5500:223. Urban Youth Mentoring. (3 Credits)
Urban youth mentoring and mentorship theory and practice in school-based settings; including the completion of 30 hours of urban mentorship field experience.

5500:230. Educational Technology. (3 Credits)
Prerequisite: 13-15 sem. hrs. with a 'C' or better in specific GenEd courses; 5100:200 (may be taken as prerequisite or corequisite); FBI/BCI background checks. Effectively identifying, locating, evaluating, designing, preparing, and efficiently using educational technology as instructional resource in the classroom to support learning and teaching.

5500:240. Foundations of Literacy. (3 Credits)
Focus on building blocks of teaching children how to read with an emphasis on literacy development and an emphasis on research-based components of reading instruction.

5500:241. Word Study, Phonics & Spelling. (3 Credits)
Prerequisite: 5500:240. Candidates will explore a variety of genres, types of texts, resources, and instructional strategies to maximize students' comprehension, fluency, and vocabulary growth.

5500:245. Understanding Literacy Development & Phonics. (3 Credits)
Prerequisite: admission to Teacher Preparation Program. Children's literacy development is explored through an integrated instructional model, with emphasis on the role of comprehension, phonics, and functional spelling in language learning. (10 hours of service learning)

5500:251. Teaching Personal Finance in the PK-12 Classroom. (3 Credits)
Teacher candidates learn best practices in planning and implementing standards-based personal finance and economic instruction.

5500:286. Teaching Multiple Texts. (3 Credits)
Prerequisite: 5500:240. Candidates will explore a variety of genres, types of texts, resources, and instructional strategies to maximize students' comprehension, fluency, and vocabulary growth.

5500:308. Instructional Design and Assessment. (6 Credits)
Prerequisites: 5100:220 and 5610:225. Theoretical and practical foundations for standards-based instruction and assessment; including instructional design, assessment development, and classroom practice for all learners in diverse and inclusive settings.

5500:310. Instructional Design. (3 Credits)
Prerequisites: 5100:210, 5100:211, and admission to College of Education. Corequisite: 5500:311. Design and teach lessons using instructional models, strategies, and resources for students with different characteristics and design appropriate assessments to measure content mastery.

5500:311. Instructional Resources. (3 Credits)
Prerequisites: 5100:210, 5100:211; Corequisite: 5500:310. Examines existing and developing media, technological, human and environmental resources as they relate to learning. Includes identifying, locating, evaluating, using, designing, and preparing educational resources.

5500:320. Diversity in Learners. (3 Credits)
Prerequisites: 5100:210, 5100:211. Students learn to appreciate common core culture, the diversity in the student population and the democratic ideal of equal access to educational opportunity. (10 hours of field experience included.)

5500:330. Classroom Management. (3 Credits)
Prerequisites: 5100:210, 5100:211. Content regarding effective organization of the classroom as well as procedures and models for mediation of student behaviors will be presented.

5500:341. Laboratory Practicum in Reading. (3 Credits)
Prerequisite: 5500:445. Laboratory experience with classroom, small groups and individual situations. A student diagnoses, implements procedures and follows prescribed reading improvement practices. (25.5 field hours)

5500:352. Teaching Mathematics to Inclusive Early Childhood Settings. (3 Credits)
Prerequisite: 5500:308. To examine and to know the standards-based mathematics curriculum and the instruction appropriate for inclusive early childhood ecologies.

5500:360. Educational Planning: Instruction, Assessment and Classroom Management. (3 Credits)
Prerequisites: 5500:230, 5100:200, 5100:220; 5610:225; prerequisite or corequisite: 5100:300. Theoretical foundations for standards-based thematic units and lesson plans, classroom assessment and organization, including procedures and models for mediating student behavior and classroom management.

5500:370. Educational Implementation: Instruction, Assessment and Classroom Management. (3 Credits)
Prerequisites: 5500:360, 5100:300. Interpretation and application of standards-based thematic units and lesson plans; classroom assessment and organization, including mediation of student behaviors and classroom management.

5500:430. Clinical Teaching I. (3 Credits)
Prerequisite: 5500:308. Corequisite: 5500:420. Observe and apply education methodologies and theories in a school/classroom field-based environment. (50 clinical hours)

5500:431. Clinical Teaching II. (3 Credits)
Prerequisites: 5500:420 and 5500:430. Corequisite: 5500:421. Course following Clinical Teaching I - Apply education methodologies and theories in a classroom environment in a full-time school environment. (640 clinical hours)

5500:439. Engineering for Educators. (3 Credits)
Prerequisite: 5500:308. Engineering design concepts and their applications course for teachers/teacher candidates. Students will engage in engineering problem solving activities and design lesson plans that address science and engineering practices. (Next Generation Science Standards)

5500:440. Literacy in the Content Areas. (3 Credits)
Prerequisite: 5500:308. Prepare candidates to understand issues and use methods and materials to promote disciplinary literacy in middle and secondary classrooms (20 hours clinical).

5500:442. Teaching Reading to Culturally Diverse Learners. (3 Credits)
Prerequisites: 5500:245, 5500:286. The course is designed to provide students with knowledge, skills, and attitudes that will enable employment of effective methods of teaching reading to culturally different learners and/or learners whose language patterns are nonstandard.

5500:445. Assessment and Instruction in Literacy. (3 Credits)
Prerequisites: 5500:240, 5500:241, and [5500:286 or 5500:480]. This course explores the assessment of students' progress in language literacy. Formal and informal instruments identifying progress in reading, writing, speaking, and listening are examined.

5500:446. Engineering for Educators II. (3 Credits)
Prerequisites: 5500:308. This course is designed to provide students with an understanding of the engineering design process and the ability to apply that knowledge in the classroom setting. (640 clinical hours)
5500:450. Nature, History, and Philosophy of Science. (3 Credits)
(May be repeated with a change in topic). Provides opportunities to
examine the historical and philosophical perspectives of science in an
online medium and the impact of science and technology on society.

5500:455. Literacy for Multiage Licensure. (3 Credits)
Prerequisite: Admission to Teacher Education Program. Organizing
instruction, use of oral language development protocols, strategies for
word skill development, comprehension and assessment as they relate to
content areas.

5500:456. Scaffolding Language and Content Learning for English
Learners. (3 Credits)
Prerequisite: 3300:473. This course prepares students to use
quality, research-based sheltered instruction for improving teaching
effectiveness and accelerating academic achievement achievement for
English learners.

5500:458. Inclusive Field Experience. (1 Credit)
Corequisite: 5610:457. In this inclusive field experience, teacher
candidates explore the challenges and best practices in providing quality
educational services for all learners. (20 field hours)

5500:475. Instructional Technology Applications. (3 Credits)
Prerequisite: 5500:230 and 5500:360. Focus on developing learner
competencies in the use of instructional technologies to enhance both
the instructor's personal and professional productivity.

5500:480. Special Topics: Curriculum & Instruction. (1-6 Credits)
Group study of special topics of critical, contemporary concern in
professional education. (May be repeated with a change in topic)

5500:484. Principles of Bilingual/Multicultural Education. (3 Credits)
An introduction to the theoretic, cultural, sociolinguistic bases of
bilingual/multicultural education. Legislation, court decisions, program
implementation included.

5500:485. Teaching Literacy to English Learners. (3 Credits)
Prerequisite: Admission to the College of Education. Course applies
methodologies for teaching literacy to English learners, assessment
of literacy skills and development of materials. 12 field hours of field
experience are required.

5500:486. Teaching Mathematics, Social Studies & Science to Bilingual
Students. (3 Credits)
Prerequisites: Completion of all age-appropriate methods courses.
Course applies methodologies for teaching mathematics, science, social
studies in the bilingual/multicultural classroom. The bilingual student's
native language stressed.

5500:487. Techniques of Teaching English as a Second Language. (3
Credits)
Course includes teaching language skills to Limited English Proficient
students in grades K-12, administration of language assessment tests,
selection and evaluation of materials. (10 field hours)

5500:488. Practicum: Teaching English as a Second Language. (2
Credits)
Prerequisites: 5500:485 and 5500:487. A practical experience in which
teacher candidates observe, participate, and practice teaching in an ESL
classroom under the supervision of an experienced, certified/licensed
teacher.

5500:490. Workshop: Curriculum & Instruction. (1-3 Credits)
Emphasizes development of teaching devices and/or curriculum units,
demonstration of teaching techniques.

5500:491. Workshop: Curriculum & Instruction. (1-3 Credits)
Emphasizes development of teaching devices and/or curriculum units,
demonstration of teaching techniques.

5500:492. Workshop: Curriculum & Instruction. (1-3 Credits)
Emphasizes development of teaching devices and/or curriculum units,
demonstration of teaching techniques.

5500:497. Independent Study. (1-3 Credits)
Prerequisite: Permission of advisor and department chair. Specific area
of curriculum investigation pertinent to the general curriculum and
instruction area as determined by student's academic needs.