

EDUCATION (EDU)

EDU 110 Education Orientation Workshop Credits: 0

Typically Offered: Fall, Spring, Summer.

Course Description: This course is an introduction to the education assessment system. This course should be taken concurrently with your first EDU course at MWSU. If you take EDU 202 at MWSU you will not need to enroll in this course. The course fee is \$110.

EDU 150 Psychological Development for Children & Adolescents for Educators Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: This course is intended to give future educators an understanding of the physical, cognitive, social and emotional changes that occur from conception through adolescence.

EDU 200 Transition Topics in Education Credits: 1

Typically Offered: Departmental Discretion.

Course Description: Transition Topics in Education enables students who took an earlier version of an education course to receive required state content for teacher certification including: data analysis, differentiated instruction, ELL instruction, and deepened content in reading instruction.

EDU 202 Introduction to Education Credits: 3

Typically Offered: Fall, Spring.

Course Description: Basic introduction to professional education; an on-campus exploratory course to aid participants in deciding whether or not to become teachers. The course also provides the basic information and attitude development necessary for successful teaching. A focused introduction will be provided in the appropriate instruction of English Language Learners. Students in this course are required to take a disposition assessment. To be taken concurrently with EDU 203.

Prerequisite(s): A grade of C or higher in ENG 104 and either ENG 108 or ETC 200; or ENG 112. Microcredential students are exempt from the prerequisite(s).

EDU 203 Participation in Teaching I Credits: 1

Typically Offered: Fall, Spring.

Course Description: During this off-campus experience, the participant serves as a teacher assistant. This exploratory course provides concrete exposure to teaching, students, and the school. Graded pass/fail. To be taken concurrently with EDU 202.

EDU 225 Educational Psychology Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: Principles of general psychology applied to the total educational process. Special emphasis is given to learning theories, student motivation, and individual differences. The course also includes a strong emphasis on assessment, student data, and data-based decision-making and cultural diversity. **Prerequisite(s):** Credit or concurrent enrollment in EDU 202 and EDU 203.

EDU 230 Science Content for Elementary Teachers Credits: 3

Typically Offered: Spring.

Course Description: Basic concepts of the Physical, Life, and Earth and Space systems disciplines emphasizing topics taught in grades K-6.

Prerequisite(s): EDU 202 and EDU 203

EDU 250 Assessment and Data Analysis for Teachers Credits: 2

Typically Offered: Fall.

Course Description: Course provides an introduction to theoretical and practical applications of data-driven decision-making, formative and summative assessments, and assessment-influenced curriculum planning for educators. Students will also learn how assessment drives individual and whole group instructional planning and implementation. The course will emphasize the following assessment practices: non-traditional, authentic, project-based assessment and assessment for learning over assessment of learning. **Prerequisite(s):** EDU 202 and EDU 203.

EDU 283 Introduction to Research Methods in Education Credits: 1-2

Typically Offered: Departmental Discretion.

Course Description: Introduction to basic research in education. Individual and team projects involving methods for solving education-related research problems. **Prerequisite(s):** Departmental approval.

EDU 300 Introduction to Early Childhood Education Credits: 3

Typically Offered: Spring, Summer.

Course Description: An introduction to the field of Early Childhood education- age's birth to 3rd grade. A review of the history, philosophy, policies, issues, and trends. Child growth and development, play-based practices and developmentally appropriate practices will be emphasized. Curriculums will be reviewed. **Prerequisite(s):** EDU 202. Microcredential students are exempt from the prerequisite(s).

EDU 308 Multicultural Education Credits: 3

Typically Offered: Fall, Spring.

Course Description: Historical and contemporary analyses of educational policies that incorporate ethnic, religious, and linguistic minorities through selected presentations, text readings and field experiences. The teacher candidate will gain awareness of diversity and develop a theoretical understanding of diversity through investigations of diversity within the local community and the creation of an action plan to address diversity issues within his/her classroom. Special attention will be provided in the appropriate instruction of English Language Learners. **Prerequisite(s):** EDU 202. Microcredential students are exempt from the prerequisite(s).

EDU 311 Secondary Reading Techniques Credits: 3

Typically Offered: Fall, Spring.

Course Description: Techniques of teaching reading comprehension and writing strategies to middle and high school students. **Prerequisite(s):** Admission to Education.

EDU 313 Family, Community, and Schools: Partnering for Young Children Credits: 3

Typically Offered: Spring.

Course Description: This course is designed to identify and explore how early childhood educators can empower young children and their families by using resources that support the development of positive home, school, and community relationships. An emphasis will be placed on developing communication strategies that can be used with families from diverse backgrounds. **Prerequisite(s):** EDU 300. Students who have a declared minor in Childhood Studies are exempt from the prerequisite.

EDU 314 Issues & Trends in the Education of Young Children and the Management of Programs for Young Children Credits: 3

Typically Offered: Fall.

Course Description: This course will allow the teacher candidate to develop the skill needed to effectively develop and manage programs for young children in the community or school setting. Meeting federal, state, and local program guidelines will be a focus. **Prerequisite(s):** EDU 300. Microcredential students are exempt from the prerequisite(s).

EDU 315 Psychology and Education of the Exceptional Child Credits: 3
Typically Offered: Fall, Spring, Summer.

Course Description: This course is a survey of issues related to the identification and teaching of exceptional students. All state federally defined categories of disability will be addressed by definition, etiology, prevalence, school law, civil rights law and curriculum and teaching issues. Topics will include curriculum and instruction modifications and adaptations as well as behavior management and discipline. **Prerequisite(s):** EDU 202 and EDU 203. Declared minors in Childhood Studies and microcredential students are exempt from the prerequisite(s).

EDU 316 Organizing, Developing, and Managing Environments for Young Children Credits: 3

Typically Offered: Spring.

Course Description: This course will develop health and safety skills, assist in planning DAP programming, develop managerial skills, evaluate the need for advocacy related to child care environments. Field-based work with infants/toddlers required. **Prerequisite(s):** EDU 300 and Admission to Education. Microcredential students are exempt from the prerequisite(s).

EDU 322 Administration of Business and Marketing Education Programs Credits: 3

Typically Offered: Spring.

Course Description: This course addresses information needed to design, implement, and maintain marketing and vocational career and technology education programs. The study includes organization and development of curriculum, student organizations, funding, advisory committees, and program evaluation. **Prerequisite(s):** ACC 201, COM 210, ECO 260, and GBA 211.

EDU 325 Introduction to Reading and Language Arts Methods Credits: 5

Typically Offered: Fall, Spring.

Course Description: An introductory course to the philosophy and techniques associated with a balanced literacy approach. The course will cover content to teach language acquisition, phonological and phonemic awareness, phonics, vocabulary, reading fluency, comprehension, and the writing process through authentic text. Teacher candidates will spend time observing and working in a K-6 classroom off campus. **Prerequisite(s):** EDU 202 and EDU 203.

EDU 328 Children's Literature Credits: 3

Typically Offered: Spring.

Course Description: A study of literature for children designed to increase appreciation of children's books through literary evaluation. There will be a focus on folktales, children's novels, picture books, and poetry. **Prerequisite(s):** ENG 108 or ETC 200, and EDU 202.

EDU 330 Science Methods for Elementary Teachers Credits: 3

Typically Offered: Fall.

Course Description: For elementary education majors emphasizing science pedagogy. Current research on best practices for lesson and unit writing are covered along with engineering standards and learning to notebook investigations and present findings. **Prerequisite(s):** EDU 230 for Elementary Education majors only and Admission to Education for Elementary and Special Education majors. EDU 230 is waived for Special Education majors.

EDU 331 Instructional Media and Technology Credits: 2

Typically Offered: Spring.

Course Description: A survey and application course of the technology-infused classroom emphasizing International Society for Technology in Education's (ISTE) seven Standards for Educators. Through the lens of the SAMR model (Substitution, Augmentation, Modification, Redefinition) and ISTE standards, students explore, use, and create learning opportunities for a positive impact on the learning and development for students in the K-12 Classroom. **Prerequisite(s):** EDU 202.

EDU 332 Teaching in the Integrated Areas Credits: 3

Typically Offered: Fall, Spring.

Course Description: This course is designed to use current methods and materials for teaching children through art, drama, music, health, and movement. **Prerequisite(s):** Admission to the Education program.

EDU 333 Science and Mathematics for Young Children Credits: 3

Typically Offered: Spring.

Course Description: Instructional strategies for teaching science and math in birth through grade 3. Examination of the role of the educator in creating learning environments and providing developmentally appropriate curriculum. **Prerequisite(s):** EDU 300 and admission to the Education department.

EDU 334 Play-Based Instruction Credits: 3

Typically Offered: Fall.

Course Description: This course enables students to observe and understand children's play while gaining knowledge and skills needed to promote play as a way to meet fundamental learning standards in content areas (Health, Safety, Movement, Drama, Art, Science, Social Studies, and Nutrition). The role of the teacher in using effective strategies, materials, and activities to support and encourage play is emphasized. Field-base work is required. **Prerequisite(s):** EDU 202 and EDU 300. Microcredential students are exempt from the prerequisite(s).

EDU 340 Social Studies Methods for the Elementary and Middle School Teacher Credits: 2

Typically Offered: Spring.

Course Description: General Survey course of skills, concepts, methodologies, strategies, and curriculum development of elementary social studies and economics; includes inquiry learning, problem solving, current events, interpretation of pictures, charts, graphs, tables, maps, and time lines, and location and evaluation of information. **Prerequisite(s):** PSC 101, GEO 100, and either HIS 140 or HIS 150. Elementary education majors may not take the course until officially admitted to the Teacher Education Program.

EDU 342 Evaluation of Abilities and Achievement Credits: 2

Typically Offered: Spring.

Course Description: Principles and techniques of administration, application, and interpretation of tests, test results, and data. **Prerequisite(s):** EDU 315.

EDU 344 Early Childhood Assessment Credits: 3

Typically Offered: Fall.

Course Description: An overview of the philosophy, issues, and assessment/evaluation instruments appropriate for use with children from birth - grade 3. Students will demonstrate principles and techniques of administration, application and interpretation of assessment instruments to individual children and groups of young children. Program evaluation tools will be discussed. Using data to guide curriculum decisions for both individuals and groups will be emphasized. A field-experience with infants/toddlers and/or pre-K/Kindergarten children is a part of this course. **Prerequisite(s):** EDU 202 and EDU 300.

EDU 348 Language Development for Educators Credits: 3**Typically Offered:** Fall, Spring.**Course Description:** This course provides an overview of language development from birth through high school. Topics covered include: theoretical approaches, developmental milestones, language analysis/assessment, multi-cultural perspectives, written language development, and speech and language issues faced by children with developmental delayed/exceptional needs. Students will become familiar with research-based instructional techniques/strategies in oral, written, and adaptive language. **Prerequisite(s):** EDU 150 and EDU 202.**EDU 351 Mathematics Methods for Early Childhood and Elementary Educators Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Mathematical methodologies, strategies, materials, and curriculum development in early childhood and elementary education. **Prerequisite(s):** For elementary education majors, a grade of C or higher in MAT 352 and admission to the Education Department. For special education majors a grade of C or higher in MAT 112 or MAT 116 and admission to the Education Department. For early childhood education majors, a grade of C or higher in MAT 110, MAT 110E, MAT 112, or MAT 116 and admission to the Education Department.**EDU 352 Mild/Moderate Disabilities: Law, Characteristics, and IEPs Credits: 3****Typically Offered:** Fall.**Course Description:** This course will survey legislation and litigation that control the identification and delivery of services to mild/moderate cross categorical special education students and will include the referral process, the IEP, and placement decisions. Historical and current critical issues of the field will be discussed. Definitions, characteristics, eligibility criteria, theoretical approaches and etiology of students with learning disabilities, behavior disorders, mental retardation or physical and other health impairments will be studied. **Prerequisite(s):** Admission to the Education Department and EDU 315. Microcredential students are exempt from the prerequisite(s).**EDU 355 Teaching Students with Deficits in Mathematics Credits: 3****Typically Offered:** Spring.**Course Description:** This course focuses on teaching students-whether formally identified for special education services or whether struggling in the regular classroom setting without accommodations-with mathematics deficits. A special emphasis will be placed on research-based instructional methodologies and developmentally appropriate approaches to math instruction. Similar emphasis will be placed on differentiation and both formative and summative assessment for significant student progress in this content area. **Prerequisite(s):** EDU 315 and EDU 351.**EDU 357 Introduction to Early Childhood Special Education: Curriculum Development Credits: 3****Typically Offered:** Departmental Discretion.**Course Description:** This course is designed to introduce the student to special education in general and the unique field of early childhood special education. Students will become familiar with the major principles of the law related to special education services. Students will have the opportunity to design appropriate program and implementation plans for young children with special needs ages 0-5. The importance of parent and family partnerships based on the family systems model will be presented. Students will have the opportunity to observe early intervention programs and evaluate those settings relative to their knowledge of appropriate practice. The course will survey a range of disabilities affecting young children, including cognitive, behavioral, speech/language, sensory, orthopedic, and health impairments.**Prerequisite(s):** EDU 300 and EDU 315. Microcredential students are exempt from the prerequisite(s).**EDU 360 Assessing and Individualizing Reading Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Acquaints the classroom teacher with philosophy, theories, pertinent studies and findings, and test instruments aiding perception and analysis of performance levels and behaviors in learning to read; develops expertise in determining the strengths and weaknesses of each pupil and the casual relationship of the total reading performance pattern; develops observation and evaluation skills to study, develop, and utilize selected evaluation instruments for adapting class methods and materials to the needs of students. Includes an off-campus applied learning experience. **Prerequisite(s):** EDU 325, EDU 375 for Elementary Education or EDU 374 for Early Childhood Education, and Admission to the Education Department.**EDU 365 Methods for Secondary Learners Credits: 3****Typically Offered:** Departmental Discretion.**Course Description:** The primary purpose of this course is to provide pre-service teachers with information and experiences that will help them develop and deliver effective instructional lessons for students in grades 6-12. Major areas of content focus include the following models of teaching: critical thinking and problem-solving, inductive learning, group investigation, non-directive teaching, mastery learning, etc. Pre-service teachers will become familiar with and demonstrate evidence of the knowledge, skills, and dispositions for effective beginning teaching. **Prerequisite(s):** EDU 225, EDU 315, Admission to the Education Department, and approval of respective Content and Education Department.**EDU 370 Behavior Management Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Designed to provide classroom management skills for teaching both large groups and small classes of exceptional students. The course will focus on theories of applied behavioral analysis and its application for effective teaching. Behavior modification, cognitive behavior management, self-management, and social skills training will be included. **Prerequisite(s):** EDU 202 and EDU 203. Microcredential students are exempt from the prerequisite(s).

EDU 374 Literacy Development in Early Childhood Credits: 3**Typically Offered:** Fall, Spring.**Course Description:** Literacy development from birth through third grade with an emphasis on appropriate instructional strategies for reading and writing development. Includes suitable children's literature for use in instruction and current assessment techniques used to measure young children's literacy development. Plan and teach effective lessons that integrate a variety of content areas including literacy and social studies. **Prerequisite(s):** EDU 325 and Admission to the Education Department.**EDU 375 Teaching Reading in the Elementary School Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** An application level course focused on investigating children's literacy development in the context of balanced literacy program. Student will plan, teach, and evaluate a sequence of reading and language arts lessons, managing both small and large groups of children. **Prerequisite(s):** EDU 325 and Admission to the Education Department.**EDU 376 Applied Teaching Methods and Management Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** This course is designed to continue instructional planning and implementation of curriculum, learn additional instructional strategies and techniques to teach content areas, along with critical thinking and problem solving. Assessment, student data, and data based decision making will be discussed and implemented in the concurrent field experience. Must be taken concurrently with EDU 377.**Prerequisite(s):** Admission to Education and completion of the content methods course required for the major.**EDU 377 School Experience in Teaching Credits: 2****Typically Offered:** Fall, Spring.**Course Description:** Continuation of the off-campus experiences in cooperating schools as teacher associates. This course provides the teacher candidate with a school-based experience working with an experienced teacher. A minimum of 60 contact hours is required. An approved application with the Education Department must be completed with the Placement Coordinator the semester prior to placement. Must be taken concurrently with EDU 376. **Prerequisite(s):** Admission to Education and completion of appropriate methods courses for each degree.**EDU 379 Project Construct Coaching Practicum Credits: 1****Typically Offered:** Fall, Spring, Summer.**Course Description:** Students will apply Project Construct principles in classrooms and receive feedback with the purpose of reflecting and improving early childhood pedagogy. **Prerequisite(s):** EDU 300 and EDU 334. Microcredential students are exempt from the prerequisite(s).**EDU 400 Seminar in Early Childhood Education and Human Relations Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Studies philosophical, ethical, and legal problems related to early childhood education; explores instructional strategies, general methodology, classroom management, evaluation procedures, and interpersonal relations applied to teaching. To be taken concurrently with EDU 462.**EDU 403 Seminar in Elementary Education and Human Relations Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Philosophical, ethical, and legal problems related to elementary education; explores instructional strategies, general methodology, evaluation procedures, and interpersonal relations applied to teaching. To be taken concurrently with EDU 408 or EDU 427.**EDU 404 Seminar in Secondary Education and Human Relations Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Philosophical, ethical, and legal problems related to secondary education instructional and assessment strategies, including classroom and laboratory experiences and data-analysis; considers interpersonal relations as applied to teaching all diverse students, including those with special needs or ELL. Special attention will be provided to working well with cultural diversity and with the appropriate instruction of English Language Learners. Must be taken concurrently with EDU 409. **Prerequisite(s):** EDU 376 and EDU 377.**EDU 408 Elementary Student Teaching III Credits: 9****Typically Offered:** Fall, Spring.**Course Description:** A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 403. **Prerequisite(s):** EDU 376 and EDU 377 and must have passed the appropriate Missouri Content Assessment in the area of certification and receive departmental approval.**EDU 409 Secondary Student Teaching III Credits: 9****Typically Offered:** Fall, Spring.**Course Description:** A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 404. **Prerequisite(s):** A minimum 3.0 GPA in major field, approval from the major department, EDU 376, EDU 377, and special methods course in the major. Must have passed the appropriate Content Area Assessment in the area of certification and receive departmental approval.**EDU 411 Methods of Teaching the Student with Cross-Categorical Disabilities Credits: 3****Typically Offered:** Fall.**Course Description:** This course is oriented toward the application of classroom practices, teaching strategies, affective interventions, and instructional modifications to be used with students who are cognitively deficient, learning disabled, behaviorally disordered, and physically or otherwise health impaired. A focus on assistive technology is also included. To be taken concurrently with EDU 426. **Prerequisite(s):** EDU 342, EDU 348, EDU 352, EDU 355 and EDU 430.**EDU 426 Experience Teaching Cross-Categorical Disabilities Credits: 2****Typically Offered:** Fall.**Course Description:** Off campus experience teaching students with cross-categorical disabilities in cooperating schools as a teacher associate. This course taken at the elementary level will require EDU 427 at the secondary level. This course taken at the secondary level will require EDU 427 to be taken at the elementary level. To be taken concurrently with EDU 411. **Prerequisite(s):** EDU 325, EDU 342, EDU 348, EDU 351, EDU 352, EDU 355 and Admission to the Education Department.

EDU 427 Cross Categorical Disabilities Student Teaching Credits: 9**Typically Offered:** Fall, Spring.**Course Description:** A semester of clinical experience in an off-campus situation under a certified cooperating teacher in the area of K-12 cross-categorical special education. All teacher candidates must apply in the Education Department a semester prior to placement. Teacher candidates who took EDU 426 at the elementary level will take this course at the secondary level, and those who took EDU 426 at the secondary level will take this course at the elementary level. To be taken concurrently with EDU 403. **Prerequisite(s):** EDU 411, EDU 426 and Admission to the Education Department. Must pass the appropriate Content Assessments required by the Missouri DESE.**EDU 430 Teaching Students with Reading Deficits Credits: 3****Typically Offered:** Fall, Spring.**Course Description:** Literacy assessment techniques and interventions for upper elementary, middle, and high school students with reading deficits. **Prerequisite(s):** EDU 311 and Admission to Education.**EDU 450 Independent Research/Project Credits: 1-6****Typically Offered:** Departmental Discretion.**Course Description:** Investigation of a research problem, project, or topic on an individual conference basis. May be repeated for credit. **Prerequisite(s):** Minimum of 3.0 GPA in major field and departmental approval.**EDU 461 Experience in Early Childhood Special Education Credits: 2****Typically Offered:** Departmental Discretion.**Course Description:** Off-campus experiences in teaching the young handicapped infant, toddler, and preschool child in cooperating schools and/or private agencies. Must be taken concurrently with EDU 411.**Prerequisite(s):** EDU 357.**EDU 462 Early Childhood Student Teaching III Credits: 9****Typically Offered:** Fall, Spring.**Course Description:** A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 400. **Prerequisite(s):** EDU 376 and EDU 377 and must have passed the appropriate Missouri Content Assessment in the area of certification and receive departmental approval.**EDU 470 English Language Learners Elementary Practicum Credits: 2****Typically Offered:** Departmental Discretion.**Course Description:** ELL Practicum focuses on peer observation/peer coaching in the context of the Elementary ELL classroom. **Prerequisite(s):** ENG 232 or EDU 348, TSL 467, TSL 468, and credit or concurrently enrolled in TSL 469.**EDU 471 Fundamentals of Autism Spectrum Disorder Credits: 3****Typically Offered:** Fall.**Course Description:** Provides an understanding of autism spectrum disorder (ASD) and its effects on life and learning (PreK-adulthood), as well as a comprehensive overview of history, issues, and practices. Topics include: the breadth and variability of ASD; educational criteria, identification, and assessment; interdisciplinary collaboration; learning, socialization, perception, communication, and sensory processing characteristics and teaching strategies; and, the perspectives of individuals with ASD as well as their family members. **Prerequisite(s):** EDU 315 and Admission to the Education Department.**EDU 472 Assistive Technology and Augmentative Communication in Inclusive Settings Credits: 3****Typically Offered:** Spring.**Course Description:** Focuses on current technology to support learners progress in the general curriculum in the areas of motor disabilities, sensory disabilities, reading and writing deficits, language disorders, and communication disorders. Includes theory and practical applications for students with and without identified disabilities in the context of universal design for learning. **Prerequisite(s):** EDU 315 and Admission to the Education Department.**EDU 473 Preparing Students and Families for Transitions and Careers Credits: 3****Typically Offered:** Spring.**Course Description:** Focuses on transition points for individuals with disabilities across, into, and out of their PreK-12 experience, from the initial identification or transition from early childhood services to the transition to postsecondary education or career. Emphasizes preparation at all grade levels for future career and employment, and identifying and preparing for postsecondary education options. Highlights ways to include parents and families in the process and provide them with resources. **Prerequisite(s):** EDU 315 and Admission to the Education Department.**EDU 474 Collaborating with Families and School Personnel for Inclusion Credits: 3****Typically Offered:** Fall.**Course Description:** Explores effective ways to work with parents/guardians and other family members as collaborators and to provide them with resources. Considers the collaborative relationships between school personnel: co-teachers; general educators, ancillary teachers and consulting special educators; curriculum teams; teachers and paraprofessionals; and teachers and related services personnel. **Prerequisite(s):** EDU 315.**EDU 475 English Language Learners Secondary Practicum Credits: 2****Typically Offered:** Departmental Discretion.**Course Description:** ELL Practicum focuses on peer observation/peer coaching in the context of the Secondary ELL classroom. **Prerequisite(s):** EDU 348, TSL 467, TSL 468, and credit or concurrently enrolled in TSL 469.**EDU 483 Practicum in Elementary Reading Credits: 3****Typically Offered:** Departmental Discretion.**Course Description:** Students will be placed with a teacher holding a Reading Specialist certification in a K-5 classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with elementary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. Clinical treatment of identified reading and learning problems will be addressed. **Prerequisite(s):** EDU 360, EDU 374, and EDU 375.**EDU 484 Practicum in Secondary Reading Credits: 3****Typically Offered:** Departmental Discretion.**Course Description:** Students will be placed with a teacher holding a Reading Specialist certification in a 6-12 classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with secondary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. Clinical treatment of identified reading and learning problems will be addressed. **Prerequisite(s):** EDU 360 and EDU 511.

EDU 490 Applied Education Practices Credits: 1-9

Typically Offered: Departmental Discretion.

Course Description: Workshops developed in selected areas in accordance with student interest.