

COURSE INFORMATION (GRADUATE)

EDUCATION COURSES

ED 110 INTRODUCTION TO TEACHING

FALL/SPRING/ALL YEARS

3 credit hours

This course assists the prospective teacher in evaluating personal qualifications in the light of criteria for successful classroom teaching and helps the student make a well-informed decision for or against a career in teaching. In addition to the classroom assignments, nine hours of classroom observation in elementary, middle and high school is required to pass this course. Student will work individually to write reflections on their observations and present a 10-minute presentation on one of the episodes.

ED 201 HUMAN GROWTH AND DEVELOPMENT

FALL/SPRING/ALL YEARS

3 credit hours

This course covers the lifespan of human growth and development with special emphasis on the formative years of the child and the role of parents, caregivers and teachers. Through online and/or on-site observations, developmental patterns are studied in the physical, cognitive, social and emotional domains. Prerequisite: PY-101.

ED 210 MATH REFRESHER: FOUNDATIONS AND APPLICATIONS

AS REQUIRED/AS REQUIRED

1 credit hour

This course offers a concentrated review of key mathematical concepts essential for academic success across disciplines. Students will refresh their understanding of number and quantitative reasoning, data interpretation, and algebra and geometry. The course emphasizes practical applications and problem-solving techniques to build confidence and competence in math. Prerequisites: Must be within 5 points of passing the Praxis Core Math and Instructors consent.

ED 211 WRITING ESSENTIALS IN EDUCATION

AS REQUIRED/AS REQUIRED

1 credit hour

This course provides a focused overview of essential writing skills needed for professional academic success. It covers text types and their purposes, language and research skills, as well as the development of argument and informative writing. Students will also learn revision techniques and practice applying research skills to their writing. Prerequisites: Must be within 5 points of passing the Praxis Core Writing and instructors consent.



ED 212 READING STRATEGIES & ANALYSIS IN EDUCATION

AS REQUIRED/AS REQUIRED

1 credit hour

This course provides a concentrated overview of essential reading skills needed for academic success. Students will focus on identifying key ideas and details, analyzing the craft, structure, and language of texts, and integrating knowledge and ideas from multiple sources. The course is designed to enhance students' comprehension and critical thinking abilities in a variety of reading contexts. Prerequisite: Must be within five points of passing Praxis Core Reading and Instructors consent.

ED 215 INTRODUCTION TO EXCEPTIONAL INDIVIDUALS

FALL/SPRING/ALL YEARS

3 credit hours

This is an introductory course that investigates exceptionalities, including gifted as well as disabling conditions. This course will focus on types of exceptionalities, etiological factors, dynamics, incidence, and the psychological implications of the various exceptionalities on the individuals, the family, including those with culturally and linguistically diverse backgrounds, and the social environment. Special Education majors must complete ED215 and ED292 prior to taking higher-level Special Education courses.

ED 265 CULTURE AND EDUCATION IN GUAM

FALL/SPRING/ALL YEARS

3 credit hours

This is a study of Guam's cultural development focusing on periods of intense cultural conflict and interchange. It focuses on the island and the concomitant implications for educators. Differing educational approaches to the cultural environment, both past and present, are explored. It meets the Guam teacher certification requirement in culture or history.

ED 271 TECHNOLOGY APPLICATIONS FOR EDUCATORS

FALL/SPRING/ALL YEARS

3 credit hours

This teaching methods course emphasizes the psychological and theoretical basis for using instructional media and technology in education. Students produce various instructional media and demonstrate the use of the newer technologies such as telecommunications, assistive technology, computers, and multimedia as educational tools.

ED 280 INTRODUCTION TO BILINGUALISM/BICULTURALISM

FALL ONLY/ALL YEARS

3 credit hours

This course examines bilingualism/biculturalism and includes the sociological, psychological, linguistics, cultural, and educational aspects.

ED 292 PRACTICUM IN SPECIAL EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This practicum course deals with observations of various agencies serving exceptional individuals. Students are required to put in two (2) hours of observation a week and one-hour seminar. Prerequisite: ED215, or concurrent enrollment or consent of instructor. Special Education majors must take this course prior to taking higher-level special education courses. Grading System: A-F.

ED 300 EDUCATIONAL PSYCHOLOGY

FALL/SPRING/ALL YEARS

3 credit hours

This course offers an analysis of the complex factors involved in learning, individual differences, motivation for learning, individual differences in learning, leadership, and socio-cultural factors as they affect the education of children and youth. Prerequisite: PY101, ED201.

ED 310 REMEDIATION OF INDIVIDUALS WITH LEARNING DISABILITIES/BEHAVIOR DISORDERS

AS REQUIRED/AS REQUIRED

3 credit hours

This is a methods course, which will provide an in-depth study of children and adolescents with specific learning disabilities. The course will focus on the identification, assessment, placement and delivery of services across all grade levels. It will include the adaptation of content, methodology and delivery of instruction to students with learning disabilities, including those with culturally and linguistically diverse backgrounds and social environment. Prerequisite: ED215 or consent of instructor.

ED 311 CURRICULUM FOR CHILDREN AND YOUTH WITH DISABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This is curriculum course for working with students with disabilities. In this course the major focus is the discussion of the role practiced by special education personnel and other school based support individuals on the relevant curriculum needs for individuals with developmental disabilities. This includes the logical and systematic decision-making process for both short and long term planning, which involves the student, parent and teachers in setting curriculum content priorities in the planning process. Prerequisites: ED215 and ED292, or consent of instructor.

ED 312 GUIDANCE FOR EXCEPTIONAL INDIVIDUALS AND FAMILY

AS REQUIRED/AS REQUIRED

3 credit hours

This course considers the counseling role of the professional in providing support to exceptional children with disabilities and their families. The improvement of mental health and adjustment of exceptional pupils being served is a major topic. This course includes some basic skills useful for counselors. Understanding of the stages of parental reaction to having a child with a disability, family dynamics, and special considerations one must take into account prior to working with a family (i.e. student age, family culturally competent strategies are learned, specifically in the areas of developing a counseling plan, developing trust, building relationships, and family needs assessment. Prerequisites: ED215 or consent of instructor.

ED 314 ASSESSMENT OF SKILLS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS

AS REQUIRED/AS REQUIRED

3 credit hours

This is an assessment course for determining the present levels of educational performance of student with or without disabilities. The course addresses pre-placement assessments, determination of eligibility for special education programs, assessing daily progress in meeting learning goals and objectives and reevaluation strategies of students with disabilities. It will also address the understanding of psychoeducational reports and determining the instructional implication of such reports. School-wide assessments for both groups and individual's assessment, as will performance-based and authentic assessments will be reviewed. Prerequisite: ED215 or consent of instructor.

ED 315 METHODS OF TEACHING CHILDREN AND YOUTH WITH SPECIAL NEEDS

AS REQUIRED/AS REQUIRED

3 credit hours

This is a method course, which will provide an in-depth educational study of children and adolescents with moderate to severe disabilities including mental retardation, autism, cerebral palsy, etc. The course will focus on the identification, assessment, placement and delivery of services across all grades levels in various educational settings. It will include the adaptation of content, methodology and delivery of instruction to all students, including those with culturally linguistically diverse backgrounds and social environment, with moderate to severe disabilities. Prerequisite: ED215 or consent of instructor.

ED 317 FOUNDATIONS IN EARLY CHILDHOOD DEVELOPMENT AND INTERVENTIONS

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed to help students understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Students will learn how to apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity will be considered when learning how to facilitate meaningful learning experiences and individualize intervention and instruction across contexts. Instructors consent required.

ED 318 FOSTERING SOCIAL-EMOTIONAL DEVELOPMENT THROUGH PARTNERSHIPS AND PLAY

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed to help students plan and implement intentional, systematic, evidence based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Students will learn to facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Students will use data-based decision making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation. Instructors consent required.

ED 319 CHILDREN'S LITERATURE

FALL/SPRING/ALL YEARS

3 credit hours

This course emphasizes the reading and examination of all types of printed and audio-visual materials, a study of the history and development of children's literature, its value to the communication process, and the criteria for selection and utilization of books and closely related materials suited to the needs and tastes of elementary school children including exceptional children.

ED 321 LANGUAGE ARTS METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, materials and philosophy for instruction in the secondary school program. It is designed for majors English Education or language arts specialization students. Classroom observation is required. Prerequisites: ED110, ED-300, and Admissions to SOE and 12 credit hours in EN, CO, LN. Students should take ED-489 concurrently and course should be taken the semester before student teaching.



ED 322 SOCIAL SCIENCES METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, materials and philosophy for teaching social studies at the secondary school level, for History for Education or Government for Education majors or social studies specialization students. Observation in secondary social science classes is required. Prerequisites: ED-110, ED-192, ED-300, and Admissions to SOE and 12 credit hours in social sciences. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 323 MATHEMATICS METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, materials and philosophy for teaching the mathematics at the secondary school level, for majors and mathematics specialization students. Observation in secondary mathematics classes is required. Prerequisites: ED-110, ED-300, and Admissions to SOE and 12 credit hours in mathematics. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 324 SCIENCE METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

Science majors and general science specialization students are directed to objectives, methods, materials and philosophy of teaching science in the secondary schools. Observation in secondary science classes is required. Prerequisites: ED-110, ED-300, and Admissions to SOE and 12 credit hours in science. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 325 BUSINESS SUBJECTS METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, philosophies, and materials for the improvement of instruction in both skills and non-skill subjects in business. Observation in secondary school business classes is required. Prerequisites: ED-110, ED-300 and Admission to SOE and 12 credit hours in science. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 326 FINE ARTS METHODS, SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, materials, and philosophy for teaching fine arts at the secondary school level, for majors and fine arts specialization students. Observation in secondary fine arts classes is required. Prerequisites: ED-110, ED-300 and Admission to SOE and 12 credit hours in art or music. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 327 CONSUMER FAMILY SCIENCES METHODS: SECONDARY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers objectives, methods, and philosophies for teaching Consumer Family Science (CFS) in middle and high school. Observations and participation in CFS classes in secondary schools are required. Prerequisites: ED-110, ED-300 and Admission to SOE and 12 credit hours CFS. Students should take ED-489 concurrently and course should be taken the semester before student teaching.



ED 328 CAREER AND TECHNICAL EDUCATION METHODS I

AS REQUIRED/AS REQUIRED

3 credit hours

This course aids the prospective teacher in developing and implementing Career and Technical Education (CTE) curriculum and teaching methods in the classroom with emphasis on research finding. Observation in CTE classes is required. Prerequisites: ED-110, ED-300 and Admission to SOE and 12 credits hours in CFS. Students should take ED-489 concurrently and course should be taken the semester before student teaching.

ED 329 VOCATIONAL/TECHNICAL METHOD II

SPRING ONLY/ALL YEARS

3 credit hours

This course is an extension of ED328 and provides students an opportunity to strengthen their skills in Vocational/Technical Curriculum Development and instructional techniques. Students also prepare and utilize instructional material that support individualized learning. Prerequisite: ED328.

ED 330 LANGUAGE ARTS IN EARLY CHILDHOOD

FALL/SPRING/ALL YEARS

3 credit hours

This course explores the foundational principles and practices for fostering language and literacy development in young children, emphasizing the integration of listening, speaking, reading, and writing. Students will learn to create and implement developmentally appropriate, inclusive, and culturally responsive language arts curricula tailored to diverse learners, including children with developmental delays or disabilities. The course addresses the role of families, communities, and technology in supporting language development and literacy skills. Through evidence-based strategies and practical applications, students will be equipped to assess, plan, and deliver engaging, literacy-rich learning experiences that promote overall cognitive, social, and emotional growth.

ED 331 TEACHING THE YOUNG CHILD

FALL/SPRING/ALL YEARS

3 credit hours

This course prepares future educators to support the holistic development of young children by addressing their social, emotional, physical, creative, and cognitive needs. Through an emphasis on developmentally appropriate practices, students will explore research-based methods for fostering a nurturing and inclusive learning environment. The course integrates cultural responsiveness, family engagement, and collaboration as essential components in early childhood education, ensuring that diverse linguistic and cultural backgrounds are respected and celebrated.

ED 332 CURRICULUM FOR YOUNG CHILDREN

FALL/SPRING/ALL YEARS

3 credit hours

This course explores the design and implementation of developmentally appropriate, inclusive, and culturally responsive curricula for young children. Emphasizing play, holistic development, and family engagement, students will learn to create meaningful learning experiences that align with Early Childhood Education Standards (ECP). The course integrates theory and practice to prepare educators for observing, assessing, and planning effective early learning environments.



ED 333 CREATIVE ARTS IN EARLY CHILDHOOD

FALL/SPRING/ALL YEARS

3 credit hours

This course introduces students to the essential role of creativity and artistic expression in early childhood education. This course emphasizes the importance of play, sensory experiences, and exploration in fostering children's cognitive, emotional, and social development. Students will explore research-based practices for integrating creative arts into early childhood curricula, focusing on diverse artistic mediums, play-based learning, and emergent curriculum approaches. Through hands-on experiences, reflective practice, and the creation of a comprehensive arts portfolio, students will develop strategies to design meaningful, culturally responsive, and developmentally appropriate art activities for young children.

ED 334 SOLVING DISCIPLINE PROBLEMS: STRATEGIES FOR CLASSROOM TEACHERS

FALL/SPRING/ALL YEARS

3 credit hours

Teachers who work with young children need the most effective ways to address problems. In this course students will learn different problem-solving techniques that help children learn to accept responsibility and communicate with each other.

ED 336 BUILDING HOME AND SCHOOL RELATIONSHIPS IN EARLY CHILDHOOD EDUCATION

FALL/SPRING/ALL YEARS

3 credit hours

This course explores the critical role of family-school collaboration in promoting children's academic success and holistic development, particularly within multicultural and multilingual contexts like Guam. It emphasizes the importance of building strong, respectful, and culturally responsive relationships with families to support student learning. The course provides students with strategies to engage families effectively, focusing on creating inclusive partnerships that honor diverse cultural backgrounds. Students will learn to communicate and collaborate with families as partners in education, enhancing their capacity to support children's social, emotional, and cognitive growth. Through practical activities and reflection, future educators will develop the skills needed to create supportive learning environments that foster family involvement, contributing to student success and well-being.

ED 337 COLLABORATIVE STRATEGIES FOR INCLUSIVE EDUCATION AND TRANSITIONS

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed to help students apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates will develop and implement individualized plans and plan for successful transitions that occur across the age span. Students will learn how to use a variety of collaborative strategies while working with and supporting other adults. Instructors consent required.



ED 338 FAMILY AND COMMUNITY ENGAGEMENT IN EARLY INTERVENTION

FALL/SPRING/ALL YEARS

3 credit hours

This course examines the critical role of family-centered practices and collaborative partnerships in supporting children's development, learning, and holistic well-being. Emphasizing family systems theory and family capacity-building, students will develop skills to engage families as partners in education, fostering competence and confidence in advocating for their children. The course highlights culturally responsive approaches within multicultural and multilingual contexts, focusing on creating inclusive, respectful relationships with families to promote academic success and social-emotional growth. Through practical activities and reflection, students will explore strategies to build on families' strengths, address their goals, and support their active involvement in creating supportive learning environments. Instructor Consent required.

ED 340 INTERVENTION APPROACHES TO MATH FLUENCY IN EARLY LEARNING

FALL/SPRING/ALL YEARS

3 credit hours

This course focuses on building foundational mathematical concepts and fluency in early childhood education. Students will explore strategies for fostering number sense, problem-solving, and mathematical reasoning in children from birth through age 8. The course emphasizes research-based practices, the integration of manipulatives and technology, and the alignment of teaching methods with national and state standards. Additionally, students will examine and apply intervention strategies to support children with diverse learning needs, ensuring equitable access to mathematical understanding and development. Instructor consent required.

ED 342 SYSTEMATIC APPROACHES TO RESPONSIVE TEACHING

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed to help students plan and implement intentional, systematic, evidence based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Students will learn to facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Students will use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation. Instructor consent required.

ED 343 TRANSITION IN SPECIAL EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course provides knowledge and skills necessary for implementing relevant career education, vocational, family living and transition programs critical to the individuals with disabilities becoming contributing members to society. Career awareness programs in the elementary, middle, and senior high schools are examined. This course is required for all Special Education majors. Prerequisite: ED215 or consent of instructor.

ED 346 ASSESSMENTS IN EARLY CHILDHOOD

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed to help students gain knowledge and understanding of the purposes of assessment in relation to ethical and legal considerations. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, students will develop or select as well as administer informal measures and select and administer formal measures in partnership with families and other professionals. Students will learn to analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting. Instructor consent required

ED 350 EFFECTIVE TEACHING STRATEGIES FOR THE ELEMENTARY MULTICULTURAL CLASSROOM

FALL/SPRING/ALL YEARS

3 credit hours

This is a study of techniques of classroom management, learning objectives, writing lesson and unit plans, and matching teaching strategies with learning styles. Prerequisites: ED-110, ED-192 or equivalent, ED-201, 300 or consent of instructor.

ED 351 FINE ARTS METHODS: ELEMENTARY

SPRING ONLY/ALL YEARS

3 credit hours

This course gives students a working knowledge of the fundamentals of teaching music, arts, and drama. The abilities to keenly observe and perceive in order to create personal expressions that can serve as mortar for all learning are encouraged. Prerequisites: Any 100-200 level courses in Art Theater Music & ED-350 or concurrent enrollment

ED 353 SOCIAL STUDIES METHODS: ELEMENTARY

FALL ONLY/ALL YEARS

3 credit hours

This course covers objectives, methods, materials and philosophy of the elementary social studies program. Prerequisites: Any 100 or 200 level PS, GE, HI, AN, SO, BA/EC or LN course and ED-350 or concurrent enrollment. .

ED 354 SCIENCE METHODS: ELEMENTARY

FALL ONLY/ALL YEARS

3 credit hours

This course strives to develop an attitude of research and inquiry among students who are in teacher preparation as well as demonstrating methods to accomplish a similar goal with children. Prerequisites: Any 100 or 200 level BI, CH, NS or PH courses and ED350.

ED 355 LANGUAGE ARTS METHODS: ELEMENTARY

SPRING ONLY/ALL YEARS

3 credit hours

This course stresses an understanding of the phases of language arts development and the selection and use of educational approaches to enhance this development. Both ED-355 and ED-357 to be taken concurrently. Prerequisites: EN-111 and ED-350 or concurrent enrollment. Corequisite: ED-357.

ED 356 MATHEMATICS METHODS: ELEMENTARY

FALL ONLY/ALL YEARS

3 credit hours

This course covers objectives, methods and materials for teaching mathematics in the elementary schools. Experience in planning and teaching mathematics lessons on several levels within the elementary level is required. Prerequisites: MA-110 and ED-350 or concurrent enrollment.

ED 357 READING METHODS: ELEMENTARY

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines modern theory and practice in the various areas of reading instruction. Emphasis is placed on a basic developmental reading program in the classroom; organization and administration; adjustment to meet individual differences; reading readiness; basic reading skills; word analysis structural and phonetic); reading in the content subjects; and recreational reading. Classroom observation and participation are required. Practicum is required. Both ED355 and ED357 to be taken concurrently. Prerequisites: EN111 and ED350 or concurrent enrollment. Corequisite: ED355.

ED 363 P.E. AND HEALTH METHODS ELEMENTARY

SPRING ONLY/ALL YEARS

3 credit hours

This course is designed to prepare elementary classroom teachers to teach Health and Physical Education in the elementary schools. Health and Physical Education concepts and skills that are contained in the professional association standards as well as the standards of teaching from the GPSS Teacher Standards and the conceptual framework adopted by the UOG school of Education are integral components. Prerequisite: AL-185 or HS200 and ED-350

ED 384 STUDENT ACADEMIC COUNSELOR TRAINING

FALL/SPRING/ALL YEARS

3 credit hours

This course covers the theory and practice of peer counseling with emphasis on study skill development and cross-cultural communication. Students gain experience as instructor aids in FY101. Prerequisites: EN111. Sophomore standing. Approval of Counseling Services Committee required.

ED 385A STRUCTURE OF THE LANGUAGE

FALL ONLY/ALL YEARS

3 credit hours

This is the study of the structure of a target language which provides valuable information for second language teachers and teachers in bilingual/bicultural programs. The course may be repeated for credit when different target languages are studied. Prerequisite: Professionally assessed language competency.

ED 385B STRUCTURE OF THE LANGUAGE

AS REQUIRED/ALL YEARS

3 credit hours

This is the study of the structure of a target language which provides valuable information for second language teachers and teachers in bilingual/bicultural programs. The course may be repeated for credit when different target languages are studied. Prerequisite: Professionally assessed language competency.

ED 385C STRUCTURE OF THE LANGUAGE: CHAMORU ORTHOGRAPHY

SUMMER/AS REQUIRED

3 credit hours

This is the study of the structure of the language which provides valuable information for second language and bilingual teachers. This course may be repeated for credits when different targeted languages are studied. Prerequisite: ED385a-b.

ED 392 METHODS PRACTICUM

FALL ONLY/ALL YEARS

3 credit hours

This course provides a field experience with the first upper division in the Elementary Education Program. Prerequisites: ED350; Effective Teaching in the Elementary Multicultural Classroom; consent of instructor.

ED 403 FOUNDATIONS OF EDUCATION

SPRING ONLY/SPRING ONLY

3 credit hours

Through a study of philosophy and principles which underlie American's schools, the forces which influence education (economic, historical, social and psychological) are examined. Open only to students with 60 hours or more earned college credits. Meets the requirement for ED110. Prerequisite: Upper division standing.

ED 404 FOUNDATIONS OF VOCATIONAL/ TECHNICAL EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This is an overview of the evolution and current developments in various forms of Vocational-Technical Education. It includes an introduction to differing philosophical perspectives, as well as an exploration and analysis of the technological, cultural, political, economic and legislative factors that affect current and future forms of Vocational and Technical Education.

ED 405 ORGANIZATION AND MANAGEMENT OF VOCATIONAL/TECHNICAL EDUCATION LABORATORIES

SPRING ONLY/ALL YEARS

3 credit hours

This course assists students in the development of knowledge and skills necessary to organize and manage the Vocational/Technical Education Laboratories.

ED 406 EVALUATION AND THE IMPROVEMENT OF VOCATIONAL/ TECHNICAL EDUCATION PROGRAMS

SPRING ONLY/ALL YEARS

3 credit hours

Vocational teachers develop skills and acquire knowledge for the evaluation and reporting of vocational students' performance, determining student grades, evaluating instructional program effectiveness, and evaluating vocational programs. Prerequisite: ED404 or consent of instructor.

ED 411 CONTEMPORARY ISSUES IN COUNSELOR EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

This is an approach to human endeavor as a matter of interpersonal relations with basic information concerning personality development, mental mechanisms and pathological personality types. It is aimed at the WHY of human behavior and intended for teachers. Prerequisite: Upper division standing or consent of instructor.

ED 420 YOUNG ADULT LITERATURE

SPRING ONLY/ODD YEARS

3 credit hours

This is a survey of books and other forms of literature that are suitable for secondary school students with emphasis on current interests and materials. It is an introduction to basic aids for selection, as well as practice in techniques of reading guidance and promotional programs such as book talks, booklists, and film programs.

ED 442 SPECIAL EDUCATION LAW

AS REQUIRED/ALL YEARS

3 credit hours

This course develops the knowledge and skills necessary for pre-service, in-service and related personnel in the development and implementation of Individualized Education Plans (IEPs) for children and youth with disabilities, including those with culturally linguistically diverse backgrounds and social environment, who are eligible for Special Education services. The development of both long term and short-term goals and objectives within the guidelines of current Special Education legislation is a major focus of the course. Prerequisites: ED215 or consent of instructor.



ED 443 ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed for special education and regular education teachers who expect to teach students with disabilities. Students learn to select, adapt, create, and use materials and assistive technology for students with disabilities. Prerequisite: ED215 or consent of instructor.

ED 443G ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

This course is designed for special education and regular education teachers who expect to teach students with disabilities. Students learn to select, adapt, create, and use materials and assistive technology for students with disabilities. Prerequisites: ED655 or consent of instructor.

ED 444 SOCIOCULTURAL ASPECTS OF EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

This is a survey of sociological and psychological factors related to education of children outside the cultural and economic mainstream of American society, and includes a review of local resources and facilities to assist these pupils. Prerequisites: SO101, PY101 or consent of instructor.

ED 444G SOCIOCULTURAL ASPECTS OF EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is a survey of sociological and psychological factors related to the education of children outside the cultural and economic mainstream of American society. Review of local resources and facilities to assist these pupils. Prerequisite: SO101, PY101, or consent of instructor.

ED 446 INCLUDING CHILDREN WITH DISABILITIES IN THE REGULAR CLASSROOM

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed for special and general education teachers at both elementary and secondary level. It covers basic knowledge and skills necessary for teaching students with disabilities in order to be involved in and progress within the least restrictive environment. Emphasis is placed on the placement of students primarily within the general education setting unless it is determined that placement in this setting with supplementary aids and services has proven to be unsatisfactory. Special emphasis is also given to multicultural populations and settings, including those with culturally and linguistically diverse backgrounds, and the social environment. Prerequisites: Admission to SOE.

ED 446G INCLUDING CHILDREN WITH DISABILITIES IN THE REGULAR CLASSROOM

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed for special and general education teachers (both elementary and secondary). It covers basic knowledge and skills necessary for teaching students with disabilities in order to be involved in and progress within the least restrictive environment. Emphasis is placed on the placement of students primarily within the general education setting unless it is determined that placement in this setting with supplementary aids and services has proven to be unsatisfactory. Special emphasis is also given to multicultural populations and settings. Prerequisite: ED655 or consent of instructor.

ED 449 DIRECT INSTRUCTION TEACHING STRATEGY

AS REQUIRED/AS REQUIRED

4 credit hours

This competency-based course deals with the development of skills necessary for effectively teaching direct instruction programs dealing with basic skills of reading, spelling, language, or arithmetic. The specific conceptual content will vary depending on the specific levels of the program(s) taught. Prerequisites: ED300 or consent of instructor.



ED 449G DIRECT INSTRUCTION TEACHING STRATEGY

AS REQUIRED/AS REQUIRED

4 credit hours

This competency-based course deals with the development of skills necessary for effectively teaching direct instructional programs dealing with basic skills of reading, spelling, language, or arithmetic. The specific conceptual content will vary depending on the specific level of program(s) taught. Prerequisite: ED300 or consent of instructor.

ED 451 AUDIO VISUAL EDUCATION

FALL/SPRING/ALL YEARS

3 credit hours

This is a laboratory course in which instructional design and the selection, production, and utilization of media resources are studied. A survey of perception, communication and learning theories, as well as selected research studies applicable to the design of instructional systems are included. Prerequisites: ED300 or consent of instructor.

ED 452 COMPUTERS IN EDUCATION

FALL/SPRING/ALL YEARS

3 credit hours

The course is designed to teach preservice and in-service teachers about micro-computers in education. It provides practical experience with computers, and aids students in learning the various types of software (applications, utilities, CAI/CMI) and their school and classroom uses. LOGO is taught. Issues involved in computer use in education are studied. No previous computer experience is necessary.

ED 452G COMPUTERS AND EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

The course is designed to teach pre-service and in-service teachers about micro-computers in education. It provides practical experience with computers, and aids students in learning the various types of software (applications, utilities, CAI/CMI) and their school and classroom uses. LOGO is taught. Issues involved in computer use in education are studied. No previous computer experience is necessary.

ED 457 BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

AS REQUIRED/ALL YEARS

3 credit hours

This course focuses on managing student behavior (with or without disabilities) to improve classroom instruction and increase learning. This course is designed to help teachers to increase on-task behavior on academic tasks and decrease problem behaviors. The primary focus is on prevention and intervention for inappropriate behavior that interferes with teaching and learning. Emphasis is given to procedures for administration and management of the learning situation in the classroom in order to provide a positive learning environment. This course will also address issues related to discipline as specified in the Individuals with Disabilities Act (IDEA). Prerequisite: ED215.

ED 457G BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

SPRING ONLY/EVEN YEARS

3 credit hours

This course is designed to provide classroom teachers and other school staff with the knowledge and skills necessary to promote school-wide discipline procedures, prevent discipline problems, and correct inappropriate behaviors. Focus will include preventive measures related to effective instruction. In addition, strategies on dealing with disruptive, distracting, and dangerous behaviors will be provided in order to ensure a safe and effective learning environment. Information on conducting functional assessments, developing positive behavioral support plans, and disciplining students with behavioral support plans, and disciplining students with disabilities will also be covered in this course. Prerequisite: ED655.

ED 462 CONTENT AREA LITERACY

FALL ONLY/ALL YEARS

3 credit hours

This course is designed to meet those specific needs for instruction of reading in the middle and secondary school environment. Reading in the content area is emphasized and such concepts as readability levels, study skills and vocabulary development are covered utilizing the competency-based approach. Current strategies concerning remedial readers, motivation of the reluctant reader, material development and comprehension skills are related to this instructional level. Prerequisites: ED110, ED300 and Admission to SOE.

ED 463 CLASSROOM MANAGEMENT FOR A DIVERSE SCHOOL AND SOCIETY

SPRING ONLY/ALL YEARS

3 credit hours

The course covers practical, theoretical, Philosophical, and ethical aspects of school and Society, the education profession, and secondary Schools with particular focus on classroom Management, school violence, school safety, Educational law, and other critical social issues. Prerequisites: Admission into the School of Education. Course should be taken just prior to student teaching.

ED 473 DEVELOPING COGNITIVE ABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines how to help pupils develop skills necessary to independent learning; strategies designed to help pupils make inferences and predications. Three processes essential to developing independent learners are emphasized: concept diagnosis, interpretation of data and application of knowledge.

ED 476 EFFECTIVE MIDDLE SCHOOLS

FALL ONLY/ALL YEARS

3 credit hours

This course examines the middle school concept and movement; the rationale for designing educational programs for the middle grades (6-8). The course explores the implications of teacher learner, instructional leader and learning environment data for curriculum and instruction. It focuses on dealing with the complex problems facing the middle school teachers.

ED 480 SECOND LANGUAGE CURRICULUM AND MATERIALS DEVELOPMENT

AS REQUIRED/ALL YEARS

3 credit hours

The course surveys curriculum selection and evaluation and analyzes various methods of curriculum modification. It focuses on the selection of existing second language materials, adaptation of materials, and development of original materials for use in a second language or bilingual/bicultural classroom. Prerequisite: ED280.

ED 481 SECOND LANGUAGE TEACHING METHODOLOGY

AS REQUIRED/ALL YEARS
3 credit hours

This is an introduction to the large and growing field of second language pedagogy. The primary purpose of the course is to provide current and prospective second language teachers with knowledge of the theoretical bases and research which are related to second language learning. The secondary purpose is to consider the practical application of the theories and research within the second language classroom.

ED 481G SECOND LANGUAGE TEACHING METHODOLOGY

AS REQUIRED/AS REQUIRED
3 credit hours

This is an introduction to the large and growing field of second language pedagogy. The primary purpose of the course is to provide current and prospective second language teachers with knowledge of the theoretical bases and research which are related to second language learning. The secondary purpose is to consider the practical application of the theories and research within the second language classroom.

ED 482 WORKING WITH SECOND LANGUAGE LEARNERS

AS REQUIRED/ALL YEARS
3 credit hours

This course deals with understanding the plight of the limited English proficient student in the mainstream classroom, and techniques and strategies for effectively teaching these students. A practicum is included.

ED 483 INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION

AS REQUIRED/AS REQUIRED
3 credit hours

This course provides an overview of the rationale, policies, and procedures for Early Childhood Special Education Services. The etiology of disabilities and a description of children with handicaps are presented. Implications for educational intervention and service delivery for children from birth to 5 years are discussed. The course is designed to introduce students to the field of Early Childhood Special Education.

ED 483G INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION

FALL ONLY/ALL YEARS
3 credit hours

This course provides an overview of the rationale, policies, and procedures for Early Childhood Special Education Services. The etiology of disabilities and a description of children with handicaps will be presented. Implications for educational intervention and service delivery for children from birth to 5 years will be discussed. The course is designed to introduce students to the field of Early Childhood Special Education.

ED 484G THE ART AND CRAFT OF TEACHING WRITING

SUMMER/ALL YEARS
3 credit hours

This course draws on current perspectives in language and literacy acquisition to help teachers set up a process-centered reading and writing classroom. Emphasis will be on the Authoring Cycle as a conceptual framework for a reading/writing curriculum in PK-12 classrooms. In addition, teachers will learn how to use the authoring cycle to construct meaning across the sign systems.



ED 486 BEST (BUILDING EFFECTIVE STRATEGIES FOR TEACHING)

FALL ONLY/ALL YEARS

3 credit hours

This course brings together novice and experienced teacher to work collaboratively on strategies to solve classroom problems via the action research methodology. The course will equip beginning teachers with pedagogical and professional skills; and experienced teachers with research skills, particularly those that are needed to carry out collaborative action research. Prerequisite: current enrollment in or completion of ED392, or consent of advisor.

ED 486G BEST (BUILDING EFFECTIVE STRATEGIES FOR TEACHING)

AS REQUIRED/AS REQUIRED

3 credit hours

This course brings together novice and experienced teachers to work collaboratively on strategies to solve classroom problems via the action research methodology. The course will equip beginning teachers with pedagogical and professional skills and experienced teachers with research skills, particularly those that are needed to carry out collaborative action research. Prerequisite: Current enrollment in or completion of 392, or consent of advisor.

ED 488 SCHOOL LAW FOR TEACHERS

FALL ONLY/ALL YEARS

3 credit hours

This course is design as an introductory class in legal basics for the prospective or recently assigned teacher in the public school system. The class will provide guidance in the everyday decision making that will help make the teacher actions more defensible in this modern era of litigation in the school scene.

ED 488G SCHOOL LAW FOR TEACHERS

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed as an introductory class in legal basics for the prospective or recently assigned teacher in the public school system. The class will provide guidance in the everyday decision making that will help make the teacher actions more defensible in this modern era of litigation in the school scene.

ED 489 EVALUATION

FALL/SPRING/ALL YEARS

3 credit hours

This course covers the fundamental principles and practices of classroom assessment and evaluation. Effective decision making and professional judgement, using assessment data is critical to the assessment process. Norm-referenced and criterion- referenced assessment instruments, crafting teacher-made assessment tools, using technology and effective formative and summative classroom assessment are major topics. Students are required to complete service learning hours as part of course requirements. Prerequisites: ED110, ED300, MA151.

ED 490 SPECIAL PROJECT

FALL ONLY/FALL ONLY

3 credit hours

ED 492 PRACTICUM IN STUDENT TEACHING

FALL/SPRING/ALL YEARS

12 credit hours

Note: Prior to Student Teaching/Internship all teacher candidates must take the following Praxis tests and pass with a score as set by the Guam Commission for Educator's Certification (GCEC): . Praxis II Content Knowledge/Subject Assessment and . Praxis II Principles of Learning and Teaching: K-6, or Praxis II Principles of Learning and Teaching: 7-12
General description for all ED492: The student is assigned to a cooperating teacher in an appropriate classroom. Regular observation, counseling and evaluation are provided by the School of Education faculty. Individual counseling and group seminars are required. (Grading System: Letter Grade System). General Prerequisites: Overall GPA of at least a 2.7 GPA in the teaching area; completion of all education courses. Senior standing and no general education courses can be taken concurrently without special permission from their program chairperson and field experience coordinator; application must be completed by announced deadline. Special Prerequisites: Secondary - Completion of all professional and related area course requirements. Student is also required to be present at the assigned school the entire school day and is encouraged to follow the Department of Education calendar. Special Education: Students must complete student teaching experiences in both elementary and secondary special education settings (split semester). Elementary, Early Childhood, Special Education and Secondary: Completion of all professional and related area course requirements. Students are advised to follow the Guam Public School System calendar.

ED 498 INTERNSHIP IN TEACHING:

AS REQUIRED/AS REQUIRED

12 credit hours

Note: Prior to Student Teaching/Internship all teacher candidates must take the following Praxis tests and pass with a score as set by the Guam Commission for Educator's Certification (GCEC): . Praxis II Content Knowledge/Subject Assessment and . Praxis II Principles of Learning and Teaching: K-6, or Praxis II Principles of Learning and Teaching: 7-12
This course provides teaching experience under intensive supervision in private or public schools. The student is assigned a cooperating teacher in the school who acts as a mentor teacher. Regular observation, counseling and evaluation are provided by the SOE. Internship requests from currently employed students or from applicants with unusual circumstances may be made in the form of a written letter of request to the Office of the Field Experience Coordinator. Individuals and or group conference is required. (Grading System: A-P-NC) letter grades. General Prerequisites: Current employment in a full-time teaching position and consent of the employer. Overall GPA of at least a 2.70 GPA for Degree students-- completion of all professional and related area requirements, for Certification students-- completion of all certification requirement; senior standing. Application completed by announced deadlines. ED498 must be completed to meet the degree requirements for student teaching.

ED 582 FOUNDATIONS OF TESOL

FALL ONLY/ALL YEARS

3 credit hours

In this introductory course, students will learn the basics in teaching English as a second or foreign language. All four language skills will be taught, with details about how they can be taught separately or integrated. A wide range of lessons with details activities and tools will be introduced. Prerequisite: Instructors consent required and Admission into M.Ed. TESOL cohort.

ED 583 MATERIALS DESIGN AND EVALUATION

FALL ONLY/ALL YEARS

3 credit hours

This course examine materials that are used in the ESL classroom. Adapting existing materials as well as developing authentic materials are discussed in detail. Basic techniques and strategies for creating new materials for learners from all language and age backgrounds are discussed. Prerequisites: ED661, ED660 and Instructors consent.

ED 584 PHONETICS AND PHONOLOGY

FALL ONLY/ALL YEARS

3 credit hours

This course provides a fundamental overview about the English phonetic system. Reasons and solutions for common pronunciation problems that ELLs have are examined. Methods for improving ELL's spoken English are explored. This course is comparative in nature in that it looks at the English phonetic system as compared to other languages. Prerequisites: ED661, ED660, ED601, Instructors consent and Admission into M.Ed. TESOL cohort.

ED 585 ENGLISH GRAMMAR

FALL ONLY/ALL YEARS

3 credit hours

This is the study of English structure which provides valuable information for second language teachers and teachers in bilingual/bicultural programs. Prerequisites: ED 661 and instructors consent.

ED 600 ISSUES & PHILOSOPHIES IN CULTURALLY DIVERSE SCHOOLS

AS REQUIRED/AS REQUIRED

3 credit hours

Advanced study concepts and procedures on Bilingual/Bicultural and Multicultural education and process in classroom instruction related to issues and philosophies which impact culturally diverse schools.

ED 601 INTRODUCTION TO RESEARCH METHODS

FALL/SPRING/ALL YEARS

3 credit hours

This course introduces students to quantitative and qualitative methods common in educational research. Students examine and evaluate research methods and design research programs.

ED 602 QUALITATIVE INQUIRY IN EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

A survey of qualitative research methods common in educational research. This course discusses the theoretical and methodological tenets underlying qualitative research and focuses on five specific qualitative methods: history, ethnography, case study, critical theory, and field study. Prerequisites: ED601, Graduate status and strong writing skills.

ED 603 QUANTITATIVE ANALYSIS

FALL/SUMMER/ALL YEARS

3 credit hours

This is a foundation course in conducting research that involves the collection, analysis and presentation of quantitative data. Classification of data, descriptive statistics, measurement of association, regression analysis and several parametric and nonparametric inferential statistics are included. Computer software will be relied upon to analyze and display data. Interpretation and critique of quantitative research is included. Prerequisites: ED601, Graduate standing; computer experience.

ED 604 RESOURCES FOR TEACHING AND LEARNING THROUGH GRANT WRITING

SUMMER/ALL YEARS

3 credit hours

This course focuses on grant proposal writing covering the research and prospect identification process of foundation grants and government grants to include the relational process of grant approvals.



ED 605 FOUNDATIONS OF EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course is designed for perspective secondary teachers as an overview of factors involved in the educational process and to explore multiple issues that affect teaching and learning. It familiarizes students with the responsibilities of teachers and the general operations of a school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED 606 CHILD AND ADOLESCENT DEVELOPMENT

SUMMER/ALL YEARS

3 credit hours

This course is an introduction to adolescent development. It emphasizes physical development, emotional growth, mental development, interests, attitudes and social behavior, moral development, and problems common to the age. It is designed to give the teacher insight into the issues adolescents encounter in and outside of school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED 607 LEARNING THEORIES

FALL ONLY/ALL YEARS

3 credit hours

This course focuses on adolescent learning in an educational setting. It offers an analysis of the complex factors involved in cognitive and social development, learner differences and information processing, motivation to succeed academically, and effective classroom management and assessment. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED 608 CLASSROOM ASSESSMENT

SPRING ONLY/ALL YEARS

3 credit hours

This course is an introduction to the theory and application of varied assessment methods used to improve teaching and promote student learning. It examines the use of traditional assessment practices, as well as alternative methods of classroom assessment. Various issues including grading, the assessment of students with special needs, and ethics in assessment is addressed. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED 609 INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS

SPRING ONLY/ALL YEARS

3 credit hours

This teaching methods course emphasizes the psychological and theoretical basis for using instructional media and technology in education. Students produce various instructional media and demonstrate the use of the newer technologies such as telecommunications, assistive technology, computers, and multimedia as educational tools. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED 610 SCHOOL LEADERSHIP AND ADMINISTRATION

FALL ONLY/ALL YEARS

3 credit hours

Introduction of the organization and direction of public and private schools to prospective administrators and supervisors.



ED 611 SCHOOL PERSONNEL MANAGEMENT

SPRING ONLY/ALL YEARS

3 credit hours

Focuses on the responsibilities of administrators in improving the total educational program through effective administration of all personnel within an educational organization. Includes study of concerns relative to selection, assignment, development, and retention of personnel. Prerequisite: Consent of advisor.

ED 612 SCHOOL LAW

SPRING ONLY/ALL YEARS

3 credit hours

This course is an overview of school law at the territorial (state) and national levels as it affects the organization, general policies and practices of public education. Emphasis is placed on constitutional rights and the related ramifications these pose for administrators. The context of the Guam scene is emphasized. Prerequisite: Consent of advisor.

ED 613 SCHOOL FINANCIAL MANAGEMENT

FALL ONLY/ALL YEARS

3 credit hours

School business management, budgeting process, salary, scheduling, cost accounting, and purchasing procedures. Principles and practices of school financing, past, present, and future, on both national and local levels are considered. Prerequisite: Consent of advisor.

ED 614 CLINICAL SUPERVISION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed for the practicing administrator and for master's degree candidates who will be certified as school site administrators. The focus is on the professional and personal development of an administrator through the use of contemporary clinical supervision techniques. The use of various observation instruments, the analysis of data and skills in conferencing are emphasized. Discussion will also center on the role of the evaluator in the legal aspects of teacher evaluation. Some attention is given to teacher participation on clinical educator teams which assist colleagues.

ED 615 DIVERSITY IN EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

Diversity involves a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. It includes issues of race, class, sexuality, religion, and other social dynamics. Diversity implies that all students are different from one another relative to other aspects of diversity such attention span, capability to stay on task, and how they get along with one another. This course will focus on issues of student diversity at the secondary level and develop skills to reflectively teach and to continuously seek ways to facilitate meaningful learning through instructional practice sensitive to student diversity. Must be enrolled in the MAT Program.

ED 616A SECONDARY TEACHING METHODS - LANGUAGE ARTS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.



ED 616B SECONDARY TEACHING METHODS - SOCIAL SCIENCE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616C SECONDARY TEACHING METHODS - MATHEMATICS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616D SECONDARY TEACHING METHODS - SCIENCE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616E SECONDARY TEACHING METHODS - BUSINESS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.



ED 616F SECONDARY TEACHING METHODS - FINE ARTS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616G SECONDARY TEACHING METHODS - HOME ECONOMICS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616H SECONDARY TEACHING METHODS - HEALTH/PE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 616I SECONDARY TEACHING METHODS - FOREIGN LANGUAGE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisites: Admission into the Certification or MAT Secondary Education Teaching Program or consent of advisor.



ED 616J SECONDARY TEACHING METHODS - INSTRUCTIONAL TECHNOLOGY

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED 617 ACTION RESEARCH IN EDUCATION

FALL/SPRING/ALL YEARS

3 credit hours

Action research is a collaborative methodology which can be effective in creating school and community partnerships aimed at collecting and analyzing valid and reliable information for data-driven decision making. This course defines action research and reviews the historical and theoretical background of this research method. The student as teacher-researcher engaging in action research is a main focus. Skill in conducting the action research process from planning to write up will be a major goal of the course. Students will design an action research plan, implement the plan, and write up the study for possible publication. Students will be trained in the appropriate use of human subjects research and the approval or exemption process as determined by our Institutional Review Board.

ED 618 INSTRUCTIONAL STRATEGIES FOR ELEMENTARY EDUCATORS

AS REQUIRED/AS REQUIRED

2 credit hours

This course is designed for perspective teachers in elementary education and examines the research and best practices in the selection, implementation, and evaluation of instructional strategies. This includes the development of lesson plans and connection to local and national standards. Students will have opportunities to apply their knowledge gained in a variety of microteaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Elementary Education Teaching Program.

ED 619 INTRODUCTION TO COUNSELING

FALL ONLY/AS REQUIRED

3 credit hours

Designed to provide a broad overview of the field of counseling. It will introduce students to the counseling process, basic counseling skills, the role of culture in counseling, and the nature and scope of counseling resources in the schools and in the community. Prerequisite: Consent of advisor

ED 620 THE COUNSELING PROCESS: THEORY

FALL ONLY/AS REQUIRED

3 credit hours

Overview of approaches to counseling. Emphasis is given to understanding the theoretical assumptions of each approach. Theories will be examined in their cultural context. Prerequisite: consent of advisor.

ED 621 THE COUNSELING PROCESS: INDIVIDUAL PRACTICE

FALL ONLY/AS REQUIRED

3 credit hours

Study, discussion, and practice of useful counseling techniques. The creation and use of a facultative helping relationship is stressed. Prerequisite: ED619, ED620, and consent of advisor.



ED 622 GROUP COUNSELING

SPRING ONLY/AS REQUIRED

3 credit hours

Designed to develop useful counseling techniques in group settings through the study of basic concepts, discussion, observation, and practice of group counseling techniques. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED 623 DYNAMICS OF INDIVIDUAL BEHAVIOR

SPRING ONLY/AS REQUIRED

3 credit hours

Focuses upon understanding the dynamics of individual behavior, the formation of personality, and human development in general from a cross-cultural perspective. Prerequisite: ED619 and consent of advisor.

ED 624 INDIVIDUAL AND GROUP ASSESSMENT

FALL ONLY/AS REQUIRED

3 credit hours

Study of psychological assessment and testing as they pertain to educational and community mental health center settings. Prerequisite: ED619 and consent of advisor.

ED 625 MULTICULTURAL COUNSELING

SPRING ONLY/AS REQUIRED

3 credit hours

This course is designed to develop multicultural competence in counseling. The emphasis will be upon issues related to being in a therapeutic relationship that is multicultural. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED 626 PREVENTION AND OUTREACH

SPRING ONLY/AS REQUIRED

3 credit hours

Application of theory and research to the contemporary and lifespan prevention of personal and psychological problems in educational, organizational, professional, and community settings. Prerequisite: Consent of Advisor.

ED 627 CAREER COUNSELING

SPRING ONLY/AS REQUIRED

3 credit hours

Study of sources and use of information about occupations, vocational development theories, assessment instruments used in career counseling, and approaches used for vocational counseling. Prerequisite: consent of advisor

ED 628 FAMILY COUNSELING

AS REQUIRED/AS REQUIRED

3 credit hours

An overview of approaches in family counseling. The course focuses on upon understanding the dynamics of family interactions for effective counseling interventions. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED 629 PSYCHOLOGICAL TESTING

AS REQUIRED/AS REQUIRED

3 credit hours

In class supervised training in a wide variety of effective methods of psychological evaluation and decision making for counselors in applied settings. Prerequisite: consent of advisor

ED 630 INSTRUCTIONAL DESIGN SEMINAR

AS REQUIRED/AS REQUIRED

3 credit hours

Problems in systematically applying educational media technology to instruction and learning. Includes selecting appropriate modes of instruction based on clearly defined objectives, organization of instructional configurations, and media implementation.



ED 631 INSTRUCTIONAL APPLICATIONS OF HYPERMEDIA

AS REQUIRED/AS REQUIRED

3 credit hours

Course is designed to develop skills needed to author interactive instructional hypermedia software. It will apply basic instructional design principles in the production of hypermedia programs. Prerequisite: ED451, ED452 and ED630.

ED 632 COMPUTER APPLICATIONS, GRAPHICS AND DESKTOP PUBLICATION

AS REQUIRED/AS REQUIRED

3 credit hours

Application of communication theory and learning principles to design of graphic instructional materials to improve individual and group learning. Includes design, production, evaluation, and preparation of necessary utilization and study materials and guides.

ED 633 TELECOMMUNICATIONS AND DISTANCE LEARNING

AS REQUIRED/AS REQUIRED

3 credit hours

Studies of interactive distance learning models for education and training; logistics and economics for satellite, ITFS, microwave, fiber-optic, cable, twisted-pair, compressed video, radio, and telephone/modem. Teleconferencing. Legislation and FCC regulations. Support systems: courier, FAX, voice mail, computers.

ED 634 INSTRUCTIONAL INTERACTIVE MULTIMEDIA

AS REQUIRED/AS REQUIRED

3 credit hours

Application of instructional design, video production and computer theory to the production of Instructional Interactive Multimedia programs. Emphasis on production and examination of interactive video accompanied by hypermedia as a training and educational media. CD-ROM applications will be examined. Prerequisite: ED451, ED452, ED630 and ED631.

ED 635 PHOTOGRAPHIC VIDEO PRODUCTION

AS REQUIRED/AS REQUIRED

3 credit hours

Develop skills in designing and producing, educational, informational and/or motivational slide/tape and video programs.

ED 636 UTILIZING MEDIA RESOURCES IN INSTRUCTION

AS REQUIRED/AS REQUIRED

3 credit hours

A course focusing on the role of the advanced technologies of education such as telecommunications and interactive media in the instructional process. Emphasis is on the selection, utilization, and evaluation of these media resources for instruction. Applications for advanced technologies in the teaching learning process are stressed. Prerequisite: ED451 and ED452 or other Computer course or consent of instructor.

ED 637 INTEGRATING TECHNOLOGY IN THE CURRICULUM

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed to prepare students to effectively integrate microcomputers in the curriculum. Students will develop conceptual frameworks, strategies and skills to utilize computers to support and enhance the curriculum. Prerequisite: ED452 equivalent.

ED 638 TRANSFORMING LITERACY INSTRUCTION WITH TECHNOLOGY

AS REQUIRED/AS REQUIRED

3 credit hours

This course focuses on how to use the Internet for teaching and learning. It helps students develop skills and strategies in integrating the Internet as an essential resource into the curriculum. Prerequisite: ED452 equivalent.



ED 639 INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines the basic theories, issues, methods, and materials for a developmental K-5 social studies and language arts program. It emphasizes literacy (including reading, as well as writing, speaking and listening) as tools for learning both social studies and language arts with a "literacy across the curriculum" approach. It addresses cultural diversity in social studies and language instruction, with emphasis on linguistic diversity. The course includes surveys of strategies to support reading and writing instruction and study skills across the curriculum, with an understanding of the various purposes of reading and writing within the subjects of social studies and language arts. This course will focus on theories of reading instruction, language and literacy development before school, emergent literacy, and the development of chronological awareness, phonics, and fluency in children from birth through grade 5. It will also detail strategies for teaching social studies and language arts through an interdisciplinary approach. Prerequisite: Instructors consent.

ED 640 LANGUAGE AND LITERACY DEVELOPMENT

SUMMER/ALL YEARS

3 credit hours

This course explores the theory and practice of literacy development and instruction across the K-12 school years as well as adults. Topics include models of reading and writing processes, emergent literacy, reading and writing instruction for diverse learners, assessment, and adult literacy. Students will be introduced to the theoretical and research base for various models of literacy development, reading and writing processes, and instructional practices. The field has moved from viewing literacy as a process of skills acquisition to viewing literacy as a psycholinguistic process that is socially based and constructivist in nature. This course will help teachers apply current views of how children and adolescents develop as readers and writers to their own teaching situations.

ED 641 INTEGRATING LITERACY IN CONTENT AREAS

SUMMER/ALL YEARS

3 credit hours

Educators will learn how to support the needs of adolescent and young adults, helping them develop into confident and independent readers and writers. Focus will be on the improvement of literacy skills through meaningful, constructive engagements in reading and writing.

ED 642 SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS

SUMMER/ALL YEARS

3 credit hours

Increasingly, teachers are using literature in the language arts classroom and across the curriculum. In this course, students read and critically evaluate a wide range of books for preschoolers to young adults, considering such issues as developmental needs, linguistic complexity, genre, aesthetics, interest and cultural diversity. Reader response theory, among others, provides a framework for exploring how readers respond to texts through talk, drawing, writing, dramatic play, etc.

ED 643 PRACTICUM: LITERACY ASSESSMENT

SPRING ONLY/ALL YEARS

3 credit hours

Students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. The emphasis is on using assessment in the service of instruction in the classroom and clinical settings. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: Consent of Advisor.



ED 644 PRACTICUM: LITERACY INSTRUCTIONAL LAB

FALL ONLY/ALL YEARS

3 credit hours

Building on students' experience in ED643: Literacy Assessment, this course focuses on reading and writing instruction for children and adolescents with diverse learning needs. Students observe, diagnose, and instruct children at the School of Education Literacy Center. They will deepen their understanding of reading/writing processes and strengthen their skills in designing and implementing instruction that is responsive to the current knowledge, skills, interests, motivation and needs of individual learners. Students will also extend their knowledge of how to assess students, synthesize measurement data (both formal and informal) and present findings to parents and professionals in the form of a case report. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: ED643.

ED 645 ADVANCED METHODS IN PK-12 SCHOOL LITERACY

FALL ONLY/ALL YEARS

3 credit hours

This course draws on the constructive nature of literacy development to teach PK-12 students. Emphasis will be placed on ways to motivate and engage students in literacy learning. Teachers will explore models of literacy learning and how they relate to literacy instruction. Literacy methods and strategies will be responsive to the sociocultural contexts of learning in diverse classroom populations. The ultimate goal is to foster students' willing engagement in reading and writing.

ED 646 BUILDING LITERACY LEADERSHIP: CREATING EFFECTIVE LITERACY PROGRAMS

SPRING ONLY/AS REQUIRED

3 credit hours

Introduces students to organization, administration, and supervision of school reading programs (K-12). Students examine roles of reading personnel, evaluate major reading programs and develop, implement, and evaluate a reading program at the classroom and school level. Prerequisite: ED640, ED641 or ED645, or consent of advisor.

ED 647 ISSUES & RESEARCH IN LITERACY EDUCATION

SUMMER/ALL YEARS

3 credit hours

Students conduct a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. The course is also intended as an opportunity to examine one significant issue in depth and develop a well-synthesized review of research - to use multiple expert informational resources, to read extensively, to write and present for a professional audience.

ED 648 INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION

AS REQUIRED/AS REQUIRED

1 credit hour

This course will provide perspective teachers in elementary education with the knowledge and skills to instruct quality physical education and physical activity classes in the elementary grades. Perspective elementary teachers will learn to provide inclusive, academically integrated, enjoyable activities that enhance motor development and academic skills in elementary students.



ED 649 CAPSTONE SEMINAR IN LANGUAGE AND LITERACY

FALL/SPRING/ALL YEARS

3 credit hours

This seminar is designed as a final, integrative experience for students completing the master's degree program in language and literacy. Candidates create an Electronic Capstone Portfolio to showcase their growth in mastery of competencies identified by program goals, objectives and standards, their synthesis of graduate course work and experience, and the professionalism expected of an educator. Prerequisites: A candidate's Capstone Experience occurs during his/her last fall or spring semester of course work.

ED 650 ASSESSMENT OF INDIVIDUALS WITH DISABILITIES

SPRING ONLY/ALL YEARS

3 credit hours

Course deals with various methods and approaches to psychological and educational assessment of special education students. Analysis and interpretations of tests and results will also be examined. A practicum component dealing with the administration, interpretation and uses of various tests will be heavily stressed. Prerequisite: An undergraduate or graduate course in evaluation, skill assessment or tests and measurement is critical.

ED 652 FAMILY AND SCHOOL CONSULTATION

FALL ONLY/ALL YEARS

3 credit hours

Consideration of problem-solving strategies techniques, and methods that special educators utilize in consultation with families and regular education personnel. The roles of model, advisor, counselor, instructor, and program consultant are examined in relation to the individual program needs of students with disabilities and their families. Prerequisite: Courses in assessment, methods and materials, and curriculum development.

ED 654 MULTICULTURAL SPECIAL EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

Exploration of the unique needs and problems associated with providing special education services to students with disabilities in multicultural settings. Emphasis will be placed on students with limited English proficiency with a focus on appropriate assessment practices and program planning. Prerequisite: Basic tenets of special education, including assessment techniques and instructional planning. A course in cultural anthropology is recommended.

ED 655 PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION

AS REQUIRED/SUMMER/ALL YEARS

3 credit hours

This course is designed to introduce graduate students to the concept of disability and to the field of special education. The history, etiology, and characteristics of specific categories of disability will be examined, as will educational programs designed to meet the needs of school-aged students with disabilities. Topics germane to the study of disability and the field of special education, such as inclusion and impact of disability on families, will also be explored.

ED 656 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This is a method course, which will provide an in-depth study of children and adolescents with specific learning disabilities. The course will focus on the identification, assessment, placement and delivery of services across all grade levels. It will include the adaptation of content, methodology and delivery of instruction to students with learning disabilities. Prerequisites: ED655 or equivalent.

ED 657 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH MODERATE TO SEVERE DISABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This is a method course which will provide an in-depth educational study of children and adolescents with moderate to severe disabilities including mental retardation, autism, cerebral palsy, etc. The course will focus on the identification assessment, placement and delivery of services across all grade levels in various educational settings. It will include the adaptation of content, methodology and delivery of instruction to all students with moderate to server disabilities.

Prerequisites: ED655 or equivalent.

ED 658A SPECIAL TOPICS IN SPECIAL EDUCATION: SPECIAL EDUCATION LAW

AS REQUIRED/AS REQUIRED

3 credit hours

a) Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System and other educational agencies. Students may repeat this course with different special topics. Prerequisite: ED655.

ED 658B SPECIAL TOPICS IN SPECIAL EDUCATION: EDUCATION WITH CHILDREN WITH AUTISM

AS REQUIRED/AS REQUIRED

3 credit hours

a) Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System and other educational agencies. Students may repeat this course with different special topics. Prerequisite: ED655.

ED 659 INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed to promote excellence among elementary teacher candidates in the teaching of math and science using STEAM principles. It covers objectives, methods, materials and assessments appropriate for elementary learners in science, technology, engineering, arts and math. It is designed to strengthen candidates' ability to actively engage diverse learners, provide meaningful activities, and effectively assess outcomes and to foster pleasure and creatively in exploring and understanding content through the lens of STEAM.

ED 660 APPLIED LINGUISTICS

FALL ONLY/ALL YEARS

3 credit hours

This course explores the field of applied linguistics, providing a multidisciplinary approach to the solution of language-related problems. The course focuses on implications of second language acquisition research and theories on language pedagogical methods; language policy and language planning; linguistics and poetics; stylistics; the use of literature in language pedagogy; and computer-assisted language learning and language research. Prerequisite: LN300.

ED 661 SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT

FALL ONLY/ALL YEARS

3 credit hours

This course examines curriculum theory and provides the student with the criteria to design a curriculum for a second language and to evaluate the strategies and materials for teaching and language.

ED 662 SECOND LANGUAGE TESTING AND EVALUATION

SPRING ONLY/ALL YEARS

3 credit hours

This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.

ED 663 SEMINAR IN PSYCHOLINGUISTICS

SPRING ONLY/EVEN YEARS

3 credit hours

This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes. Prerequisite: LN300.

ED 664 SEMINAR IN BILINGUAL EDUCATION

SPRING ONLY/EVEN YEARS

3 credit hours

This course deals with the various situations where bilingualism occurs. The course is divided into two aspects: a general, theoretical perspective and a contextual perspective of situations where two or more language coexists. In the first part, the focus and concepts that can be applied to the study of bilingualism in general will be traced. The second part will consider the manifestation of bilingualism in the individual and how he/she fits into society. Problems in situations where a great linguistic heterogeneity exists will be presented. Basic themes that confront education and language planning will also be considered, analyzing the contexts and proposing necessary measures for solutions. It will also attempt to raise the consciousness of the educator to his role within the bilingual community.

ED 667 READING AND WRITING FOR THE SECOND LANGUAGE STUDENT

FALL ONLY/ODD YEARS

3 credit hours

This course examines first and second language reading and writing with respect to theory and methodology at various levels of proficiency. Prerequisite: ED600.

ED 668 TEACHING THE CONTENT AREAS TO SECOND LANGUAGE STUDENTS

FALL ONLY/ALL YEARS

3 credit hours

This course discusses various methods, strategies, and techniques for teaching content to second language students. Adapting existing text or materials and developing appropriate materials are also discussed. The course is designed for both elementary and secondary teachers in the regular classroom where there may be one or several second language students. It is also appropriate for teachers of sheltered classes or for ESL resource specialist who wish to know more this topic and how they might assist the regular classroom teacher. Prerequisite: Prospective students should be currently working with second language students.

ED 669 CULTURE AND ITS INFLUENCE ON EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course looks at culture and cultural values and explores their influence on the educational system - organization, curriculum, and implementation. The course is comparative in nature, examining the U.S. system and comparing it to others. Prerequisite: Graduate Status.

ED 670 EFFECTIVE MIDDLE SCHOOLS

FALL ONLY/ALL YEARS

3 credit hours

Examination of the middle school concept and the rationale for designing educational programs for effective teaching of students at grades 6--8. The course will focus on the needs of middle school student, the effective application of the middle school concept and how teachers could effectively deal with issues related to the middle school.

ED 671 ISSUES AND TRENDS IN EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course examines contemporary issues and trends in education such as school reform and effectiveness, desegregation, cultural relevancy, curriculum innovation, and social change. Prerequisite: Graduate student and consent of advisor.

ED 672 PHILOSOPHY OF EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course will include examination of three basic areas of philosophy: (a) metaphysics or what is real; (b) epistemology, or what is true; and (c) axiology or what is good, and the relationship of these issues to educational theory and practice. This material will provide a framework for exploration of questions, issues and models of education. Prerequisite: Graduate student standing and consent of advisor.

ED 673 INCLUSION OF LINGUISTICALLY DIVERSE STUDENTS

SPRING ONLY/ALL YEARS

3 credit hours

This course deals with understanding the plight of the limited English proficient student in the mainstream classroom, and techniques and strategies for effectively teaching these students.

ED 674 LIFESPAN TRANSITION COUNSELING

AS REQUIRED/AS REQUIRED

3 credit hours

This course provides instruction in practical counseling applications of transition theory and technique in the specific areas of applied gerontology (age/generations era/passages), cognition (memory loss & retraining), imagery (hypnosis & time), health psychology (sleep dysfunction), and existential thanatology (coping with death). Prerequisite: Consent of Advisor.

ED 675 GROUP COUNSELING PRACTICUM

AS REQUIRED/AS REQUIRED

3 credit hours

Supervised laboratory experience in group counseling techniques. May be taken concurrently or following ED622 Group Counseling. An elective opportunity to add the depth of a laboratory component to the required theory and research course ED622 and to meet current professional standards for training in group counseling. Prerequisite: ED619, ED620, ED621, ED622 (may be taken concurrently), and consent of advisor

ED 676 MENTORING PRACTICUM FOR COUNSELORS

AS REQUIRED/AS REQUIRED

3 credit hours

Individually supervised graduate experience of instruction and research in a university setting as preparation for contemporary counseling curricula, evaluation, research, and teaching at all educational levels. Addresses the recently highlighted national career counseling core career competencies of teaching, administration, advocacy, and professional network. Course may be repeated for a maximum of six credits. Prerequisite: consent of advisor



ED 677 ETHICAL AND LEGAL ISSUES IN COUNSELING

FALL ONLY/AS REQUIRED

3 credit hours

This course is designed to help students in the profession of school and community/mental health counseling to identify and examine ethical, legal, and professional issues encountered in the counseling process and to explore ways to effectively deal with them. Students become familiar with both legal and psychological literature about these issues, including ethical decision-making protocols. Prerequisites: ED619, ED620, ED621 and Consent of advisor

ED 678 ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS

FALL ONLY/AS REQUIRED

3 credit hours

This course focuses on the designing, developing, implementing, and evaluating of contemporary and relevant school counseling programs in accordance with the American School Counselor Association (ASCA) National Model. Foundations of school counseling programs and results-based guidance approaches are examined. In addition, students learn leadership skills necessary to become change agents in order to deliver, manage, and evaluate developmentally appropriate and services to meet the needs of the school and surrounding community. Prerequisites: consent of advisor

ED 679 INTRODUCTION TO COMMUNITY COUNSELING

FALL ONLY/AS REQUIRED

3 credit hours

This course is a seminar which includes fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. Prerequisites: ED619, ED620, ED621 and Consent of Advisor

ED 683 CLASSROOM MANAGEMENT

SPRING ONLY/ALL YEARS

3 credit hours

Course is designed to familiarize students with the primary factors affecting the effective functioning of classrooms and to provide practical knowledge for preventing and resolving management problems.

ED 687 CURRICULUM THEORY AND ASSESSMENT

SUMMER/ALL YEARS

3 credit hours

The purpose of this course is to provide the educational leader with an understanding of the social and psychological bases for curriculum development, skills in small group leadership and communication, strategies for working with the various publics involved in curriculum change, and the conceptual base of development of curriculum theory. In addition, this course is designed for teachers to develop skills needed for determining social and academic student needs to enhance the systematic planning of curriculum.

ED 688 PERSONALITY AND MENTAL HEALTH

SPRING ONLY/AS REQUIRED

3 credit hours

This course introduces traditional theories of personality with a focus on personality assessment instruments and the DSM-5 taxonomy of mental and personality disorders. Prerequisites: ED619, ED620, ED621 and Consent of Advisor

ED 689 ENRICHING THE LEARNING EXPERIENCE

SPRING ONLY/ALL YEARS

3 credit hours

This course addresses research based best practices for enriching the learning experience. The course guides students in refining their use of a variety of current best teaching practices and facilitates skill building techniques in how to effectively bring about the teaching-learning process in any classroom setting. Each student has the opportunity to apply the knowledge gained in the content to a variety of teaching and curriculum planning experiences.

ED 690 SPECIAL PROJECT

FALL/SPRING/ALL YEARS

3 - 6 credit hours

ED 691 OVERVIEW SEMINAR:

FALL/SPRING/ALL YEARS

3 credit hours

This seminar is designed as a final, integrative experience for students at the thesis stage of the program. Students review major issues in the field from different theoretical and methodological perspectives and develop their own research, community service and/or professional exploration projects. In addition to presenting work-in-progress reports, providing feedback, and submitting a thesis/final project proposal, students reflect on their experiences in the program, reassess personal views and beliefs and set goals for further development.

ED 692 PRACTICUM:

FALL/SPRING/AS REQUIRED

1 - 6 credit hours

PRACTICUM (1-6) A survey of action research theory and methods, focusing on theoretical, methodological, and ethical tenets with an emphasis on applied research in educational settings. **PRACTICUM TESOL (3)** This course is an advanced, supervised practicum in TESOL. The practicum provides an opportunity to teach in an English as a Second Language classroom setting. The course is designed to help candidates understand the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction, and assessment. Candidates will complete a Teacher Work Sample as an extended assignment to assess their instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge. Prerequisite: Approval of advisor. **PRACTICUM IN COUNSELING (3)** The practice of counseling in a closely supervised clinical setting for a total of 100 hours, at least 40 of which are direct client contact hours as approved by instructor. Emphasizes is on the practical application of counseling skills and theories for advanced students in the counseling program. Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, and consent of advisor.

ED 695 THESIS:

FALL/SPRING/ALL YEARS

1 - 6 credit hours

ED 697 COMPREHENSIVE EXAM

FALL/SPRING/ALL YEARS

0 credit hours

This course provides an opportunity to document the successful completion of the PRAXIS II or comprehensive exam. It is a way to ensure that a student's academic evaluation accurately reflects the additional requirement for PRAXIS II or comprehensive exam and does not provide a false indication that the student is ready to graduate.



ED 698 INTERNSHIP:

FALL/SPRING/AS REQUIRED

3 - 6 credit hours

INTERNSHIP IN ADMINISTRATION AND SUPERVISION (3-6 credits) F/SP The practice of administration and supervision in an educational setting is the goal of the program. Through the internship, a prospective administrator is exposed to the day to day operations of a school or educational setting. It is a critical transition prior to full time appointment in a position. Prerequisite: At least three Administration and Supervision specialization graduate courses (of which must include ED-610) and consent of advisor. **INTERNSHIP IN COUNSELING** (3 credits) FA/SP/As Needed The practice of counseling in an approved closely supervised setting for a total of 600 hours, at least 240 of which are direct client contact hours as approved by instructor. Interns meet regularly on campus or on-site with the faculty instructor. This internship may be taken over one semester for 6 credits or two consecutive semesters. Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, ED692 and Consent of Advisor **INTERNSHIP IN SPECIAL EDUCATION** (3 credits) FA/SP/As Needed. Through the internship teachers will have the opportunity for their first experience with special education. Teachers will focus on the application and implementation of the Council for Exceptional Children (CEC) initial practice-based professional preparation standards and the 22 High Leverage Practices (HLPs) within a special education setting in their respective schools. Teachers will meet in weekly seminars to discuss and critique their experiences regarding the standards and the HLPs. Prerequisite: At least five Special Education Specialization Graduate courses and consent of advisor/ program chair.

ED 699 SPECIAL TOPICS

FALL/SPRING/ALL YEARS

1 - 3 credit hours

May be repeated in a different topic area. Prerequisite: Graduate Status and instructor's approval.

ED 7000 INTRODUCTION SEMINAR FOR THE EdD

FALL/SPRING/ALL YEARS

3 credit hours

This is a required first course that will cover an overview/ orientation of the EdD program of study, requirements and sequencing of events or degree milestones. The candidacy requirement, mentoring component, and speaker series will be discussed; and to include an overview of learning supports and resources. Further, students will explore an initial research topic and connection to the cultural context and one's leadership identity.

ED 7001 CONTEMPORARY ISSUES AND PROBLEMS IN EDUCATION AND ORGANIZATION

FALL/SPRING/ALL YEARS

3 credit hours

This course will explore and examine educational issues and problems in practice as informed by evidence with consideration of the organizational and cultural context to inform the landscape of understanding and respond to issues and problems.

ED 7002 THEORIES FOR LEADERSHIP AND ORGANIZATIONS

FALL/SPRING/ALL YEARS

3 credit hours

This course will cover leadership and organizational theories and frameworks useful to resolve and reframe problems and issues in educational and organizational contexts. Students will examine their own leadership orientation/schema and engage in reframing leadership roles in real settings and diverse contexts.

ED 7003 ETHICS AND LEADERSHIP FOR EDUCATIONAL AND ORGANIZATIONAL CONTEXTS

FALL/SPRING/ALL YEARS

3 credit hours

This course will explore and examine ethics in educational leadership by delving into the historical and current understandings of various decision-making practices within the school and organizational contexts that frame an understanding and application of knowledge, and insights to lead and co-lead organizational contexts with others.

ED 7005 INSTRUCTIONAL AND VISIONARY LEADERSHIP

FALL/SPRING/ALL YEARS

3 credit hours

Engaging in and cultivating instructional leadership practices and actions at the school/district levels and other educational settings. Defining and executing visionary leadership practices with academic and community stakeholders. Building faculty capacity in efforts of growing leadership and instructional expertise.

ED 7007 PROGRAM EVALUATION AND DATA FOR EVIDENCE-BASED PERFORMANCE

FALL/SPRING/ALL YEARS

3 credit hours

This course covers the foundational concepts of evaluation and incorporates the principles of program evaluation and classroom assessment. As instructional leaders, the knowledge to practice of how evaluation data at the micro level is essential to the overall assessment of school or district level programs at the macro level. Concepts such as formative and summative evaluation; norm-referenced and criterion-reference assessment; and quantitative and qualitative data and its evidence to drive school improvement efforts. This course will include field activity practices.

ED 7008 FINANCIAL RESOURCES AND BUILDING INSTRUCTIONAL CAPACITY

FALL/SPRING/ALL YEARS

3 credit hours

This course will include knowledge building on financial resources and building instructional capacity with the application to the practice of the development and care of financial matters. A range of financial priorities using student performance and attention to best practices of resource allocation for student learning based on evaluating revenue resources; developing and validating proposed school budget; and leadership skills for best practices of school operations.

ED 7009 STRATEGIC PLANNING AND LEADERSHIP

FALL/SPRING/ALL YEARS

3 credit hours

Strategic planning process, assessment and analysis of data and issues in schools/district contexts and academic settings that lead to creation of strategies for goal attainment and achievement of educational outcomes.

ED 7012 EDUCATION POLICY AND CHANGE

FALL/SPRING/ALL YEARS

3 credit hours

This course will cover policy values and principles, theory, analysis, range of approaches to policy development, implementation, and evaluation while incorporating multiple stakeholder intentional discussions, review of current legislation and policy surrounding a problem of practice.



ED 7013 LEADERSHIP AND LEARNING FOR THE WESTERN PACIFIC REGION AND GLOBAL ARENA

FALL/SPRING/ALL YEARS

3 credit hours

This course will expand on understanding leadership concepts and frameworks for engaging in whole system learning and application of leading with people to improve processes and practices. A foundation of leading and learning will be nested in a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Course discourse will unite perspectives of societal and cultural customs/manners of leading and collaborating with stakeholders, and as a way of doing and engaging in leadership actions via one's leadership identity and co-leadership with others. Additionally, the course will have students analyze, critique and plan for one's leadership role and service leadership role that connects and transforms learning communities in educational and organizational contexts.

ED DR7014 CANDIDACY ADVANCEMENT

FALL/SPRING/ALL YEARS

3 credit hours

Doctoral Students must enroll in 3 credits of candidacy advancement to work on the advancement to candidacy examination. The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation. Advancement to candidacy allows students to begin the dissertation proposal process.

ED DR7015 DISSERTATION PROPOSAL

FALL/SPRING/ALL YEARS

3 credit hours

Dissertation courses: The dissertation process is the culminating sequence of courses that focus on the doctoral student's research work from proposal development to final defense of the dissertation manuscript. This course is the proposal development course. Required: A student must have passed the candidacy advancement examination and be designated as a doctoral candidate to enroll in this course.

ED DR7016 DISSERTATION RESEARCH BEGINNING

FALL/SPRING/ALL YEARS

3 credit hours

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members. ED-DR 7016 Dissertation Research Beginning (3 credits). Focus: IRB Process and Data Collection

ED DR7017 DISSERTATION RESEARCH ADVANCE

FALL/SPRING/ALL YEARS

3 credit hours

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members. ED-DR7017 Dissertation Research Advance (3 credits) Focus: Further data collection and engage in data analysis.

ED DR7018 DISSERTATION RESEARCH FINAL

FALL/SPRING/ALL YEARS

3 credit hours

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members. ED-DR7108 Dissertation Research Final (3 credits). Focus: Manuscript completion and dissertation defense.



ED R8000 SCHOLARLY LITERATURE REVIEW

FALL/SPRING/ALL YEARS

3 credit hours

This course will develop your library research strategies to access scholarly articles of literature. The research emphasis will include building your navigation library skills of scholarly research themes of interest, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practices based on a problem of interest.

ED R8001 QUALITATIVE RESEARCH METHODOLOGY

FALL/SPRING/ALL YEARS

3 credit hours

This course will cover an overview and orientation of qualitative research methods. It will introduce students to a variety of qualitative research method approaches and qualitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

ED R8002 QUANTITATIVE RESEARCH METHODOLOGY

FALL/SPRING/ALL YEARS

3 credit hours

This course will cover an overview and orientation of quantitative research methods. It will introduce students to a variety of quantitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

ED R8003 RESEARCH DESIGN, DATA COLLECTION AND ANALYSIS

FALL/SPRING/ALL YEARS

3 credit hours

This course will cover an overview and orientation of research design methods. It will introduce students to a variety of qualitative and quantitative research method approaches and research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

ED R8004 CRITICAL LITERATURE REVIEW

FALL/SPRING/ALL YEARS

3 credit hours

Building on Scholarly Literature Review Course, this course will further strengthen scholarly literature organizational skills of research themes, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practice based on problems framed to building academic writing as the foundation to support future dissertation research and academic writing. Prerequisite: Scholarly Literature Review

ED R8005 ADVANCED QUALITATIVE RESEARCH

FALL/SPRING/ALL YEARS

3 credit hours

In this advanced qualitative methods course, students will be able to further develop qualitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis. Prerequisite: Qualitative Research Methodology

ED R8006 ADVANCED QUANTITATIVE RESEARCH

FALL/SPRING/ALL YEARS

3 credit hours

In this advanced quantitative methods course students will be able to further develop quantitative research knowledge and skills pertinent to developing the research design and planning for data collection and analysis. Prerequisite: Quantitative Research Methodology

