
621 Understanding Learning Differences (3) F, S, SU. This course will present the student with contemporary approaches to topics including cognition, cognitive learning, brain functionality, language development, divergent learners, developmental milestones, social development, developmental prerequisites, and educational methodologies required of a contemporary educator. Emphasis will be placed on how, why, and when children learn and develop naturally, and will include those children with exceptionalities.

622 Assessment of Learning and Behavior (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating students' behavior and achievement. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

623 Quantitative Research Methods in Education (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course will emphasize current research techniques/methodologies appropriate for the contemporary teacher. Skills in understanding and critically analyzing professional literature and in applying the findings of current research in educational settings will be emphasized. Basics of statistical analysis will be introduced. Models and designs of various types of studies will be covered, including Historical, Descriptive, and Experimental. The student will be exposed to Pre-experimental, Quasi-experimental, and True-experimental designs and the benefits of each in contemporary classroom environments. The student will also learn to use appropriate software for analyzing research data in education settings. It is recommended that students complete Education 623 within the first 12 hours of their academic program. It is required that students complete Education 623 within the first 18 hours.

624 Behavior Management of Students with Disabilities (3) F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

635 Family-School-Community Partnerships in High Poverty Schools (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

636 Language, Literacy, and Poverty (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and

reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

637 Foundations of Reading (3) This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

638 Assessment of Reading (3) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

639 Practicum: Assessment of Reading (1) (Prerequisite EDUC 638). This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

648 Educational Research (3) F, S, SU. This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

720 Educational Methods for Intellectual and Developmental Disabilities (3) (Prerequisite: Psychology 601 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with intellectual and developmental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

721 Family, Community, and Early Childhood Education (3) S, SU. A primary goal of this course is to provide opportunities for collaboration among teachers, other professionals, and members of a larger and diverse community. One of the outcomes of the course collaboration is a plan to address a concern, such as school-age child care. Course content encompasses topics that include family and community concerns and issues, such as anti-bias practices in schools; strategies to connect families to appropriate community services; and initiatives to assist family and community, such as mentoring school volunteers.

722 Curriculum Design for Early Childhood Programs (3) SU. One of the goals of this course is to have students design and use curriculum that is based on the most current research concerning children's development in all domains. A product of this course is a research paper including the implications of a proposed curriculum for a school or child care center. Course topics relate to innovative, pragmatic programs that are appropriate for children from birth through age eight and who reflect diverse demographics. Instructional methods for integrating the curriculum in language, math, science, social studies, health, and the arts are studied.

723 Early Intervention: Strategies for the Special Needs Child (3) SU. A goal of early intervention is to prepare students to effectively provide, at the earliest juncture possible, appropriate treatments and accommodations for children presenting special needs. This course addresses theory, practice, and federal and state legislative support for programs for special needs children during the pre-school and primary years. Emphasis is directed toward support services to families as well as the affected children. Attention is given to children who exhibit risk factors for or characteristics of mild to moderate developmental delays, high incidence disabilities (educable mental disability, learning disability, speech disorders), and low incidence disabilities (sensory losses, orthopedic disabilities). The needs of children who exhibit cognitive and other developmental traits above the normal range are also considered. Students analyze, interpret, and identify critical configurations of scores within psychoeducational and informal