inquiry-based science instruction. Assessment development in science, the interpretation, and the use of assessment results to guide student understanding will also be incorporated in teaching methodology.

ED 524 - TCHNG SOC STUD MID & SEC SCH

Semester Hours: 3

This course is designed to study effective techniques and strategies employed by social science teachers at the middle and secondary levels. As well as learning theoretical foundations in social studies education, students will learn pedagogic skills, instructional strategies, and modes of reasoning unique to the social studies classroom. Intensive field experience required. Students are required to observe, participate, and teach a lesson in a secondary social studies classroom. Admission to the Teacher Education Program or permission of chair is required for this course.

ED 530 - APPLIED MULTICULTURALISM

Semester Hours: 3

Through an examination of constructs such as race, ethnicity, social class, gender, sexual orientation, and religious affiliation, students will develop an understanding of the connections between identity, difference, power, and privilege and the role(s) school (could/should) play in perpetuating or ending discriminatory practices. Furthermore and more importantly, students will develop an understanding of the ways research in both the humanities and social sciences can be used to interpret, analyze, and critique multiculturalism. Students will leave the course with research-based pedagogical practices designed to help all students learn to the best of their abilities.

ED 532 - SPACE ORIENTATION TEACHERS

Semester Hours: 3

A weeklong course at the U.S. Space and Rocket Center in Huntsville, Alabama for pre-service and in-service teachers. The inquiry based workshops are taught around the theme of space exploration include activities to be done across the curriculum. All activities are correlated to National Math, Science, Technology, Social Studies, and Reading Standards. Activities based on curriculum developed by NASA, CAP, NSATA, and the USSRC. Topics include moon, mars, rocketry, propulsion, hydroponics, math, biology, history and literature.

ED 535 - INTRO APPLIED EDUCATIONAL RES

Semester Hours: 3

Introduction to the nature of research and its relationship to educational thought and practice. Primary focus will be on planning and executing research activities (i.e. action research, thesis development) in the diverse classroom and analyzing the collected data to improve instruction, educational performance, and adding to the body of knowledge in educational practices.

ED 540 - COGN DEV THEORIES LEARNING

Semester Hours: 3

The course is designed to inform students about recent developments in Cognitive Psychology and their implications for teaching and learning. Students will leave the course with a variety of "cognitive understandings" for use in differentiated classrooms.

ED 545 - CURR & INSTR IN SEC SCHOOLS

Semester Hours: 3

This course is designed to address various contemporary teaching and learning strategies, as well as related issues, assessments strategies, and applicable theories related to secondary teaching and learning.

ED 560 - CURR/EMERGING INSTR TECH

Semester Hours: 3

Designed to build competency in computer technologies appropriate to instructional use. Concepts of authoring and scripting will be used to unify course materials. (Same as CS 560.)

ED 565 - INTRO DIFFERENTIATED INSTRUCTI

Semester Hours: 3

The course provides an introduction to the philosophy and practice of differentiation. Students will examine the elements, content, process, product, affect and environment by which instruction can be differentiated to address the complex challenges of meeting the diverse learning needs of all students.

ED 570 - DIFF INSTRUCTION SPEC POP

Semester Hours: 3

The course provides practical strategies to maximize learning for all students, particularly those with disabilities, gifted/talented, and English language learners (ELL).

ED 575 - READING PRIMARY GRADES

Semester Hours: 3

An introduction to the basic principles of literacy instruction in culturally and linguistically diverse primary grade classrooms, including theoretical bases for instruction, methods of instruction and organization, developmentally appropriate strategies and materials, and assessment of children's literacy. Class activities include mini-lessons, discussions, group activities, and presentations. An intensive school-based practicum in grades preK-2 is required.

ED 580 - PROJECT BASED LEARNING

Semester Hours: 3

Develop a robust understanding of Project Based Learning (PBL) through critiquing, evaluating, and synthesizing PBL's core theoretical concepts.

ED 593 - ED EXCEPT CHILD & YOUTH

Semester Hours: 3

Introduction to the field of exceptional children and youth, including observations. This course, or equivalent, is a prerequisite to certification. Intensive field experience required.

ED 600 - SPEC PROB IN EDUCATION

Semester Hours: 1-3

Independent study, special projects, and in-service programs.

ED 604 - CONTRIBUTION PSY TO EDUC

Semester Hours: 3

Principles, theory, and practice of psychology for teaching and administrative service in educational institutions. Factors that determine learning and conditions of effective teaching. Administrator and supervisor as organizer of the milieu wherein teaching, learning, and growth occur. Intensive field required.

ED 605 - READING RESEARCH & INSTRUCTION

Semester Hours: 3

Elements of effective reading instruction for beginning readers as supported by current research and practice. Topics include balance, language-rich/print-rich environment, language development, phonemic awareness, print awareness, phonics, writing, spelling, and comprehension. Intensive field experience required.

ED 607 - EDU LEADER AS EVALUATOR

Semester Hours: 3

Procedures and techniques of evaluation and research approaches. Emphasis on teachers as evaluators; based on action research in the classroom. Intensive field experience required.

ED 608 - EXPAND RDG ABIL CONT AREA INST

Semester Hours: 3

Strategies to enhance reading comprehension when using materials in all subject areas. Teacherdirected, integrated instruction; extensive use of authentic printed materials; discussion at literal and higher levels of understanding, motivation, vocabulary, and writing. Intensive field experience required.

ED 609 - CLASSROOM & BEHAVIOR MGMT

Semester Hours: 3

A focus on the variety of instructional management options to meet classroom and individual student needs to ensure success in school is integrated throughout all course activities. A range of management practices, including strategies for diverse and special populations is offered. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current classroom approaches. After reflections, effectiveness of observed practices will be assessed. Student will discuss and develop alternative activities that promote successful management techniques. Intensive field experience required. Admission to the Teacher Education program or permission of chair is required for this class.

ED 612 - DIAGNOSIS & ASSMNT OF READING

Semester Hours: 3

Focuses on ways to address the needs of students who do not read at grade level. Intervention strategies such as on-going assessment and evaluation, explicit instruction in phonemic awareness and phonics, extensive practice, comprehension strategies, and writing, along with careful examination of standardized state assessment measures. Intensive field experience required.

ED 615 - READING INTERMEDIATE GRD

Semester Hours: 3

This course provides an in-depth study in and application of the process of reading and reading instruction, theoretical approaches, instructional strategies, classroom organization, and the formal/informal assessment of reading in intermediate grades. This course is required of all elementary education majors and secondary education candidates who are pursuing a middle school endorsement. Intensive field experience required.

Prerequisites: Admission to the Teacher Education Program.

ED 620 - USING TECH REACH SPEC POP

Semester Hours: 3

Prepares teachers to plan curriculum integration by using computer technology and software in various curriculum areas for both regular and special students. Students will develop competency in instructional design and production skill techniques and implement instructional events using long-distance technologies.

ED 635 - ASMT GUIDE DIFFRNT INSTRUCTION

Semester Hours: 3

The focus of this course would be to use a variety of norm-referenced, criterion-referenced and other assessment data to inform instruction for a diverse classroom within the RTi model. Students would learn to use formative and summative assessments to determine the type of strategies needed to teach content.

ED 640 - DIFD STRGTY RES & TEACH ELL

Semester Hours: 3

The course is designed to provide current educators the foundation for informed and effective classroom teaching in diverse classrooms with ELL students. The course includes theoretical underpinnings of historical and contemporary ELL education, instructional methods, analysis and critique of methodologies, and strategies for pedagogically sound classroom instruction and lesson planning within linguistically and culturally diverse classrooms.

ED 650 - DIFFNT ELEM MATH & SCI INSTRUC

Semester Hours: 3

This course will focus on guiding the learner to apply the concepts of differentiated instruction within mathematics and science contexts. Participants will learn how to implement effective strategies for managing flexible groups, acquire ideas for providing students with a variety of options to successfully target mathematics and science standards and understand how to plan strategically in order to reach the needs of diverse learners within the classroom through inquiry-based learning.

ED 665 - DIFFNT ELEM LITERACY (R & W)

Semester Hours: 3

This course will focus on guiding the learner to apply the concepts of differentiated instruction to elementary literacy concepts. Advanced teacher candidates will develop and implement differentiated instructional plans that utilize individual and flexible grouping strategies and resources to support the growth of strategic, independent readers and writers.

ED 671 - TCHG ELEM LANGUAGE ARTS

Semester Hours: 3

Introduction to current practices in language arts instruction with emphasis on the development of an integrated curriculum using children's literature as a foundation. Includes appropriate techniques for teaching of grammar, spelling, and handwriting. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 672 - TCHG ELEM SOCIAL STUDIES

Semester Hours: 3

Teaching social studies in grades K-6. Helping beginning teachers acquire background skills in organizing and teaching units of work. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 673 - TCHG NATURAL/HLTH SCIENCE

Semester Hours: 3

Integrates concepts from reflective practice with elementary science teaching. Opportunity to refine teaching skills in the planning, implementation, and evaluation of science lessons and units of instruction. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 674 - TCHG ELEM. MATHEMATICS

Semester Hours: 3

Overview of the mathematics concepts and skills taught in grades K-6 with an emphasis on the principles, methods, and materials used in the teaching and evaluation of elementary school mathematics. Focuses on the attitudes and behaviors of students and teachers in the actual planning and implementation of mathematics instruction for an elementary school classroom. Intensive field experience required. Prerequisites: admission to the teacher education program.

ED 690 - MASTER'S ACTION RESEARCH PROJ

Semester Hours: 3

The capstone course will serve as a mechanism to support the research, methodology, development, and experimental stages of the required action research. The student's work will be approved and supervised by a selected faculty advisor with direct connections to the research area. A symposium in which students present their research report will be culminating activity.

ED 691 - PORTFOLIO SEMINAR & SYMPOSIUM

Semester Hour: 1

The seminar will provide a forum in which the student's culminating portfolio is refined and submitted for faculty review. The seminar will also serve as a mechanism to support the final writing stages of the required action research project or case study report. The student's work will be approved and supervised by the faculty advisor(s). A symposium in which students present their research will be the culminating activity.

ED 693 - ELEMENTARY INTERNSHIP

Semester Hours: 6

Observation, participation and teaching in elementary school (full time, 15 week semesters). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 696 - P-12 INTERNSHIP

Semester Hours: 3-6

ED 698 - HIGH SCHOOL INTERNSHIP

Semester Hours: 3-6

Observation, participation, and teaching in middle/high school (full-time, 15 week semester). Students will also attend campus based seminars designed to meet specific needs of interns.