

Graduate Course Descriptions

Listed by Program of Study

Early Childhood Education (ECH)
Elementary Education (ELE)
Teaching English to Speakers of Other Languages (TESOL)
Special Education – Visual Impairment (VI)

Courses supporting each program are provided below.
The following information is also presented, as it corresponds to the course:

Semester offered: Fall, Spring, Summer
Alternate Delivery Methods: Compressed (C) or Internet (I)

Early Childhood Education (ECH)

SECH 608. Parent Involvement in Early Childhood Education (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques and materials for program development. Community resources for supporting programs for children in various instructional settings. **Fall, (C)**

SECH 740. The Young Child: Applying Theory and Research (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional and physical development of infants, toddlers and young children will be examined. Special emphasis on implication for developing early childhood educational instructional programs. Prerequisite: SEPY 705. **Fall**

SECH 742. Advanced Study of Early Childhood Curricula and Program Models (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education. **Spring, (C)**

SECH 744. Advanced Study of Language Development and Communication Skills in Early Childhood Education (3) Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight. **Summer, (I)**

SECH 750. Play Theory and Early Learning (3) Theory, research and practices related to the play of young children in various instructional settings. **Spring**

SECH 794. Types of Early Childhood Centers (3) An overview of the function, funding, management and organization of the many varied programs for young children, including research centers, private and agency controlled schools. **Summer**

SECH 797. Seminar in Early Childhood Education (3) Synthesis of development, curriculum, cognition and related issues in early childhood education. Prerequisites: 30 hours of Program of Study courses completed including SEPY 705, SERM 700, SEFN 744 and SECH 742. **Spring**

SEPY 705. Children and Adolescents as Learners (3) Focus on the relationship between growth and development (cognitive, social, emotional, and physical) and learning for children and adolescents. Particular attention will be given to developmentally appropriate teaching practice, learning differences, and learning difficulties. **Summer, (I)**

SEFN 744. Philosophy and Education (3) The functional considerations governing educational theories and practices. **Spring, (C)**

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) Literacy instruction from oral language through emergent literacy. Emphasis will be placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally appropriate assessments will be considered as tools for focusing literacy support. **Fall, (C), (I)**

SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education. **Spring**

Elementary Education (ELE)

SEDL 615. Science in the Elementary School (3) Reinforces the science background of practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures. **Summer**

SEDL 642. Teaching Mathematics to Young Children (3) Analysis of a developmental approach to teaching children under the age of nine. **Summer**

SEDL 715. The Elementary School Curriculum (3) Critical study of the modern elementary school curriculum. **Spring, (C), (I)**

SEDL 717. Curriculum Problems in the Elementary School (3) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion. Prerequisite: SEDL 715. **Fall, (I)**

SEDL 745. Teaching Elementary Problem Solving, Geometry, and Measurement Topics (3) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes of instruction. **Fall, (C)**

SEDL 760. Implementing Social Studies in the Elementary/Middle School (3) The selection of teaching procedures and instructional materials used to teach social studies in the elementary school will be investigated. **Summer**

SEDL 780. Seminar in Elementary Education (3) Students will synthesize their graduate studies for a master's degree in elementary education. Prerequisites: 30 hours of Program of Study courses which must include SEPY 705, SERM 700, SEFN 744 and SEDL 715 or SEDL 720. **Spring**

SEFN 744. Philosophy and Education (3) The functional considerations governing educational theories and practices. **Spring, (C), (I)**

SEPY 705. Children and Adolescents as Learners (3) Focus on the relationship between growth and development (cognitive, social, emotional, and physical) and learning for children and adolescents. Particular attention will be given to developmentally appropriate teaching practice, learning differences, and learning difficulties. **Summer, (I)**

SEFN 744. Philosophy and Education (3) Functional considerations governing educational theories and practices. **Spring, (C)**

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) Literacy instruction from oral language through emergent literacy. Emphasis will be placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally-appropriate assessments will be considered as tools for focusing literacy support. **Fall, (C), (I)**

SLCY 723. Developing Literacy from Grades Three through Eight (3) Literacy instruction in grades three through eight supporting the transition of learners from the initial stages of reading and writing into fluency. Emphasis will be placed on integrating literacy instruction throughout the curriculum. Developmentally-appropriate literacy assessments, as well as, techniques for supporting struggling readers and writers will be included.

Spring, (C), (I)

SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education. Spring

Teaching English to Speakers of Other Languages (TESOL)

SEPS 732. Enhancing Learning Environments for Diverse Cultures (3) An exploration of the knowledge, skills, and attitudes essential for teaching children from diverse cultures. Though the course will investigate the history and characteristics diverse cultures, the focus of the course will be on promoting the academic and personal success of these children through appropriate learning settings and effective classroom instruction. Fall

SLL 708. Introduction to Linguistics (3) An overview of language and linguistics and their relationship to teaching and learning. Attention will be given to phonetics, phonology, morphology, syntax, and semantics as they relate to linguistic theory; to issues of language use; to questions of language in the social context, particularly in the K-12 classroom; and to issues of language acquisition and language learning. Summer

SLL 718. Techniques for Teaching English to K-12 Second Language Learners (3) Principles and strategies for developing and implementing effective instruction for K-12 second language learners. Attention will be given to a variety of philosophies and models for teaching English to second language learners, variables affecting the learning of English by second language learners, and learning strategy research. Co-requisite: SLL 760 (1 hour credit). Fall

SLL 728. Literacy Instruction for K-12 Second Language Learners (3) Theories of first and second language acquisition and literacy acquisition. Attention is given to strategies and techniques for guiding second language learners through the reading and writing process and for assessing progress in literacy acquisition. Co-requisite: SLL 760 (1-2 hours credit). Spring

SLL 760. Practicum in Teaching English to K-12 Second Language Learners (1-3) Clinical experience to prepare teachers to provide effective teaching/learning experiences for K-12 second language learners. The focus of the practicum will be the application of principles, guidelines, strategies and techniques appropriate for K-12 second language learners. Co-requisites: SLL 718 (1 hour); SLL 728 (1-2 hours) Fall (1); Spring (2)

Visual Impairment (SVIP)

EDRM J700/SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education. Summer (Distance Ed thru DVD, USC Columbia)

SEPS 725. Advanced Study of K-12 Curriculum (3) Advanced study of foundations for development, historical context, determinants, content, organization, planning, design and strategies for change of K-12 curricula. The role of teachers in the creation, evaluation and revision of K-12 curriculum is examined. Fall, (I)

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) modified for the Visual Impairment Teacher. Literacy instruction from oral language through emergent literacy. Emphasis will be placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally-appropriate assessments will be considered as tools for focusing literacy support. Spring, (I)

SVIP 610. Nature and Needs of Learners with Visual Impairment (3) A historical perspective, legal requirements, ethics, accessibility issues, service delivery systems, prevalence, etiologies, educational interventions, adaptive aids, and resources as it relates to the education of individuals who are blind or visually impaired. The cognitive, linguistic, motor, sensory, and psychosocial development characteristics of children and youth with visual impairment are explored. **Summer**

SVIP 650. Anatomy, Physiology, and Disorders of the Visual System (3) Thorough review of the structure and functioning of the eye and neurological system relating to visualization, congenital and acquired visual abnormalities and their effects on functioning, ophthalmologic examination procedures, and ocular terminology. Educational relevance of course content is emphasized by interpretation of medical eye reports, visual screening, and intervention strategies used to accommodate residual vision. **Summer**

SVIP 675. Functional Low Vision Assessment and Intervention (3) Provide assistance to a learner with visual impairment who has residual, useful vision by means of optic aids and other adaptive devices. Functional assessment, ophthalmic and optometric consultation, and educational intervention constitute course content. Prerequisite: SVIP 650. **Fall, (1)**

SVIP 705. Literary Braille Code (3) A historical perspective, review of devices used to transcribe Braille, comprehensive overview of uncontracted and contracted Braille, and extensive practice in the production of literary Braille by the use of the Perkins Braille and a computerized Perkins Braille emulator. Instruction begins with uncontracted Braille and common contractions in a logical sequence until all contractions are covered and the student is proficient in reading and transcribing Braille. **Fall, (1)**

SVIP 706. Advanced Braille (3) Transcription of mathematics, science notation, music, and foreign language into braille on a Perkins Braille and a computerized Perkins Braille emulator. This course also includes instruction in using an abacus, creating tactile graphics, developing perceptual skills, using a slate and stylus, and teaching the Nemeth Braille Code to students who are visually impaired. Prerequisite: SVIP 705. **Spring, (1)**

SVIP 712. Assistive and Instructional Technology for Learners with Visual Impairment (3) Adaptive aids, electronic devices, computerized Braille embossers, synthetic voice output, print reading programs and other software. Students learn about technological devices and become proficient in the use and instruction of these devices and programs. Prerequisite: SVIP 705. **Summer**

SVIP 717. Orientation and Mobility for Learners with Visual Impairment (3) Instruction in cane skills, orientation, mobility, and activities of daily living for students with visual impairment. The role and responsibilities of the teacher in instruction and in relationship with a certified orientation and mobility professional are stressed. **Summer**

SVIP 724. Visual Impairment and Multiple Disabilities (3) The cumulative effects of visual impairment with concomitant disabilities on cognitive, sensory, motor, psychosocial, linguistic, and educational functioning. Educational intervention strategies, service delivery models, legal implications, and the multidisciplinary team model are reviewed. **Summer**

SVIP 730. Assessment and Educational Methods for Learners with Visual Impairment (3) Formal and informal approaches to evaluation for development of individualized educational programs, materials, equipment, curriculum adaptations, resources, adaptive aids, and instructional strategies. Emphasis is on knowledge of resources, methods of teaching, and how to develop and implement appropriate educational programs for learners with blindness and low vision. Prerequisite: Completion of 21 credits in visual impairment courses. **Spring, (1)**

SVIP 735. Practicum in Special Education: Visual Impairment (3) Capstone field experiences and completion of a comprehensive case study and program portfolio. Candidates complete a minimum of 350 hours of supervised teaching of students with visual impairment. The program cumulative portfolio is completed, presented for committee review, and defended. Prerequisite or Co-requisite: SVIP 730. **Spring**