

EDUCATION EDUCATIONAL LEADERSHIP (EDL)

EDL-280 Introduction to Early Childhood Education Credits: 3

Prerequisite(s): ED-250 and pass ED-PRETEST.

Term Offered: Spring Term

Course Type(s): None

This is an introductory course, which examines the historical, philosophical, and theoretical foundations of early childhood education. The course will cover major aspects of the physical, socio-emotional, and cognitive development of young children from birth to 8 years of age. The course addresses major theories and concepts of child development, early childhood ethics and professionalism, developmentally appropriate practice, diverse early childhood curriculum and programs, inclusion and special needs children, the use of technology, the use of data (formative and summative) to inform instruction, and home-school partnerships. The course covers the tenets of culturally responsive teaching in order to meet the needs of culturally and linguistically diverse children. Education Majors Only.

EDL-299 Independent Study in Educational Leadership Credits: 1-3

Course Type(s): None

Independent research in educational leadership in an area not substantially treated in a regular course offering under the supervision of an Educational Leadership faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-325 Language and Early Literacy Development, Birth Through Kindergarten Credits: 3

Term Offered: Spring Term

Course Type(s): None

This course, which involves a field experience, focuses on language development and early literacy of regular, special education, and young learners from culturally and linguistically diverse backgrounds, birth to kindergarten. The content includes the study of theories and acquisition of language development and sound awareness, the interrelated nature language development and literacy, the appropriate development and assessment of language and early literacy, using the results of the assessment and other formative and summative data to inform instruction, methods for engaging and motivating all young learners, the appropriate use of technology with young learners, and strategies for involving families and community members. Clinical Practice required. A minimum G.P.A. of 3.00 is required to take this course.

EDL-326 Literacy Instruction in P-6 Educational Settings I Credits: 3

Prerequisite(s): ED-250 and pass ED-PRETEST

Term Offered: All Terms

Course Type(s): None

Focuses on the literacy development and instruction of regular and special education children, including those from linguistically diverse backgrounds in grades P-6. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings. Education majors only. Clinical Experience required.

EDL-327 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies Credits: 3

Prerequisite(s): EN-101, EN-102, ED-320, ED-361, EDL-326, and EDS-350, and a minimum G.P.A. of 3.00.

Term Offered: All Terms

Course Type(s): WT

This course focuses on the literacy development of children, including those from diverse backgrounds in grades K-6. Ongoing assessment and instructional planning of modifications, accommodations, and strategies for integrating literacy within the language arts and social studies curricula will be explored. Special attention is noted for students with high incidence disabilities and the use of assistive technology. Education majors only. Clinical practice hours required. EDL-326, and EDS-350, and a minimum G.P.A. of 3.00.

EDL-333 Family Partnerships in Early Childhood Settings Credits: 3

Prerequisite(s): EN-101 and EN-102, ED-250 and a minimum G.P.A. of 3.00.

Term Offered: Fall Term

Course Type(s): WT

The course will cover the history and significance of family and community involvement in early childhood education: An overview of perspectives regarding family diversity, parent-professional partnerships and communication, early intervention and special education services, and the legal and ethical rights of diverse contemporary families of young children. Contextual factors, social, cultural, racial, exceptionality, and environment, known to impact learning, will be addressed with an approach to develop the skills and knowledge needed for teachers to create positive working relationships with families and communities. The use of appropriate data to inform instruction and a funds of knowledge (Moll, 1992) will be addressed. The appropriate use of technology in order to assist families in diverse ways to supplement classroom instruction at home will also be discussed. Limited to Education majors. Clinical Experience hours required.

EDL-364 Early Childhood Capstone Research Seminar Credits: 3

Prerequisite(s): EDL-333 and EDL-280

Term Offered: All Terms

Course Type(s): None

This course will examine basic principles and current research on early childhood curricula. The focus of the course is on designing an integrated, developmentally appropriate curriculum in order to strengthen all aspects of all children's development, including cognitive, language, social, emotional, and physical capabilities. Students are required to conduct action research focusing on their teaching philosophy, practices, and research understandings as reflective practitioners based on their field work. The course will discuss the appropriate teaching methods that meet children's individual, and developmental needs, with an emphasis on culturally responsive teaching in order to address the needs of linguistically and culturally diverse students as well as any students who have special education needs. The use of technology in order to collect formative summative data will also be addressed. Additionally, the results of the data collected to inform instruction will be addressed. The course will also focus on the importance of observation and authentic assessment in curriculum planning. The course will also address the use of creative play to support children's learning and development in early childhood settings, including the use of technology to support play and learning. Education majors only. A minimum G.P.A. of 3.00 is required to take this course. Clinical Practice hours required. Prerequisites: EDL-333 and EDL-280

EDL-398 Special Topics in Educational Leadership

Credits: 3

Term Offered: Spring Term

Course Type(s): None

An intensive study of a particular subject or problem in education to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

EDL-399 Independent Study in Educational Leadership

Credits: 1-3

Term Offered: All Terms

Course Type(s): None

Independent research in educational leadership in an area not substantially treated in a regular course offering under the supervision of an Educational Leadership faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-499 Independent Study in Educational Leadership

Credits: 1-3

Course Type(s): None

Independent research in educational leadership in an area not substantially treated in a regular course offering under the supervision of an Educational Leadership faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.