

Draft Schedule or Courses in the Masters

	Fall			Spring			Summer		
	Core	Pedagogy	Emphasis	Core	Pedagogy	Emphasis	Core	Pedagogy	Emphasis
2007-2008	Core 1	ED 512 (3) (D) ED 520 (3) (T) ED 523 (2) (T) ED 528 (1) (T)	IT: ED 520 (3) ED 523 (2) ED 528 (1) SPED: ED 512 (3) ED 545 (3) LDE: BBE 503 (3) PE/Music and others begin in Sp 08	Core 1 Core 2	ED 512 (3) (D) ED 520 (3) (T) RDG 535 (3) (L) RDG 550 (3) (L)	IT: ED 520 (3) SPED: ED 512 (3) ED 510 (3) RDG 550 (3) LDE: BBE 501 (3) SPCOM (3) BBE Pract. (4) PE/Music: 3 hrs.		ED 512 (3) (D) ED 520 (3) (T) BBE 520 (L) ED 529 (3) (L)	IT: (12) ED 520 (3) ED 521 (2) ED 532 (3) ED 591 (1) ED 529 (3) SPED: (9) ED 512 (3) ED 506(3) ED 507 (3) LDE: (12) BBE: 560 (2) BBE 520 (3) BBE Pract. (4) ENG 352 (3) PE/Music: (9)
2008-2009	Core 1 Core 2 Core 3 Core 4	ED 512 (3) (D) ED 520 (3) (T) ED 529 (3) (L) ED 531 (3) (D)	IT: ED 520 (3) ED 531 (3) ED 529 (3) SPED: ED 508 (3) ED 512 (3) ED 545 (3) LDE: BBE 503 BBE Practicum (4) PE/Music: 3 hrs.	Core 1 Core 2 Core 3 Core 4	ED 512 (3) (D) ED 520 (3) (T) ED 531 (3) (D) RDG 535 (3) (L) RDG 550 (3) (L)	IT: ED 520 (3) ED 533 (3) ED 531 (3) SPED: ED 512 (3) ED 509 (3) ED 531 (3) ED 510 (3) RDG 550 (3) LDE: BBE 501 SPCOM XXX BBE Pract. (4) PE/Music: 3 hrs.		ED 512 (3) (D) ED 520 (3) (T) BBE 520 (L) ED 529 (3) (L)	IT: (13) ED 520 (3) ED 529 (3) (L) ED 534 (3) ED 535 (3) ED 591 (1) SPED: (9) ED 512 (3) ED 506(3) ED 507 (3) LDE: (12) BBE: 560 (2) BBE 520 (3) BBE Pract. (4) ENG 352 (3) PE/Music: (9)
2009-2010	Core 1 Core 2 Core 3 Core 4	ED 512 (3) (D) ED 520 (3) (T) ED 529 (3) (L) ED 531 (3) (D)	IT: ED 520 ED 527 ED 528 ED 529 (3) (L) SPED: ED 508 (3) ED 512 (3) ED 545 (3) LDE: BBE 503 (3) BBE Pract.(4) PE/Music: 3 hrs.	Core 1 Core 2 Core 3 Core 4	ED 512 (3) (D) ED 520 (3) (T) ED 531 (3) (D) RDG 535 (3) (L) RDG 550 (3) (L)	IT: ED 520 (3) ED 533 (3) ED 531 (3) SPED: ED 512 (3) ED 509 (3) ED 531 (3) ED 510 (3) RDG 550 (3) LDE: BBE 501 (3) SPCOM (3) BBE Pract.(4) PE/Music: 3 hrs.		ED 512 (3) (D) ED 520 (3) (T) BBE 520 (L) ED 529 (3) (L)	IT: (12) ED 520 (3) ED 521 (2) ED 532 (3) ED 591 (1) ED 529 (3) SPED: (9) ED 512 (3) ED 506(3) ED 507 (3) LDE: (12) BBE: 560 (2) BBE 520 (3) BBE Pract. (4) ENG 352 (3) PE/Music: (9)

Brief Course Descriptions

Core Courses

Course/Credit Hrs.	Brief Description
ED 502: <i>Core 1: Teacher as Change Agent</i> : 3 hrs.	This course builds an understanding of how educators change their own practice of teaching, including the effects of demonstration, evaluation, and reflection. Participants will develop skills at utilizing a range of resources for change, including skills at locating and interpreting educational research and utilizing professional collaboration. Participants begin development of their master's portfolio, including plans for aligning their professional goals with state and National Board standards.
ED 503: <i>Core 2: Teacher as Researcher and Innovator</i> : 3 hrs.	This course focuses on the scholarship of teaching by developing teachers' knowledge and skills in strategies for constructing knowledge that benefit teaching and student learning. Major emphasis is on authentic assessment to document scholarship, applications of action research strategies, and the relationship between professional development and student learning.
ED 504: <i>Core 3: Leading Change in Today's Schools</i> : 2 hrs.	The purpose of this course is to build teachers' skills in leading school change. Topics include a review of the research on organizational change and on effective professional development for educators. Teachers will review current and historical school change movements and implement a change or innovation in an educational setting.
ED 581: <i>Practicum & Seminar in Education</i> : 3 hrs.	This capstone course in the master's program focuses upon completion of the master's portfolio, including development of a final inventory and presentation of the portfolio to the candidate's graduate committee. The practicum requires attendance at a series of seminars for candidates.

Pedagogy Courses (More will be added) – For descriptions, check the course descriptions in emphasis areas

Instructional Technology 3 hrs. from any of the following:	Differentiation of Instruction 3 hrs. from any of the following:	Literacy Education 1 course from any of the following:
ED 520: <i>Educational Media & Technology</i> : 3 hrs. (if ED 280 completed as an UG, please select other course)	ED 512: <i>Diverse Learners</i> : 3 hrs.	ED 520: <i>Literacy for English Language Learners</i> : 3 hrs.
ED 521: <i>Classroom Integration of the Internet</i> : 2 hrs.	ED 531: <i>Diverse Learners & Technology</i> : 3 hrs.	ED 529: <i>Literacy & Technology</i> : 3 hrs.
ED 527/528/591: <i>Productivity Tools/Integration of Software/Special Topics</i> : 1 hr. each		RDG 535: <i>Content Area Literacy</i> : 3 hrs.

Instructional Technology 3 hrs. from any of the following:	Differentiation of Instruction 3 hrs. from any of the following:	Literacy Education 1 course from any of the following:
ED 534: <i>Multimedia Design</i> : 3 hrs.		RDG 550: <i>Diagnosis and Remediation of Rdg Problems</i> : 3 hrs.
ED 535: <i>Database & Assessment Tools</i> : 3 hrs.		

Instructional Technology Emphasis Area Courses (18 hours are selected)

Course Title/Hrs.	Brief Description
ED 520: <i>Educational Media & Technology</i> : 3 hrs.	Survey course focusing upon major applications of technology to teaching. This course is designed for the inservice teacher who has limited recent training in current approaches to using technology. Includes an introduction to using the Internet, productivity tools, development of web-based instruction, etc.
ED 521: <i>Classroom Integration of the Internet</i> : 2 hrs.	Emphasizes current research on effectively planning, designing, teaching, and assessing Internet based learning activities. The student will learn effective web searching strategies, the legal and ethical issues of using the Internet in a classroom, issues of safe use, online communications, and web site development.
ED 523: <i>Teaching & Managing Technology in the Classroom</i> : 2 hrs.	Provides foundations for teachers to effectively plan, instruct, and manage technology in the classroom, applying current research on teaching and learning with technology when designing and implementing effective learning environments and experiences. ED 523 addresses larger issues surrounding technology, including how technology affects the social dynamics of the learning environment, research on the effects of technology on teaching and learning, and the ethical dimensions of technology use in the classroom.
ED 527: <i>Productivity Tools for the Classroom</i> : 1 hr.	Prepares teachers to use productivity software in their daily teacher tasks and to integrate productivity software into their classroom instruction and student projects. MS Office (Word, Excel, PowerPoint, and Access) and other productivity tools will be featured, along with current research on planning, designing, teaching, and assessing learning activities that incorporate productivity tool software.
ED 528: <i>Integration of Educational Software</i> : 1 hr.	Prepares teachers to use educational software in their classroom activities. Teachers become familiar with various educational software applications in their teaching fields and apply methods for evaluating software for its effectiveness in improving student achievement.
ED 529: <i>Literacy & Technology</i> : 3 hrs.	Addresses strategies, processes, and procedures for assessing and teaching literacy using technology tools to enhance students' reading, writing, listening, and speaking. This course emphasizes research-based strategies for developmental literacy, content literacy, and information literacy. Includes strategies for struggling readers/writers.
ED 531: <i>Diverse Learners & Technology</i> : 3 hrs.	Emphasizes the use of technologies to enhance the learning needs of diverse learners. Teachers will explore issues surrounding the use of adaptive/assistive/supportive technologies, as well as the relationship between technology and equity, technology and inclusion, and educational computing as a social practice. The emphasis in the course is on

Course Title/Hrs.	Brief Description
	technology use for diverse learners in the regular classroom, although content is included on assistive technology for students with more severe disabilities and technology applications for students with different learning styles, gender and cultural differences.
ED 532: <i>Hardware & Networking for Educators</i> : 3 hrs.	Provides hands-on exploration of computer hardware and networking and their uses in K-12 education. The purpose of the course is not to develop computer technicians but to develop educators who can be informed decisions makers regarding hardware and networking issues. ED 532 examines both pedagogical and practical considerations regarding networking and hardware issues in schools.
ED 533: <i>Instructional Theory & Tech Design</i> : 3 hrs.	Instructional system design theories and models and their adaptation to plan and use technology effectively in the classroom. Field experience required.
ED 534: <i>Multimedia Design</i> : 3 hrs.	Provides an introduction to the principles and applications of digital multimedia, with special emphasis on animation, digital audio and video as well as interface design as applied in the K-12 educational setting. This course focuses on applying the current research on effectively planning, designing, teaching, and assessing multimedia learning activities. Participants use multimedia tools to create learning activities and use multimedia for K-12 student based projects. Text editing, graphic design and editing, animation, audio and video editing, and multimedia authoring software and hardware will be employed.
ED 535: <i>Database & Assessment Tools</i> : 3 hrs.	Explores the role of technology in planning and performing assessment in the K-12 classroom. Students study technologies that support both formal and alternative assessment in assessing student learning and the role of technologies in meeting the accountability needs of schools.
ED 591: <i>Special Topics</i> : 1-3 hrs.	1-credit course for current and prospective K-12 teachers that explores a specific topic. Topics will address various emerging technologies, giving teachers the opportunity to explore the latest technological tools and how they can be integrated into curriculum.

Linguistically Diverse Education Emphasis Courses (18 hours are selected)

Course Title/Hrs.	Brief Description
ENG 352: <i>English Syntax & Usage</i> : 3 hrs.	English usage and language systems, emphasis on forms and functions of language analysis. (Currently this course is UG only and will become available later as a graduate course)
SPCOM 591: <i>Language Acquisition and Linguistics</i> : 3 hrs.	Normal processes of language and second language development in children, growth of language, including structure, comprehension, use of oral and written language, other symbolic behavior.
BBE 501: <i>Teaching the ELL</i> : 3 hrs.	Methods and techniques of teaching English to children of linguistically different backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to teacher education program.

Course Title/Hrs.	Brief Description
BBE 503: <i>Content Area Instruction for English Language Learners</i> : 3 hrs.	Methods and techniques for teaching content area subjects to children of linguistically different backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to teacher education program.
BBE 520: <i>Literacy for English Language Learners</i> : 3 hrs.	Methods and techniques of teaching Literacy to English Language Learners (fieldwork required). Prerequisite: admission to teacher education program and completion of an undergraduate reading course (at CSU-P – RDG 410 or RDG 435).
BBE 560: <i>ELL Assessment & Administration</i> : 2 hrs.	Study of state, federal, and local laws and policies concerning programs for linguistically diverse students; language instruments for the prospective teacher of linguistically diverse students.
ED 581: <i>Practicum & Seminar in Education</i> : 4 hrs.	Supervised practicum with linguistically diverse students; Capstone Seminar focuses on collaboration, community/family involvement and communication and other topical concerns.

Special Education Emphasis Courses (18 hours are selected)

Course Title/Hrs.	Brief Description
ED 512: <i>Diverse Learners</i> : 3 hrs.	The major emphasis in this course is development of knowledge and skills to differentiate instruction for all learners. Content also focuses on legislation for special education, nature of exceptionalities, and meeting the needs of K-12 students, including second language learners.
RDG 550: <i>Diagnosis and Remediation of Reading Problems</i> : 3 hrs.	Formal and informal diagnostic procedures for the classroom teacher including use of CSAP data, informal inventories, close, criterion-referenced testing and Reading Miscue Inventory. Prescriptions based on diagnosis; remediation strategies applied by students. Prerequisites: a beginning reading course, graduate standing, and teacher certification or initial testing in basic competencies.
ED 506: <i>Management & Behavior Analysis</i> : 3 hrs.	Addresses a range of skills, including research and practice in strategies to ensure high levels of student engagement, as well as the development of 504 plans and strategies for behavioral assessment, behavioral support and social skills plans.
ED 507: <i>Levels of Support I: Literacy, Math, & Academic Interventions</i> : 3 hrs.	Addresses scientifically-based reading, writing, listening, speaking, and viewing strategies, including all areas related to literacy competencies; as well as approaches for teaching mathematics and other core areas; will emphasize knowledge of effective approaches, as well as the role of the special educator as collaborator and coach. <u>Prerequisite</u> : Course in developmental reading and course in assessment and remediation of reading.
ED 508: <i>Levels of Support II: Strategies in the Sec. School</i> : 3 hrs.	Addresses scientifically-based instructional techniques, strategies, and content modifications for secondary students in literacy, math and other academic areas; includes an emphasis on transition planning and vocational services.

Course Title/Hrs.	Brief Description
ED 509: <i>Levels of Support III: Functional Interventions</i> : 3 hrs.	Addresses needs of moderate to severe learning and behavioral challenges, including the development of behavioral support and skills plans, vocational and other transitional programs for K-12 students, assistive technology and effective accommodations and adaptations to the general curriculum; focuses on strategies for students with low incidence challenges such as autism or pervasive developmental disorders.
ED 545: <i>Assessment & Data Driven Instruction</i> : 3 hrs.	Focuses on curricular and behavioral assessment strategies, including diagnostic, curriculum based assessment, work sample analysis, standardized assessment procedures, IEP development, and progress monitoring.
ED 510: <i>Collaboration & Community Building</i> : 2 hrs.	Supports skills at co-teaching, teaming, and collaboration with teachers, families, paraprofessionals, and others to strengthen student achievement.

Examples of Possible Schedules.

Students Beginning in Summers will be able to complete the Program in Two Years.

Example of Enrollment (Completion of Masters in 2 Years) – INSTRUCTIONAL TECHNOLOGY

Fall 2007	Spring 2008	Summer 2008
ED 502: Core 1 (3) ED 523 (2) ED 528 (1)	<u>ED 529 (3) -- Literacy</u> ED 502: Core 2 (3)	ED 521 (3) ED 532 (3) ED 591 (1)
Fall 2008	Spring 2009	Summer 2009
ED 504: Core 3 (2) <u>ED 531 (3) – Diverse Learners</u>	ED 533 (3) ED 535 (3) ED 591 (1)	<u>ED 534 (3) -- Technology</u> ED 591 (1)
Fall 2009		
ED 581: Practicum/Seminar (3)		

Example of Enrollment (Completion of Masters in 2 Years) – LINGUISTICALLY DIVERSE

Fall 2007	Spring 2008	Summer 2008
ED 502: Core 1 (3) BBE 503 (3)	<u>ED 529 (3) -- Literacy</u> ED 502: Core 2 (3) BBE 501 (3) SPCOM 591(3)	BBE 560 (2) BBE 520 (3) <u>ED 520 (3) – Technology</u>
Fall 2008	Spring 2009	Summer 2009
ED 504: Core 3 (2) <u>ED 531 (3) – Diverse Learners</u>	ED 533 (3) ED 535 (3) ED 591 (1)	ED 534 (3) ED 591 (1)
Fall 2009		
ED 581: Practicum/Seminar (3)		

Example of Enrollment (Completion of Masters in 2 Years) – SPECIAL EDUCATION

Fall 2007	Spring 2008	Summer 2008
ED 502: Core 1 (3) Assess	<u>ED 529 (3) -- Literacy</u> ED 502: Core 2 (3)	ED 521 (3) ED 532 (3) ED 591 (1)
Fall 2008	Spring 2009	Summer 2009
ED 504: Core 3 (2) <u>ED 531 (3) – Diverse Learners</u>	ED 533 (3) ED 535 (3) ED 591 (1)	ED 534 (3) ED 591 (1)
Fall 2009		
ED 581: Practicum/Seminar (3)		