

EDUCATION (EDUC)

EDUC 5100. Social & Cultural Awareness (3)

An examination of multicultural and social concerns that influence the teaching and learning process. Study current issues and trends impacting American public schools as related to preparing pre-service teachers to teach diverse learners in a cross-cultural society. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5101. Exceptionalities/Cognitive Dev (3)

A survey of basic characteristics and educational needs of learners with physical, emotional, intellectual disabilities. Additional study will concentrate on the cognitive and learning developmental aspects of teaching adolescents and young adults with a variety of abilities and disabilities. Course will focus on learning theories and models used in education. Technology will be used to conduct word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5102. MAT Practicum (2)

This course will be the fall semester portion of the field experiences for this program. It is designed for candidates to observe and participate in experiential learning in public school classrooms where diverse groups of adolescents are engaged in the teaching and learning process. The practicum experiences will allow candidates to observe, reflect and/or work with learners based on topics presented in EDUC 5100-5101. Candidates will be required to spend approximately ten hours per week in the field and must have proof of liability insurance to participate in the course.

Prerequisites: EDUC 5100 and EDUC 5200

EDUC 5200. Curriculum & Instruction (3)

This course is designed to teach candidates the theory and best practices for developing and delivering instruction in high school settings. Focus will be on instructional strategies, motivational and classroom management techniques, pedagogical knowledge, skills and dispositions for effective teaching and learning, and the construction and administration of learning assessment instruments. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5300. Internship Seminar (1)

This seminar is designed to discuss common issues, concerns and successes that candidates are having as teaching interns. Some topics will include developing curriculum and instruction for diverse and special needs learners, designing and implementing thematic units using Georgia Performance Standards (GPS), using classroom management techniques, developing and using data from student assessments, interpreting standardized testing data, using instructional technology to facilitate student learning, and recognizing legal, ethical, and professional responsibilities. Technology will be used to perform word processing, Internet research, software review, and electronic portfolio assignments.

Prerequisites: EDUC 5301 (may be taken concurrently)

EDUC 5301. Secondary School Internship (4)

This course is a clinical experience in high school settings for teaching the major concentration during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before eight weeks of taking full-time responsibility for classroom instruction, and end with two final weeks of observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

Prerequisites: EDUC 5300 (may be taken concurrently)

EDUC 5400. Action Research (1-2)

This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practice, and clinical experience. Here, candidates will study qualitative and quantitative research methods, practice data collection, explore the influence of researcher positionally, study research ethics and institutional review boards, and write a proposal describing their intended research project.

Prerequisites: EDUC 5300 and EDUC 5301

EDUC 5401. Action Research (1-2)

This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practice, and clinical experience. Here, candidates will study qualitative and quantitative research methods, practice data collection, explore the influence of researcher positionally, study research ethics and institutional review boards, and write a proposal describing their intended research project.

Prerequisites: EDUC 5300 and EDUC 5301

EDUC 5701. Characteristics Gifted Learner (3)

This course is an introduction to the characteristics, development and needs of the gifted learner. Here, candidates will explore, the unique academic, cultural, social, and emotional challenges that gifted students and their teachers face; and, theories, research, and practice concerned with recognizing and developing the gifts and talents of children from diverse cultural backgrounds. The course requirements include presentations on special gifted populations and the completion of literature reviews. Also included is a history of gifted education. Students will be required to partake in field experiences.

EDUC 5800. Special Topics in Education (3)

This course will involve a detailed examination of selected topics in the field of education.

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EDUC 5802. Special Topics in Education (3)

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EDUC 5803. Special Topics in Education (3)

This course will involve a detailed examination of selected topics in the field of education.

EDUC 5804. Special Topics in Education (3)

This course will involve a detailed examination of selected topics in the field of education.

EDUC 5805. Special Topics in Education (3)

This course will involve a detailed examination of selected topics in the field of education.

EDUC 6999. Education Thesis Preparation (1-3)

Thesis preparation while enrolled for a master's degree in Education under the direction of faculty members in the Department of Teacher Education. The candidate works under the direction and advice of a thesis director to produce the thesis.

Prerequisites: EDUC 6995