615 Monetary Policy (3)
For graduate students only. Prerequisite: ECO 601. Focuses on the economy’s monetary framework and the interaction between money and real economic variables. Highlights the new difficulties and possible policy responses under the current era of financial deregulation and world capital-market integration. (CFA®) (*summer)

620 International Macroeconomics (1.5)
For graduate students only. Prerequisites: ECO 601 and ITM 603. This course introduces the student to the macroeconomic environment within which all business firms operate. The external factors which impact business decision-making and operations include the following: interest rates, stock and bond market fluctuations, exchange rate fluctuations, GDP growth rates and their sustainability, inflation and changes in productivity. A major focus is on the relationship between trade balances, capital flows, saving and investment, and the role played by monetary policy to meet the nation’s macroeconomic goals. (CFA®) (*fall and spring semesters)

625 Managerial Economics and Organizational Architecture (1.5)
For graduate students only. Prerequisites: ECO 601 and ITM 603. This course applies the concepts of microeconomic theory and agency theory to strategic problems facing for-profit and not-for-profit organizations. The course reinforces an understanding of microeconomic principles and enables students to apply economic theory to problem solving. It enables students to understand how markets function to create the efficient use of resources. The course is designed to teach students why organizations do not always function efficiently and how organizational architecture can be used to enhance the value of the firm. (CFA®) (*fall and spring semesters)

630 Government and Regulation (3)
For graduate students only. Prerequisite: ECO 625. The course examines the economic rationales for government intervention into business decisions. Traditional regulation, the process of deregulation, and the enforcement of antitrust policies are considered. (*fall semester)

635 The Economics of Organization (3)
For graduate students only. Prerequisite: ECO 625. The course examines the business firm as it engages in supplying goods and services to the economy. Innovation, advertising, markets, and organizational structure will be investigated. (*spring semester)

695 Special Topics in Economics (3)
Prerequisites: to be specified at time of offering. A course offered at the discretion of the ECO department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Economics (1-4)
For graduate students only. Prerequisites: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in economics.

Education (EDU)

200 Foundations of American Education (3)
An introduction to the contemporary issues and trends in public education from historical, sociological and philosophical perspectives. Requires ten hours of volunteer work in the public schools.

201 Learning Theories and Individual Differences in Education (3)
A study of psychological theories and principles of learning as they relate to the teaching-learning process. Exposes students to research-based knowledge and skills of effective teaching.
203 Technology in Education (Elementary, Secondary) (3)
Promotes computer literacy and engages students in problem solving, evaluation of hardware and software, examination of microcomputer applications in an educational setting, and discussion of technology in education.

205 Creativity and the Learning Environment (3) (W)
Cross-listed as THR 298. This course will investigate and apply strategies for developing the right as well as the left hemisphere of the brain. Participants will learn how to develop a creative, centered lifestyle that includes daily disciplined activity designed to enhance their overall mental, physical, emotional and spiritual health. Participants also will develop skills for creating environments that facilitate that process for others. Interdisciplinary classroom activities will include discussion, review of assignments, exploration of models for lifelong vitality, and creative activities related to art, theatre, dance, music and storytelling. Activities outside the classroom will include attendance at theatrical and arts-related events.

252 Young Children with Special Needs (3)
Developmentally appropriate procedures, resources and programs designed to meet the special needs of pre-kindergarten/primary age children are investigated, analyzed and assessed. Appropriate interventions, family conferencing, procedures for mainstreaming, and process for screening, assessment and placement are analyzed, applied and developed. Individualized Family Service Plans (IFSP) and Individual Educational Plans (IEP) are researched, compared and contrasted. Analyses are conducted of methods for working with children who are abused, abandoned, homeless or neglected. Experience is arranged with adaptive and assistive technologies for children with special needs.

300 Teaching Language Arts in the Secondary Schools (ESOL infused course) (4)
Prerequisites: EDU 200, 201, 203, and ENG 101 and 102, and admission to teacher education. A specialized methods course for secondary English education majors.

301 Teaching Practicum I: Teaching English to Speakers of Other Languages (2)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Corequisites for elementary education: EDU 304. Corequisite for secondary English education: EDU 304. Required for all elementary and secondary English education majors. This course includes 45 hours of ESOL field experience.

304 Teaching English to Speakers of Other Languages I — Elementary (TESOL I) (3)
Prerequisites: EDU 200, 201, 203 and admission to teacher education. Required for all elementary education majors, and has a field component, EDU 301, which should be taken in the same semester. This survey course introduces the 25 Florida State ESOL Performance Standards in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

306 Teaching Reading in the Secondary Content Areas (ESOL infused course) (3)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Emphasizes the teaching of reading skills and content material. Discusses the adolescent in relation to methods and materials. Requires simulated teaching and field hours. (*fall semester only)

314 Emerging Literacy: Birth to Eight Years (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Corequisites: EDU 301 and EDU 304. Focuses on developing literacy in children through grade 3, emphasizing a whole language approach to instruction and literacy development. Also includes theories, materials and methods that develop literacy in a developmentally appropriate environment, including assessment, family involvement, and responsibility to special needs and ESOL learners.
315 Teaching Literature and Language Arts in the Elementary School (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, 301, 304, 314, ENG 101, 102, and admission to teacher education. An examination of the language arts, the cognitive and literacy development of children, methods of instruction in the communication processes, the needs of the diverse learner, and the integration of the language arts across the curriculum. A focus is the use of children’s literature in teaching by examining genres, student responses and a balanced literacy program.

316 Teaching Reading in the Elementary School (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, 301, 304, 314, ENG 101, 102, and admission to teacher education. A comprehensive survey of the basic methods of teaching reading in the elementary school. Examines the methods, materials, and basic skills of teaching reading, with a focus on skill development in the intermediate classroom.

321 Curriculum, Methods and Foundations in Early Childhood Education (3)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Emphasis on developmentally appropriate objectives, materials, activities and methods of teaching the primary grades. Various historical, philosophical and sociological perspectives in early childhood education are investigated, analyzed and evaluated. The course includes 20 hours of field experience.

322 Early Childhood Integrated Curriculum Field Experience (3)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Involves observation/participation in early childhood education settings and an examination of instructional materials, procedures, and evaluation of nursery, kindergarten, and primary curricula and instructional strategies.

323 Home, School and Community Partnerships (3)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. The course examines the ways early childhood programs are a part of the family support system. It focuses on the development of an understanding of traditional and non-traditional families, structural and lifestyle variations, parenting in diverse cultures and the needs of high-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, hold parent meetings and conduct home visits.

326 Elementary Educational Assessment (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. Develops techniques for assessment, evaluation and measurement pertaining to elementary classroom instruction. Particular emphasis is on authentic assessment, performance assessment, elementary statistics, test construction and evaluation and grade reports.

327 Teaching Art in the Elementary School (2)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. For students intending to major in elementary education. Covers selection, organization, guidance, and evaluation of art activities. Offers laboratory experience with materials and methods. Field hours required.

328 Teaching Music in the Elementary School (2)
Prerequisites: EDU 200, 201, 203, and admission to teacher education. The student should be an intended major in music education or elementary education. A specialized elementary music methods course that includes methods and activities in music. Features demonstrations with class participation and use of rhythm and pre-orchestral instruments. Requires observation in elementary schools.
329 Teaching Physical Education and Health in the Elementary School (2)
   Prerequisites: EDU 200, 201, 203, and admission to teacher education. Intended major in physical education or elementary education. Involves study and practice in elementary physical education methods. Examines and evaluates subject matter, methods and source materials for health programs. Field hours required.

330 Teaching Mathematics in the Elementary School (ESOL infused course) (3)
   Prerequisites: EDU 200, 201, 203, and admission to teacher education. Topics include the objectives of the elementary mathematics curriculum, learning theories as they relate to mathematics, major concepts covered in elementary mathematics, and modern approaches to instruction with emphasis on manipulatives and other learning aids.

331 Teaching Science in the Elementary School (ESOL infused course) (3)
   Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Examines methods and materials for teaching science and the scientific method. Emphasis on teaching aids, demonstration equipment and simulated teaching.

332 Teaching Social Studies in the Elementary School (ESOL infused course) (3)
   Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Involves participation in activities showing the relationship of humans to their physical and social environments. Students compare worldwide courses of study, with emphasis on multicultural diversity, prepare units and participate in simulated teaching.

333 Teaching in the Inclusive Elementary Classroom (ESOL infused course) (3) (W)
   Prerequisites: EDU 200, 201, 203, 304, or 354, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

354 Teaching English to Speakers of Other Languages I- Secondary (TESOL I) (3)
   Prerequisites: EDU 200, 201, 203 and admission to teacher education. Required for all secondary majors, and has a field component, EDU 301 which should be taken in the same semester. This survey course introduces the 25 Florida State ESOL Performance Standards in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

356 Secondary Educational Assessment (ESOL infused course) (3) (W)
   Prerequisites: EDU 200, 201, 203, and admission to teacher education. Develops techniques for assessment, evaluation and measurement pertaining to secondary classroom instruction. Particular emphasis is on authentic assessment, performance assessment, elementary statistics, test construction and evaluation and grade reports.

377 Elementary Physical Education Curriculum and Practicum (3)
   Prerequisites: EDU 200, 201, 203, and admission to teacher education; concurrent registration with or completion of EDU 329; declared ESC major in teaching. This course will provide an in-depth coverage of the various curricular models and developmentally appropriate teaching methods common at the elementary level in physical education. Students will be placed at a school to observe and teach physical education under the supervision of a licensed physical education teacher. Field study required.

401 Teaching Practicum II: Secondary (Not Music or PE) (ESOL infused course) (4)
   Prerequisites: EDU 200, 201, 203, 304 or 354, 441 or 451, admission to teacher education and a 2.5 GPA in the major(s) and overall. An intensive study involving the application of education theoretical, philosophical and pedagogical principles for grades 6-12. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.
404 Teaching English to Speakers of Other Languages II (TESOL II) (3)
Prerequisites: EDU 200, 201, 203, 301, 304 or 354, and admission to teacher education. Corequisites: EDU 443, Teaching Practicum II: Elementary, or EDU 401, Teaching Practicum II: Secondary. This course further develops the concepts presented in EDU 301 and 304. Emphasis will be placed on the content areas of applied linguistics, curriculum integration, and methods of teaching ESOL. This is a required course for all elementary majors and secondary English majors. Field hours required (as part of Teaching Practicum II).

406 Teaching Practicum III: Elementary and Secondary Final Internship (ESOL infused course) (10)
Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades K-12 in the areas of music and physical education. The semester involves seven weeks at the elementary level and seven weeks at the secondary level. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

407 Teaching Practicum III: Secondary Final Internship (ESOL infused course) (10)
Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades 6-12 in the areas of English, mathematics, social sciences, and biology. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

411 Teaching Practicum III: Physical Education (K-8) Final Internship (ESOL infused course) (10)
Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification in physical education in grades K-8. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

412 Teaching Practicum III: Physical Education (6-12) Final Internship (ESOL infused course) (10)
Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification in physical education in grades 6-12. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

417 Diagnosis and Remediation of Reading Problems in the Elementary School (ESOL infused course) (3)
Prerequisites: EDU 200, 201, 203, 301, 304, 314, 315, 316 and admission to teacher education. Involves study and practice in diagnosing reading status of individuals and prescribing appropriate reading methods and materials to improve reading performance. Emphasizes instruments and other evaluative materials and practices. Field hours required.
424 Secondary Music Education (3)
Prerequisites: EDU 200, 201, and 203, and admission to teacher education. A specialized methods course for music education majors. Topics include teaching methods and curriculum materials, as well as planning and management of band, choral and orchestral programs. Field hours required. (*every other fall semester)

425 Teaching Middle School and Secondary Physical Education (4)
Prerequisites: EDU 200 and 201, 20 hours of physical education and admission to teacher education. A study and practice in methods pertinent to middle school and secondary physical education. Field hours required. (*fall semester)

426 Teaching Intermediate Elementary Mathematics (3)
Prerequisites: EDU 200, 201 and 203, and admission to teacher education program. Focuses on teaching intermediate mathematics in the elementary school. Topics include teaching the intermediate elementary mathematics curriculum, learning theories as they relate to intermediate-level mathematics, major topics facilitated in intermediate elementary mathematics and modern approaches to instruction, as well as facilitating the conceptual transfer from concrete manipulative understanding to progressively abstract understanding.

433 Teaching in the Inclusive Secondary Classroom (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, 304, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

441 Elementary Classroom Management (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve elementary school classroom problems. Field hours required.

442 Learner Diversity and Cross-Cultural Understanding (ESOL infused course) (3) (W) (NW)
Prerequisites: EDU 200, 201, 203, 304 or 354, and admission to teacher education. Corequisites: EDU 401 or EDU 443. An investigation of learner diversity, including linguistic diversity, with emphasis on developing anti-bias learning strategies, curriculum, and learning environments, as well as corresponding interaction between teacher and learner.

443 Teaching Practicum II: Elementary (ESOL infused course) (4)
Prerequisites: EDU 200, 201, 203, 301, 304, admission to the teacher education program, and a 2.5 GPA in the major(s) and overall. Corequisites: EDU 404 and EDU 442. An intensive study involving the application of theoretical, philosophical and pedagogical principles for grades 1-6. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.

444 Teaching Practicum III: Seminar Final Internship (ESOL infused course) (2)
Prerequisites: Completion of all required coursework, passage of all sections of the FTCE, application for degree, and a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 445 Teaching Practicum III Final Internship. Topics include reflective inquiry, classroom management, the diverse classroom, lesson and unit planning, ethics and continued professional growth. Students develop a professional portfolio as part of their evaluation.

445 Teaching Practicum III: Elementary Final Internship (ESOL infused course) (10)
Prerequisites: admission to the teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks provides practical application and practice in an elementary classroom under the direction of a certified teacher. Seminars and lectures on
campus are required throughout the semester. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

451 Secondary Classroom Management (ESOL infused course) (3) (W)
Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve secondary classroom problems. Field hours required.

489 Special Topics in Education (1-4)
Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

490-491 Special Topics in Education (1-4)
Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

600 The Adolescent Learner (3)
Graduate students only. This course explores human development and learning with an emphasis on issues that are relevant to establishing effective conditions for successful learning and growth in middle and secondary contexts.

601 Curriculum Theory (3)
This course introduces graduate students to the study of curriculum theory. Students explore the nature of curriculum theory, differentiate curriculum theory from curriculum planning, place the study of curriculum theory within the larger history of the American school curriculum, and explore a variety of models of curriculum theory including alternative models.

602 Language Acquisition and Cognition (3)
This course is based on the study of language acquisition and its relationship to cognition. The course focuses on current theoretical notions of language acquisition while paying particular attention to how such notions might become relevant for learning in K-12 classroom settings. Topics include the social origins of mind as well as the role that language plays in human development and in the advancement of higher order thinking skills in children. Students will demonstrate an understanding of language acquisition and reading as a process of student engagement in fluent decoding of words and construction of meaning.

603 Tests and Measurement (3)
This course allows graduate students to explore the role and relevance of measurement, testing, and evaluation in education. Topics included are the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments, techniques of item analysis, and overall impact of high stakes testing.

605 Professional Ethics, School Law, Safety, and Classroom Management (3)
Graduate students only. This course provides a reflective look at current research and a variety of teaching strategies for the diverse classroom with a particular emphasis on adolescents’ behaviors in the classroom context and effective options for classroom management. The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida will be discussed. This practical view of life in the middle and secondary classroom will feature procedures for school safety and salient information on school law.
606 Multicultural Children’s and Adolescent Literature as Comprehension Tools (4)
This course is designed primarily for teachers to assist them in becoming knowledgeable about a wide range of multicultural literature from various cultural, ethnic, and religious groups, most of which are under-represented. Connections will be made across and within groups that can facilitate and expand the reading and writing skills of children. Students will demonstrate use of literature in developing fluency and comprehension of text. Fieldwork is required.

607 Teaching Writing Across the Curriculum (4)
This course offers teachers intensive graduate study in the teaching of writing. The course examines composition theory and focuses on applying that theory in a practical way in the classroom. Progressive models of writing instruction will be studied and demonstrated. Students will demonstrate understanding of scientifically based reading research as it applies to the language arts, particularly writing. Fieldwork is required.

608 Cross Cultural Diversity (4)
This course is designed for graduate students and teachers who want to explore frameworks, materials, and strategies that will help them translate the rationale for diversity education into effective educational practice with learners of any age, level, or background. Accordingly, the course focuses on approaches to curriculum consonant with a diverse perspective.

609 Reading Assessment, Diagnosis, and Remediation of Reading Disorders (4)
This practicum course addresses the perceptual, linguistic, and cognitive processes involved in reading and reading disorders. Current theories of reading development are discussed and considered in the context of practice in reading instruction. Students will administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties. Fieldwork is required.

610 Instructional Methods for Mathematics, Science or Social Science (3)
Graduate students only. This course presents mathematics instruction or science instruction as one multifaceted and dynamic experiential learning module that responds to real world problems and issues. Emphasis is on strategies for exploring mathematics or science in local, state, national, and international community environments. Teacher candidates whose emphasis is mathematics 6-12 or middle grades mathematics 5-9 are enrolled in the section co-taught by mathematics and education faculty. Teacher candidates whose emphasis is biology 6-12, chemistry 6-12, physics 6-12, or middle grades science 5-9 are enrolled in the section co-taught by science faculty and education faculty.

615 Mastering the Art of Teaching (3)
Graduate students only. This course is a capstone course that connects learning to national and state standards and utilizes learning from EDU 600–EDU 625 for classroom applications for middle and secondary teachers who are developing the art of teaching. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

620 Educational Research (3)
This course is an introduction to historical, experimental, descriptive, and survey research as they relate to seeking solutions to problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. This course guides classroom teachers through the process of reviewing, evaluating, conducting, and disseminating educational research and is designed to help teachers evaluate research findings and their applications to classroom practice.

621 Exceptional Student Learning: Inclusive Classrooms (3)
This course traces the historical development of special education and inclusive classrooms through landmark legislation and litigation, parent advocacy, and national economic and social
needs. The provisions of federal and state special education mandates, judicial interpretations, and Florida state guidelines regulating the delivery of educational services to persons with handicaps also will be addressed.

623 Applied Research (3)
This course utilizes the action research process to help educational practitioners plan and complete an action research project related to their current teaching assignment. The course examines the social, cultural and ethical issues of conducting research with children. Course activities foster critical inquiry and collaboration among practitioners, administrators, researchers, and other professionals. This culminating experience in applied research will assist the educator in improving or refining his or her actions.

625 Apprenticeship I (3)
Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

630 Professional Development I (2)
Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environment. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

635 Secondary School Curriculum (3)
Graduate students only. This course is a study of secondary school curriculum and instruction as a specialized part of the total schooling system. The study of this curriculum is intended to examine historical, societal, and organizational issues with special emphasis on the interdisciplinary nature of curricular content and on the nature of the students being served in middle and secondary schools.

640 Teaching English as a Second Language: TESOL (3)
Graduate students only. This course provides linguistically and culturally appropriate instruction, assessment, and learning opportunities for students with limited English proficiency.

645 Apprenticeship II (3)
Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

650 Professional Development II (2)
Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environments. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

655 Educational Research (3)
Graduate students only. This course investigates learner diversity, including linguistic diversity, with emphasis on developing anti-bias learning strategies, curriculum, and learning environments, as well as corresponding interaction between teacher and learners in the middle and secondary schools. Research will focus on special needs learners, diversity, ethnic appreciation and social justice.

660 Secondary Reading in the Content Area (3)
Graduate students only. This course provides students an understanding of reading instructional methods, including strategies, assessment, and teaching reading in the content areas. Emphasis is placed on reading comprehension in mathematics.
665 Mastering the Art of Teaching Diverse Learners (3)
Graduate students only. This course is a capstone course that connects learning from EDU 600–EDU 660 and provides connections of theory to practice for secondary classroom teachers. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

English (ENG)

100 Basics of Grammar and Writing (4)
An intensive review of basic writing strategies and English usage offered as preparation for English 101 and 102. The course emphasizes clarity, organization and purpose in the writing process. English 100 does not fulfill general curriculum distribution requirements, nor does it replace English 101 or 102 or count toward the English major or minor. Students who have earned credit for English 101 or 102 may take this course only by written permission of the department chair. Students must complete ENG 100 with a grade of “C” or better to register for ENG 101. (*fall and spring semesters)

101, 102 Composition and Rhetoric I, II (First-Year Writing) (4, 4)
Teaches the process of writing effective expository essays. ENG 102 includes extensive instruction and practice in research writing. May not count for the English or writing major or minor. Students must complete ENG 101 with a grade of “C” or better to register for ENG 102. (*fall and spring semesters)

110, 111 English for Non-Native Speakers I, II (4, 4)
Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English-language difficulties must take ENG 110 before taking ENG 101 and 102. (See statement on placement testing in English in the Academic Programs chapter.) The professor also may recommend a student take ENG 111 before taking ENG 101 and 102. Neither ENG 110 nor ENG 111 meets the requirements for ENG 101 or 102, or any other requirement of the general curriculum distribution. Neither of the courses counts toward the English major or minor. Must be completed with a grade of “C” or better to register for ENG 101.

115 Editing Workshop (1)
This one-credit course offers an intensive review of grammar and the conventions of standard edited English to English 101 students who are identified as needing additional instruction in editing. By permission of their English 101 instructors only, students enroll in ENG 115 in the second seven weeks of the semester.

116 Writing on Cultures: Concepts of Primary Research
This course explores the concepts of doing primary research on target cultures, as well as ethical issues involved in performing such research. It is designed to be taught on-site in an international setting. In addition, the course provides students opportunities to perform primary (first-hand) research and gain field experience on an issue of their choice that is related to the culture being studied. For example, students can investigate a particular environmental or social issue pertinent to the setting or culture more in depth.

117 War in Literature and Film (4) (A)
Explores the vicarious experience of warfare and the practical and moral problems associated with command.

121 The Literature of Countercultures (4) (A)
A study of recurring patterns in social, cultural and artistic revolution of the last 100 years. Includes the decadents, the lost generation, the beats and the hippies.