

**EASTERN NAZARENE COLLEGE/JON L. JENMARC COHORT
M ED IN MODERATE DISABILITIES PK-8 OR 5-12
Course Descriptions**

FALL SEMESTER

ED-503, ADVANCED EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 CR)

A review of human development in a psychological context is emphasized, followed by a concentration of learning theories and evaluation and assessment strategies. The aim is to help each student arrive at a consistent, systematic position in applying psychology to the educational setting. (pre-practicum 25 hrs.)

ES-520, ELL CURRICULUM AND METHODS (3 CR)

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place (second language acquisition and the world of English Language Learners). A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25 hour pre-practicum requirement for this course.

SN-525, SPECIAL NEEDS CURRICULUM AND METHODS I (3 CR)

This course will focus on various methodologies in teaching all types of moderate special needs students. Students will examine language arts and the humanities (including social sciences and the arts) with an emphasis on matching the teaching style of the teacher to the learning styles of the student. An emphasis on corrective, functional techniques and the development of appropriate materials will be included. (pre-practicum 25 hrs.)

OR

SN-535, CURRICULUM AND METHODS SECONDARY SN II (3 CR) (for Initial License 5-12 candidates)

The focus of this course is on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, science, health) in the secondary setting. Emphasis will include techniques which can be varied to meet differing learning styles and application of knowledge to real life situations in becoming a positive functioning member of society. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (pre-practicum 25 hrs.)

SPRING SEMESTER

SN-530, CURRICULUM AND METHODS ELEMENTARY SN II (3 CR) (for Initial License PK-8 candidates)

This course will focus on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, sciences, health) in the elementary setting. Emphasis will include remediation techniques which can be varied to meet differing learning styles using a variety of teaching styles. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (pre-practicum 25 hrs.)

RE-541, PRINCIPLES OF TEACHING AND CHILDREN'S LITERATURE (3 CR)

Literature based instruction is the primary focus of this course. The developmental stages of reading will be explored with emphasis on phonemic awareness, phonics, and knowledge of word analysis skills. Practical strategies to facilitate student comprehension and the development of fluent readers and writers will be closely examined. Students will evaluate current methodologies and techniques. We will attempt to gain a broad knowledge base, assess existing programs, demonstrate knowledge of assessment principles, and develop meaningful instructional strategies.

SN-505, HUMAN EXCEPTIONALITIES (3 CR)

This is an introductory course designed to explore the wide variety of handicapping conditions and current legislation regarding evaluation and program planning for individuals with handicaps. Attention will be given to discussion of program options and special methodologies enabling handicapped individuals to achieve maximum potential. (pre-practicum 25 hrs.)

SUMMER SEMESTER

ED-510, EDUCATIONAL TECHNOLOGY (3 CR)

This course includes an overview of the applications of technology in the classroom. Students will review, evaluate and produce educational software including videos, slides, presentations, transparencies, photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks,

word processing and multi-media computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. (pre-practicum 25 hrs)

ED-502, AMERICAN FOUNDATIONS OF EDUCATION (3 CR) The historical, sociological, and philosophical bases of American education are studied. Implications of the past, present, and future on school program development, organizations and the individual educator are emphasized.

SN-540, EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT (3 CR)

The focus of this course will be the basic principles of assessment for individuals who have been referred or are being serviced as handicapped individuals. Students will have opportunities to study and apply psychometric and ethnographic procedures. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with handicapped individuals will be required.

LAST SEMESTER (for students seeking INITIAL License in Moderate Disabilities PK-8 OR 5-12)

ED-520, CLASSROOM MANAGEMENT (3 CR)

The student will be able to identify various theories of classroom management and to develop skills in management of exceptional individuals in various types of learning settings, ranging from the regular class, resource rooms, and institutional settings. The relationship of regular and special needs students will be considered to enhance individual self-esteem.

ED-549Z, PRACTICUM SEMINAR (1.5 CR)

A one and one-half credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer.

Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).

SN-549E, PRACTICUM - SPECIAL NEEDS (PRE-K-8) (11.5 CR)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate disabilities. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

OR

SN-549S, PRACTICUM - SPECIAL NEEDS (5-12) (11.5 CR)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate special needs. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

LAST SEMESTER (for students seeking DEGREE ONLY or Pathway to Professional License)

12 Credits (4 courses) in SPED will complete the Degree.

These courses are currently being designed.

These courses will make up the 12 Content Area credits that will bring an INITIAL License to PROFESSIONAL Status as part of an M ED Degree.