

EDUCATION (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 three hour 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 336. The Diverse Learner: Best Practice for Effective Classrooms. 3 Units.

Building on the theories of human development and learning encompassed in EDUC 304, this course guides students to develop a deeper understanding of theories and research in human development, of issues related to adolescents, and how they are applied in today's classrooms. Mental health issues, exceptions in learning and inclusion theory will be focal points for the course. Offered as EDUC 336 and EDUC 436. Prereq: EDUC 304.

EDUC 338. Seminar and Practicum in Adolescents. 3 Units.

Supervised field placement and attendance in early childhood, child and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This course is an elective. Recommended preparation: PSCL 101. 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 a SAGES Departmental Seminar course. Prereq: EDUC 301, EDUC 304, EDUC 325, EDUC 326.

EDUC 386. Introduction to Instructional Technology. 2 - 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. There is an option for non-education majors to enroll for two credits. 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 a SAGES Senior Capstone course. Prereq: EDUC 255, EDUC 386, EDUC 340. Coreq: EDUC 394.

EDUC 394. Student Teaching Practicum. 3 - 9 Units.

This practicum represents a 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 for education majors.

EDUC 395. 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.

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.

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 436. The Diverse Learner: Best Practice for Effective Classrooms. 3 Units.

Building on the theories of human development and learning encompassed in EDUC 304, this course guides students to develop a deeper understanding of theories and research in human development, of issues related to adolescents, and how they are applied in today's classrooms. Mental health issues, exceptions in learning and inclusion theory will be focal points for the course. Offered as EDUC 336 and EDUC 436. Prereq: EDUC 404.

EDUC 486. Introduction to Instructional Technology. 2 - 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. There is an option for non-education majors to enroll for two credits. 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.