EDUC (EDUC)

EDUC 200. Introduction to Supplemental Instruction (SI). 1 Unit.
This course is designed to develop and reinforce skills necessary for
facilitating Supplemental Instruction through the use of pedagogical
knowledge, Instructional strategies, understanding of learning theory,
understanding the principles and techniques of differentiated Instruction,
and understanding group dynamics. Prereq: Cumulative GPA of 3.25.

EDUC 255. Literacy Across the Content Areas. 3 Units.
Literacy development is examined through various perspectives. This
time course emphasizes understanding reading and writing as it
applies to the various content areas. The course includes instruction
in using protocols for oral language development, strategies for word
skill development and reading comprehension, strategies for addressing
dyslexia, and use of assessment of reading skills. Students apply
strategies through various field experiences.

EDUC 301. Introduction to Education. 3 Units.
This course provides an introduction to the historical, sociological,
and philosophical role of education in a diverse society. Historic and
contemporary practices and issues are introduced and explored within
the context of educational ideologies. Emphases include examination of
what success in education means and beginning the process of defining
one’s own identity as a teacher. Offered as EDUC 301 and EDUC 401.

EDUC 304. Educational Psychology. 3 Units.
Application of psychological principles as they relate to various
educational learning theories. Principles and practices of measurement
and evaluation. Learning developmental differences between child,
adolescent, and young adult growth. Continuation of professional
development. Application of research to instructional methodologies.
Clinical/Field experiences required. Research project required for
graduate students. Recommended preparation: PSCL 101. Offered as
EDUC 304 and EDUC 404.

EDUC 325. Content Area Special Methods I. 3 Units.
This methods course, designed for licensure candidates in secondary
or multi-age areas, specifically emphasizes the methods inherent
in teaching the subject area of licensure. The first of two courses,
EDUC 325 builds on the student’s previous understanding of the methods
involved in teaching their particular subject. The course will consist
of weekly guided observations in a local high school classroom under
the mentoring of a master teacher, various forms of exploring content
and pedagogy, and monthly discussions in a special format called the
"Reflective Triad" - composed of each CWRU student, his/her master
teacher in the high school, and a CWRU faculty member in the content
area. Additionally, the course involves introductory lesson design and
teaching. Prereq: EDUC 301, EDUC 304.

EDUC 326. Content Area Special Methods II. 3 Units.
This methods course, designed for licensure candidates in secondary
or multi-age areas, specifically emphasizes the methods inherent
in teaching the subject area of licensure. This course is a continuation of
the sequence and is the second of two courses. EDUC 326 continues
students’ work in the first seminar to understand, design and teach their
content. The course consists of weekly guided observations in a local
high school classroom under the mentoring of a master teacher, various
forms of exploring content and pedagogy, and monthly discussions in
a special format called the "Reflective Triad" - composed of each CWRU
student, his/her master teacher in the high school, and a CWRU faculty
member in the content area. Additionally, the course involves more
sophisticated lesson design in the content area, content integration,
an introduction to designing instruction to meet the needs of diverse
learners, and teaching. Prereq: EDUC 301, EDUC 304, EDUC 325.

EDUC 338. Seminar and Practicum in Adolescents. 3 Units.
Supervised field placement and attendance in early childhood, child,
adolescent settings including preschools, schools, hospitals, and
neighborhood centers. This class is used to fulfill requirements by the
Ohio Department of Education teacher licensure program. Recommended
preparation: PSCL 101, EDUC 301, EDUC 304, and permission of program
director. Offered as EDUC 338, PSCL 338, and SOCI 338.

EDUC 340. Advanced Curriculum and Methods. 3 Units.
This curriculum and methods course is offered for students enrolled
in the high school or Multi-Age Languages teacher licensure program.
It involves in-depth study of pedagogy within an integrated and
interdisciplinary model. Demonstrated understanding of constructivist
theory, the application of developmental and learning theories, and
state and national standards in curriculum content, curriculum design,
instruction and assessment are central to the course. Counts as
SAGES Departmental Seminar. Prereq: EDUC 301, EDUC 304, EDUC 325,
EDUC 326.

EDUC 386. Introduction to Instructional Technology. 3 Units.
This course is designed to address the basic technology skills, which
are required of all teachers. The course uses both concept and project
based learning activities. Each of the projects is centered on a set
of activities designed to allow students to demonstrate a particular
subset of competencies. The course will not always provide step-by-
step directions for completing projects; instead it will promote the use
of existing information and help resources to allow students to develop
the ability to learn new technology independently. Each of the projects
will also contain the opportunity for the student to reflect on how technology
impacts their teaching. Course projects are designed to assess both a
basic comfort level with learning and using technology tools and the
student’s ability to apply technology to improve teaching and learning.
The nature of the course is a mix of technology and should engage
teachers in thinking about ways to improve their teaching. Offered as
EDUC 386 and EDUC 486.
EDUC 390. Student Teaching & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and provides a forum for processing what students experience throughout the semester. Additionally, the course guides the professional development of each student. The course helps students integrate state and national standards in their teaching. The Teacher Performance Assessment (TPA) is addressed in this course and becomes part of the student teaching portfolio. Individual advisement is a critical component and involves resume writing, interview skills, job placement information and preparation for state mandated licensure exams. Prereq: EDUC 301, EDUC 304, EDUC 325, EDUC 326, EDUC 340. Coreq: EDUC 394 - Student Teaching Practicum - is taken in conjunction with the Student Teaching Seminar.

EDUC 390C. Student Teaching Capstone & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and emphasizes the integration of theory and practice. The course provides a forum for processing what students experience throughout the semester as students engage in full-time work in the classroom. The course also includes components that fulfill the SAGES Senior Capstone requirement. The course guides the professional development of each student as he or she compiles the portfolio, completes the Capstone, and prepares for state licensure exams. Counts as SAGES Senior Capstone. Prereq: EDUC 255, EDUC 386, EDUC 340. Coreq: EDUC 394.

EDUC 394. Student Teaching Practicum. 9 Units.
This practicum represents a fifteen week student teaching experience involving curriculum design and implementation. Each student teacher plans and teaches a comprehensive unit, moving from guided practice to assuming full teacher responsibility within the school culture. Video analysis, pre- and post-teaching lesson analyses, problem-solving, and reflective dialogue are key emphases of the practicum. The Teacher Performance Assessment is a component of the student teaching.

EDUC 401. Introduction to Education. 3 Units.
This course provides an introduction to the historical, sociological, and philosophical role of education in a diverse society. Historic and contemporary practices and issues are introduced and explored within the context of educational ideologies. Emphases include examination of what success in education means and beginning the process of defining one's own identity as a teacher. Offered as EDUC 301 and EDUC 401.

EDUC 404. Educational Psychology. 3 Units.

EDUC 486. Introduction to Instructional Technology. 3 Units.
This course is designed to address the basic technology skills, which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will not always provide step-by-step directions for completing projects; instead it will promote the use of existing information and help resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student’s ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching. Offered as EDUC 386 and EDUC 486.

EDUC 495. Independent Study in Education. 1 - 3 Units.
Independent Study in Education is offered for students with special interests and/or commitments that are not fully addressed in other education courses and who wish to work independently.