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Education Course Descriptions

EDUC-000. INDIVIDUALIZED INSTRUCTIONAL PREPARATION IN EDUCATION. 2:2:0
Designed to provide education majors with a forum for enhancing their skills in the area of writing, reading, math, speech, and test-taking strategies. Eligible students will be identified through the Teacher Education Screening Process which includes PRAXIS I scores and an interview. This course will utilize both group and computer-assisted instruction. Prerequisites: satisfactory completion of the required Learning Skills course, and Education Department referral. (Course does not fulfill degree requirements). Credit: two hours.

EDUC-112. INSTRUCTIONAL TECHNOLOGY IN EDUCATION. 3:3:0
Presents current technological trends that will assist in classroom instruction. Special emphasis placed on computers and computer packages useful to the classroom teacher. Traditional audio-visual aides will be explored. Students expected to plan lessons utilizing technologies. Credit: three hours.

EDUC-121. MICROCOMPUTER SOFTWARE APPLICATIONS. 3:3:0
This course addresses the three major business and management microcomputer applications: word processing, spreadsheets, and database management. Graphics and data communications are also included. Prerequisite: Education 100. Credit: three hours.

EDUC-204. PHILOSOPHICAL FOUNDATIONS OF EDUCATION. 3:3:0
The philosophical foundations of society and education are explored in this course and their impact on traditional contemporary theories of education are examined. Schools as institutions, issues affecting teachers, characteristics of learners, current topics related to the teaching profession, and the role of teachers in society are discussed. Early field experience is required (10 hrs.). Credit: three hours.

EDUC-205. CHILD GROWTH AND DEVELOPMENT-(Ages 0-14). 3:3:0
This is an introductory course to a comprehensive study of child development. It includes a chronological treatment of this development - infancy, early childhood, middle childhood, and adolescence, The course also includes an examination of current research findings on children's lives as they move into first experiences with peers and outside-the-home care to elementary school, junior and senior high school. Principles of child growth and development will be applied through direct observation of children in home and school settings. Early field experience is required (10 hrs.). Credit: three hours.

EDUC-206. INTRODUCTION TO EARLY CHILDHOOD EDUCATION. 3:3:0
Discussion of goals, objectives, and principles of educating young children. Included are the historical, philosophical, psychological, and social foundations of Early Childhood Education. Early field experience is required (10 hrs.). Credit: three hours.

EDUC-208. THE MIDDLE SCHOOL YEARS. 3:3:0

Middle level education is viewed as a transition period for young adolescents. This course explores the development of the student in the academic, physical, social and emotional realms as it relates to the teaching/learning environment. This course is required in the Middle Level (5-8) Program. No prerequisites. Early field experience is required (10 hrs.) Credit: three hours.

EDUC-210. METHODS OF TEACHING MIDDLE AND HIGH SCHOOL SCIENCE. 3:3:0
Designed to include various methods, materials and techniques involved in teaching science in grades 7-12. Early field experience is required (10 hrs.). Admission to Teacher Education Program is required. Credit: three hours.

EDUC-251. TECHNOLOGIES AND SUPPORT FOR OFFICE SYSTEMS. 3:3:0
This course provides a comprehensive overview of evolving electronic office systems and the support technologies necessary to maintain various systems; office administration; design and integration of new technologies for efficient office operation. Students will be provided with theoretical and practical experiences. Prerequisites: Education 121. Credit: three hours.

Method courses at the 300 level and above require admission to the Teacher Education Program and/or permission of the Chairperson before enrolling.

EDUC-302. READING IN THE CONTENT AREAS. 4:4:0
Presents the basic principles, concepts, and instructional strategies which will enable the classroom teacher in grades 4-8 to integrate the teaching of reading into the content areas. Current research on the development of comprehension, vocabulary, metacognition, and the use of microcomputers will be covered. Early field experience is required (20 hrs.). Admission to the Teacher Education Program is required. Credit: four hours.

EDUC-303. TEACHING OF SOCIAL STUDIES. 3:3:0
Presents various methods of teaching the numerous phases of community living with special attention being given to community, history and geography, social types and groups. Opportunities are provided for constructing units and projects in social studies for the elementary school child. Field experience is required (10 hrs.). Prerequisites: Education 204 and History 201. Admission to Teacher Education Program is required. Credit: three hours.

EDUC-306. METHODS OF TEACHING MATHEMATICS IN THE PRIMARY AND MIDDLE SCHOOLS. 3:3:0
Examines current trends used in teaching mathematics at the elementary school level and makes use of current research on teaching special student populations, students of diverse backgrounds, and students with different learning styles in developing relevant teaching strategies. Emphasis is placed on examination of teaching materials (especially textbooks, audio-visual aids, and computer software) and techniques of computer-assisted instruction. Early field experience is required (10 hrs.). Prerequisite: Education 204, Math 105 and Math 106. Admission to Teacher Education is required. Credit: three hours.

EDUC-311. CURRICULUM AND MATERIALS FOR CHILDREN WITH EXCEPTIONAL LEARNING NEEDS. 3:3:0
Examines the theoretical framework and practical applications for accommodating, adapting, and/or modifying curriculum and related materials to increase instructional access for individual children with exceptional learning needs. Admission to the Teacher Education Program is required. Early field experience is required (10 hours). Prerequisites: Education 313. Credit: three hours.

EDUC-313. INTRODUCTION TO EDUCATION OF CHILDREN WITH EXCEPTIONAL LEARNING NEEDS. 3:3:0
Provides a general overview of the legal and educational concerns of educating exceptional children. Includes the historical perspectives, analysis of Federal and State laws and regulations and their implications, as well as models of service delivery and medical, social, emotional, behavioral, and parental considerations in special education. Early field experience is required (10 hrs.). Credit: three hours.

EDUC-314. SEMINAR IN CLASSROOM RESEARCH. 3:3:0
Designed to investigate an aspect of classroom teaching identified during the practicum experience. Quantitative and qualitative research methods utilized to produce a major research paper. Admission to Teacher Education is required. Corequisite: Education 335 or Education 409. Credit: three hours.

EDUC-318. MULTICULTURAL EDUCATION. 3:3:0
Examination of cultural and ethnic differences in values and the implications for classroom instruction and curriculum development. Examination of current research findings concerning cultural perceptions, practices and communication styles for teaching approaches, materials, learning experiences and curriculum development. Examination of the implications of cultural and ethnic differences for program planning for classrooms, schools and school districts. Credit: three hours.

EDUC-319. MATHEMATICS CURRICULUM IN EARLY CARE AND PRIMARY EDUCATION. 3:3:0
Examines mathematics concepts, methods of instruction, and instructional materials suitable for young children. Includes the use of computers. Examines techniques for assessing the effectiveness of the curriculum and instructional strategies. Early field experience is required (10 hrs.). Prerequisites: Education 205, Math 105, Math 106. Admission to the Teacher Education Program is required. Credit: three hours.

EDUC-320. LANGUAGE ARTS INSTRUCTION IN THE ELEMENTARY SCHOOL. 3:3:0
The integration of the language arts components of listening, speaking, reading, and writing processes are studied. Instructional strategies for achieving an integrated language arts program in pre-K through 8th grade classrooms are analyzed, and the needs of students from diverse cultural backgrounds are examined. Early field experience is required (10 hrs.). Admission to the Teacher Education Program is required. Credit: three hours.

EDUC-321. ASSESSMENT OF CHILDREN AND YOUTH WITH EXCEPTIONAL LEARNING NEEDS. 3:3:0
Examines a variety of formal and informal instruments and techniques used in assessing the strength, needs, interests, and preferences of children and youth with exceptional learning needs. The focus is placed on providing students with knowledge and skills necessary for

selecting, using, interpreting, and evaluating results from measurement and/or screening instruments and techniques commonly employed by professionals to facilitate special education placement and program decisions. Early field experience is required (10 hrs.). Students will be required to assess two (2) children enrolled in public schools or the Education Department's Early Childhood Laboratory School. Admission to the Teacher Education Program is required. Prerequisite: Education 313. Credit: three hours.

EDUC-322. TEACHING READING IN THE SECONDARY SCHOOL. 3:3:0
Designed to assist teachers in extending the elementary skills along the developmental reading continuum to include the content areas and the informal diagnostic tools. The major objective is to improve the teaching of reading in content area subjects at the secondary level, grades 7-12. Strategies for improving reading and study skills, microcomputer instruction, and current research are major topics. Early field experience is required (10 hrs.). Admission to the Teacher Education Program is required. Credit: three hours.

EDUC-323. INTERRELATED EXCEPTIONALITIES. 3:3:0
Provides the opportunity for in-depth study of a variety of educational theories related to the nature and needs of exceptional populations. Because education majors have numerous opportunities to study and gain competencies with theoretical perspectives by completing degree requirements, this course is designed to increase the competencies of non-degree undergraduate students returning for certification purposes. Students will be required to do research in an area of interest. Prerequisites: Education 204, Education 313. Credit: three hours.

EDUC-324. DIAGNOSIS AND REMEDIATION OF READING INSTRUCTION. 3:3:0
Designed to enable the classroom teacher to implement appropriate instructional strategies based on data obtained from informal and standardized test data. Prerequisite: Education 335. Application of theory in the classroom is required. Admission to Teacher Education Program is required. Credit: three hours.

12-325. LANGUAGE AND LITERACY DEVELOPMENT. 3:3:0
An introduction to the study of language acquisition. The emphasis will be placed on the characteristics of common communication disorders. Training will be provided in the use of oral language screening and diagnostic instruments and in various techniques, methods and materials used to teach students with language differences. The nature of language, language and linguistics, and dialectical variations will be examined. Credit: three hours.

EDUC-328. TEACHING THE LEARNING DISABLED. 3:3:0
Designed to explore the historical and theoretical development of the present field of learning disabilities. Emphasis will be placed on current definitions and characteristics of specific learning disabilities. The content of the course will focus on identification, assessment and placement, major educational approaches, and specialized techniques in programming. Early field experience is required (10 hrs.). Admission to the Teacher Education program is required. Prerequisites: Education 313. Credit: three hours.

EDUC-329. CURRICULUM FOR INFANT AND TODDLER CARE AND DEVELOPMENT. 3:3:0
Emphasis is placed on the growth and development of infants and toddlers (ages 0-3). Special attention will be given to sequencing of skills in order to plan for the holistic development of the child to encompass the social, physical, emotional, creative and cognitive selves with strong emphasis on appropriate activities. Integrating those activities into the daily

schedule of the child and group will be of high priority. Opportunities for students to explore culturally sensitive areas will be provided through observation and participation in infant and toddler programs. Using instructional technology as a tool in developing and assessing models of curriculum will provide students with additional resources for program implementation. Early field experience is required (20 hrs.). This course is required in Early Care and Education Program. Prerequisites: Education 204, 205, 206, 208, and 325. Admission to the Teacher Education Program is required. Credit: three hours.

EDUC-331. CURRICULUM INTEGRATION OF MATH, SCIENCE AND SOCIAL STUDIES AND PRACTICUM. 6:6:0
This course will provide students with an exemplary model of teaching that will foster an understanding of the interrelationship of instruction, curriculum and assessment in the discipline areas of mathematics, science, and social studies. This course is required in the Primary (K-4) and Middle Level (4-8) Education Programs. Admission to the Teacher Education Program is required. Early field experience is required (20 hrs.). Prerequisites: Physical Science 201, Physical Science 301, Biology 100, Math 100, Math 105, Education 305, History 201 and Education 204. Credit: six hours.

EDUC-332. CURRICULUM AND INSTRUCTION STRATEGIES FOR MIDDLE LEVEL EDUCATION. 3:3:0
This course is designed to give students the curriculum and instructional strategies needed for effective teaching and learning in the middle grades. The major topics studies are the core curriculum, integration of curriculum and instruction, grouping of students, interdisciplinary teams, co-curricular activities, staff development programs, school climate, cooperative relationships with the home and community, and assessment. This course is required in the Middle Level (5-8) Program. Admission to the Teacher Education Program is required. Prerequisites: Education 205, 208, 357, 302. Credit: three hours.

EDUC-333. EDUCATION OF THE PRESCHOOL EXCEPTIONAL CHILD. 3:3:0
The course emphasizes classroom procedures for enhancing development in children who are experiencing developmental delays. The course covers organization of the curriculum, goal setting, task analysis, lesson planning, facilitating Individual Family Service Plans (IFSP's) as well as organizing and managing the learning environment. Practicum with preschool children is an integral part of this course. Admission to the Teacher Education Program is required. Early field experience is required (20 hours). Prerequisite: Education 313. Credit: three hours.

EDUC-335. DEVELOPMENTAL READING IN THE ELEMENTARY SCHOOLS. 4:4:0
This course provides an overview of theories and practices related to reading from kindergarten through grade 8. It is designed to assist the prospective teacher in understanding the developmental process of learning to read and to assist in understanding the components of reading instruction. Students will be expected to apply these understandings in an intensive public school experience in which they observe and teach reading under the supervision of a cooperating teacher and a practicum supervisor. This course is required in the Primary (K-4) and Middle Level (5-8) Education Programs. Admission to the Teacher Education Program is required. Early field experience is required (20 hrs.). Prerequisite: Education 204, 205, 313, and 340 (if applicable). Credit: four hours.

EDUC-336. METHODS OF TEACHING BUSINESS. 3:3:0
This course emphasizes techniques, methodologies, materials, curriculum requirements and materials for teaching business education and computer application programs. Other activities

include preparation of resource units, lesson plans, and research papers. Prerequisite: Prior Business Education Courses. Credit: three hours.

EDUC-337. CURRICULUM INTEGRATION IN EARLY CARE AND EDUCATION AND PRACTICUM I. 6:6:0

Students will analyze and evaluate developmentally appropriate early childhood curricula. Emphasis is on designing curriculum to enhance the young child's ability to construct knowledge through exploration and experimentation in all domains through the creation and management of learning environments that capitalize on "work through play", computer technology, and learning activities and materials that are concrete, manipulative, real and relevant to the lives of young children. Curriculum Integration I focuses on aesthetic expression, literacy and language, and social and group dynamics. Requires an extended field experience component supervised by the instructor, consisting of observation/participation with two age groups: infant/toddler and preschool/kindergarten, which provides the pre-service teacher with experiences at activity preparation, classroom management, and facilitation skills and applications. Admission to the Teacher Education Program is required. Early field experience is required (30 hrs.). Credit: six hours.

EDUC-338. CURRICULUM INTEGRATION IN EARLY CARE AND EDUCATION AND PRACTICUM II. 6:6:0

Students will analyze and evaluate developmentally appropriate early childhood curricula. Emphasis is on designing curriculum to enhance the young child's ability to construct knowledge through exploration and experimentation in all domains through the creation and management of learning environments that capitalize on "work through play", computer technology, and learning activities and materials that are concrete, manipulative, real and relevant to the lives of young children. Curriculum Integration II focuses on inquiry, health and safety, mathematics, science, and social studies. Requires an extended field experience component supervised by the instructor, consisting of observation/participation with two age groups: infant/toddler and preschool/kindergarten, which provides the pre-service teacher with experiences at activity preparation, classroom management, and facilitation skills and applications. This course is required in the Early Care and Education Program. Admission to the Teacher Education Program is required. Early field experience is required (30 hrs.). Credit: six hours.

EDUC-340. INTEGRATING CHILDREN'S LITERATURE THROUGH LANGUAGE ARTS. 4:4:0

The integration of the language arts components of listening, speaking, reading, and writing processes will be introduced and studied. Instructional strategies for achieving an integrated language arts program in kindergarten through grade 8 classrooms will be provided and the needs of children from diverse cultural backgrounds will be examined. The study of children's literature (prose and poetry) will be integrated with instruction in language arts. Authentic texts will be analyzed and their impact discussed. Early field experience is required (10 hrs.). This course is required in the Primary (K-4) and Middle Level (5-8) Education Programs. Admission to the Teacher Education Program is required. Prerequisites: Education 205, Psychology 201. Credit: four hours.

EDUC-342. APPLICATION OF TECHNOLOGY IN SPECIAL EDUCATION CLASSROOM. 3:3:0

Explores and demonstrates the application of evolving technologies related to accommodating, modifications, and/or alternatives necessary for curriculum and instructional access. Emphasis will be given to assistive and augmentative technology, and microcomputer

applications in classroom settings. Admission to the Teacher Education Program is required. Prerequisite: Education 313. Credit: three hours.

EDUC-345. PROFESSIONAL ISSUES IN THE ADMINISTRATION OF EARLY CARE AND EDUCATION. 3:3:0
This course discusses the goals, objectives and principles of educating young children. Included are historical, philosophical, psychological and social foundations of early care and education. Various types of early childhood programs will be examined focusing on theoretical and practical aspects of program administration. Topics to be included will be licensing, budget management program funding, staff supervision, daily operations, nutrition, health and safety issues, and working with parents and volunteers. This course is required in the Early Care and Education Program. Admission to the Teacher Education Program is required. Prerequisites: Education 204, Education 313. Credit: three hours.

EDUC-346. BEHAVIOR ANALYSIS AND MODIFICATION FOR INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. 3:3:0
The course is designed to study assessment, implementation, monitoring and program evaluation procedures involved with the use of behavior change techniques for individuals across ages and settings with exceptional social, emotional, and/or behavioral needs. Emphasis is placed on the actual implementation and analysis of behavior change projects for students with exceptional need in public school settings. Early field experience is required (20 hrs.). Admission to the Teacher Education Program is required. Prerequisites: Education 313, Education 321. Credit: three hours.

EDUC-347. MICROCOMPUTER SOFTWARE SOLUTIONS. 3:3:0
This course provides students with opportunities to analyze the efficient utilization of microcomputers to enhance office productivity at all levels of organization, from office personnel to executive management. Students examine the different types and uses of hardware, software, operating systems, multimedia, the Internet, Web page design, etc. Hardware and software for all areas of business such as accounting, marketing and production will be analyzed also. Prerequisite: Education 121. Credit, three hours.

EDUC-351. OCCUPATIONAL PRACTICUM I. 3:3:0
Supervised on-the-job work experience in the field of specialization, to be started during the second year of the four-year Occupational Teacher Education Program. Credit: three hours.

EDUC-352. OCCUPATIONAL PRACTICUM II. 3:3:0
Continuation of supervised on-the-job work experiences in the field of specialization in Education 351. Credit: three hours.

EDUC-353. VOCATIONAL GUIDANCE. 3:2:1
This course is designed to provide the in-service and pre-service teacher with a historical, philosophical and practical overview of vocational guidance and its place in the career development continuum. This course is also recommended for high school academic teachers and teachers of adult basic education who would like to become knowledgeable in this aspect of vocational education. Credit: three hours; 2 lecture, 1 lab.

EDUC-356. SHOP ORGANIZATION, MANAGEMENT AND SAFETY. 3:2:1
This course integrates shop, laboratory and/or classroom organization, management and safety with the ultimate goal of providing a safe and healthy environment conducive to the teaching/learning process. In-service and pre-service teachers will apply local, state and

federal regulations regarding the organization and safety of the vocational-technical program. Credit: three hours; 2 lecture, 1 lab.

EDUC-357. EFFECTIVE TEACHING SKILLS AND CLASSROOM MANAGEMENT. 4:4:0
This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools and conceptual frames necessary for creating effective teaching and learning environments. Students will be introduced to the current research on best practices that informs teacher/practitioners. Students will be required to demonstrate through individual and small group experimental activities the critical teaching skills that are embodied in the Delaware Teaching Standards, multiple assessment strategies, micro-teaching, mastery teaching, cooperative learning strategies and other instructional models. Additionally, the student will have the opportunity to develop reflective teaching skills in the planning, delivery and evaluation of teaching of their cohort's teaching performances. In a convivial atmosphere, the instructor and peers will provide feedback on an individual's teaching related to performance-based objectives and learner outcomes. This course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships, and academic performance on all grade levels. Attention will be given to aspects of diversity and/or cultural factors that influence perceptions about classroom management, and to factors that may help facilitate mainstreaming efforts. Admission to the Teacher Education Program is required. Prerequisites: Education 313 and Psychology 201. Credit: four hours.

EDUC-360. INSTRUCTIONAL EVALUATION IN VOCATIONAL EDUCATION. 3:2.5:.5
This course is designed to assist the in-service and pre-service teacher in developing criteria for student performance and selecting the appropriate means to determine student mastery of knowledge, skills and attitudes. A component of this course will also assist teachers in seeking feedback, evaluating feedback and developing the appropriate skills and behaviors indicated in feedback on teacher performance from students, administrators and peers. No prerequisite. Credit: three hours; 2.5 lecture, .5 lab.

EDUC-361. CURRICULUM DEVELOPMENT AND EVALUATION IN VOCATIONAL-TECHNICAL EDUCATION. 3:2:1
This course addresses the rationale for and the curriculum development processes commonly used in vocational-technical education. The conversion of workplace competencies in various occupations will be transformed into student instructional and terminal objectives. Academic skills necessary to perform occupational skills will be identified and integrated into the curriculum. Program evaluation processes will be examined. It is strongly recommended that the student have work experience in an occupational area and an understanding of the role of vocational-technical education in America today. Credit: 3 hours, 2 lecture, 1 lab.

EDUC-400-00 PRESERVICE/STUDENT TEACHING. 12:0:12
Preservice / Student teaching is the senior capstone experience that provides opportunities for students to integrate content, strategies, and theories into practice. The student teacher is expected to assimilate the culture of teaching, practice reflective teaching, function effectively in diverse class situations, manage a class of the 21st century, demonstrate content knowledge, and work effectively with students, cooperating teacher, and university supervisor. Students are placed in one or two student teaching settings according to the requirements of certification. Teaching responsibility gradually increases from one or two lessons daily up to a full day of lessons and then decreases gradually to one or two lessons daily. Student teachers are assigned to an appropriate school for twelve weeks under the supervision of a cooperating teacher and university supervisor. Prerequisites: Admission into the Teacher

Education Program and successful completion of the total curriculum in the student's major field of study. Credit: twelve hours.

EDUC-401. ASSESSMENT OF YOUNG CHILDREN. 3:3:0
The goals of developmental screening and assessment can only be achieved when screening and assessment tests are valid and accurate. In this course, students will be exposed to evaluation of screening and assessment instruments, Child find, developmental screening, diagnostic assessment and individual program planning. Students will be able to apply these tools in field-based settings. This course is required in the Early Care and Education Program. Prerequisites: Admission to the Teacher Education Program; completion of all freshman, sophomore and junior course work. Credit: three hours.

EDUC-404. EDUCATIONAL SOCIOLOGY. 3:3:0
A study of the relationship between the society and the school and of the obligations placed upon the school by social change. Admission to the Teacher Education Program is required. Credit, three hours.

EDUC-405. SECONDARY EDUCATION IN THE UNITED STATES. 3:3:0
A study of the foundation, development, and organization of secondary education in the United States with emphasis upon the purposes, role, and functions of Secondary Education as these relate to curricula and selected performance criteria for the instruction and evaluation of students in the secondary school. Admission to the Teacher Education Program is required. Early field experience is required (10 hrs.). Prerequisites: Education 204, Education 313. Credit: three hours.

EDUC-406. METHODS OF TEACHING IN THE MIDDLE SCHOOL. 3:3:0
Designed for those preparing to teach in the middle school. Current principles of teaching and classroom organization are evaluated in the light of present day socio-economic factors and conditions. Class activities include lectures, observations, and special reports. Early field experience is required (10 hrs.). Admission to the Teacher Education Program is required. Prerequisites: Education 302, 331, 332. Credit: three hours.

EDUC-409. METHODS OF TEACHING EXCEPTIONAL STUDENTS. 3:3:0
Provides a supervised field experience in the design and implementation of instructional strategies and materials. The content of the course focuses on designing instruction and developing teacher materials, classroom teaching, with feedback and evaluation with course instructor. All required special education courses must be completed prior to enrollment in this course. Admission to the Teacher Education Program is required. Early field experience is required (20 hrs.). Prerequisite: Education 313. Credit: three hours.

EDUC-413. INSTRUCTIONAL STRATEGIES FOR TEACHING IN THE ELEMENTARY/MIDDLE SCHOOL. 3:3:0
Designed to assist students in developing effective teaching strategies based on current research. Individual differences, classroom management, discipline, motivation, lesson/unit planning, parental involvement, evaluation, special types of learners, and microcomputer instruction are studied. Field experiences required (10 hrs.). Admission to the Teacher Education Program is required. Credit: three hours.

EDUC-415. INTRODUCTION TO VOCATIONAL-TECHNICAL EDUCATION. 3:3:0
This survey course will address the history, philosophy, principles and current trends in vocational-technical education and provide a foundation to subsequent courses in this

discipline. Credit: three hours.

EDUC-416. ANALYSIS OF STUDENT TEACHING. 1:1:0
Designed for student teaching trainees. The role and problems of student teaching are analyzed and discussed. This class is to be taken the semester prior to student teaching. Credit: one hour.

EDUC-417. TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS AT SECONDARY SCHOOL LEVEL. 3:3:0
Provides an overview of the commonly known needs of high school students who are identified and are receiving special education services across the continuum of settings. Emphasis will be placed on identifying, organizing, and evaluating instructional materials, content, and strategies appropriate for increasing students' academic achievement, social skills development and self-determination, in preparation for successful transactions to adult living. Admission to the Teacher Education Program is required. Early field experience is required (20 hrs.). Prerequisites: Education 313. Credit: three hours.

EDUC-418. INTEGRATING READING METHODS THROUGH THE PRIMARY CURRICULUM PRACTICUM. 4:0:0
This course provides an overview of theories related to early childhood and primary curriculum development, content, and implementation from kindergarten through grade 4. A primary emphasis will be an overview of theories and practices related to reading instruction integrated with the content curricula fostering young children's ability to construct knowledge in all relative areas. In addition, an intensive field experience for early childhood majors will be provided in which students observe, develop, and implement integrated reading, prereading, curricular, and/or the developmentally appropriate activities under the supervision of a cooperating teacher and a practicum supervisor. A practicum experience will be provided in both kindergarten and primary grades. This course is required in the Primary (K-4) Program. Admission to the Teacher Education Program is required. Early field experience is required (20 hrs.). Prerequisite: Education 205, 313, 340. Credit: four hours.

EDUC-419. RESEARCH SEMINAR IN SPECIAL EDUCATION. 3:3:0
This course is designed to intensively study selected areas of special education, through special reading or conducting special projects depending on the needs of the student. Students are expected to conduct literature reviews, explore theoretical bases, locate resources and propose instructional strategies in their selected area of interest. Admission to the Teacher Education Program is required. Prerequisite: Education 313. Credit: three hours.

EDUC-421. ISSUES IN SPECIAL EDUCATION AND TRANSITION (K-12). 3:3:0
This students will identify current issues in special education (i.e., under-served groups) and by level (i.e., Elementary/Secondary) and intensively study the educational implications of the issues in relation to increasingly diverse, inclusive educational settings, and inclusive classroom learning environments. For secondary majors, special emphasis is placed on career development, vocational rehabilitation services, and transactions of students with disabilities from school to adult living. Admission to the Teacher Education Program is required. Prerequisite: Education 313. Credit: three hours.

EDUC-425. DOCUMENT DEVELOPMENT AND RESEARCH IN BUSINESS EDUCATION. 3:3:0
Issues and trends in the field of business education will be examined and researched. Students will complete a research project on a related business and/or education topic. They

will conduct research on an area of business or education by doing a literature search, write a proposal, demonstrate knowledge of the latest publications and authors in the area; attend and prepare a paper for presentation at a Business Education Conference; compose and format key documents using the style appropriate for the document. Students must demonstrate formatting and editing skills relevant to the particular communication format, such as business and personal letters, headings, memos, outlines, reports, including citations, footnotes, etc., based on industry and education standards. Prerequisite: Completion of all Education and Business courses, except Student Teaching. Credit: three hours.

EDUC-451. CLASSROOM PRACTICUM I. 3:0:3
This course is designed for the vocational-technical teacher and requires demonstration of competence in curriculum development, lesson planning and evaluation of students. All competencies are demonstrated in an actual school situation. Credit: three hours.

EDUC-452. CLASSROOM PRACTICUM II. 3:0:3
This course is designed for the vocational-technical teacher and requires demonstration of competence in instructional delivery, teaching techniques, shop organization, management and safety. All Competencies are demonstrated in an actual school situation. Credit: three hours.

EDUC-455. METHODS IN VOCATIONAL EDUCATION. 3:2:1
This higher level methods course addresses more complex teaching skills and strategies including cooperative learning communities, integrating academics into the vocational program, assisting students in the development of problem-solving skills, integrating technology into the learning environment and implementing writing across the curriculum. All skills will be demonstrated for documentation in class. There will be an element of field-based observation of the above skills by the instructor. Participants will also have the option of videotaping their activities, self-evaluating their performance and sharing their experiences with peers in classroom learning situations. Credit: three hours: 2 lecture, 1 lab.

EDUC-456. YOUTH ORGANIZATIONS AND ACTIVITIES. 3:2:1
An investigation into various effective means of involving students in organizations and activities to foster interest and leadership development in career education. Participation in a state leadership and/or skills event is required. A critical evaluation of local, state, and national efforts and their effects. Credit: three hours: 2 lecture, 1 lab.

EDUC-498. INDIVIDUAL STUDY. 1-3:3:0
This course is designed to give pre-service and in-service teachers and other professionals the opportunity to develop independent inquiry skills. It permits students to strengthen individual needs or to expand interest in early childhood, elementary, secondary, or special education. The number of hours and credit granted will depend on the comprehensiveness of programming necessary to reach the solution to the individual's problem. Permission of the department chair is required. Credit: one to three hours.

EDUC-499. SEMINAR: CURRENT ISSUES IN AMERICAN EDUCATION. 1-3:3:0
In this seminar, students will research and discuss current political, economic, social, and/or pedagogical issues effecting educational policy and practice. The seminar may be offered on general issues or on specific topics to be selected. Prerequisite: senior status. Credit: one to three hours.

EDUC-501. FIRST YEAR TEACHER SEMINAR-ELEMENTARY. 3:3:0

Beginning teachers will have the support of a faculty member to assist in analysis of the process and application of diagnostic and prescriptive teaching; the analysis of ways to improve classroom management; and the identification of ways to increase effectiveness as a team member within a school or school district. Prerequisites: Open to graduates of Delaware State University and beginning teachers. Credit: three hours.

EDUC-502. FIRST YEAR TEACHER SEMINAR-SECONDARY. 3:3:0

Beginning teachers will have the support of a faculty member to assist in analysis of the process and application of diagnostic and prescriptive teaching; the analysis of ways to improve classroom management; and the identification of ways to increase effectiveness as a team member within a school or school district. Prerequisites: Open to graduates of Delaware State University and beginning teachers. Credit: three hours.

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