Course Title: **Contemporary Mathematics for Elementary Educators**  
Course Number: **EDUC500**  
Credits: 4.5  
Hours: 45

**Course Description**
The course surveys the current research on mathematics curriculum design and implementation for today’s Elementary Classroom. The course educates and prepares educators to implement math concepts in conjunction with the Common Core. Curriculum development, assessment tools, and classroom management techniques are introduced in order to enhance math achievement in the classroom. Teacher approaches to increasing interest and practicing of math skills in and out of the classroom are examined to instill confidence in students and teachers alike. Special attention will be paid in class to the incorporation of hands on, manipulative approaches to implementing common core curriculum.

Course Title: **Cultural Diversity in the Classroom**  
Course Number: **EDUC600**  
Credits: 4.5  
Hours: 45

**Course Description**
Fostering a culturally inclusive learning environment encourages all individuals to develop personal contacts and effective intercultural skills. This course examines strategies for establishing a classroom environment characterized by cultural inclusivity, mutual respect, and an appreciation of diversity. Along with recognizing classrooms composed of different religions, ethnicities, socioeconomic backgrounds, sexual orientations, and political ideologies, this course will also focus on how to develop and implement meaningful instruction for students who receive special education services and students who are identified as gifted and talented.

Course Title: **Healthy Lifestyle Concepts for Today’s Students**  
Course Number: **EDUC620**  
Credits: 4.5  
Hours: 45

**Course Description**
The course surveys the current research on Nutritional Struggles of today's student and the overall affect a healthy lifestyle can have in the Classroom. The course educates and prepares educators to implement nutritional and healthy habits in conjunction with the Common Core. Curriculum development, assessment tools, and classroom management techniques are introduced in order to enhance overall achievement in the classroom. Teacher approaches to increasing interest and practicing of healthy lifestyles in and out of the classroom are examined to instill confidence in students and teachers alike. Special attention will be paid in class to the incorporation of hands on, manipulative approaches to implementing common core curriculum.

Course Title: **Law and Ethics in the 21st Century Classroom**  
Course Number: **EDUC630**  
Credits: 4.5  
Hours: 45

**Course Description**
This course approaches a broad range of issues through the lenses of law and ethics. But it is not a “how to” course where the goal is simply to learn to follow the rules. It is a “why” course that attempts to get underneath those rules (or guidelines - there is a difference) to unearth basic philosophic questions about educators’ aims and obligations. We wouldn’t need ethics or law at all if there were not legitimate and compelling disagreements on what educators’ aims and obligations should be. This course will focus on several areas where educators have disagreed on these things so that we can think about how you might resolve similar conflicts when they arise in your professional life. Is your primary duty to do right by the child in front of you, to support the school’s ability to function, or to follow parental demands? How much autonomy should children have in schools, and how much autonomy should teachers have in schools? This course will not give you final answers on any of these, or other, questions. But it will give you time and some possible ways to think about these questions.

Course Title: **Literature, Culture, and War in the Twentieth Century**  
Course Number: **ENGED515**  
Credits: 4.5  
Hours: 45

**Course Description**
This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory.

Course Title: Modern American Fiction
Course Number: ENGED520
Credits: 4.5
Hours: 45

Course Description
This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another.

Course Title: Victorian Poets-Early 20th Century Influences
Course Number: ENGED530
Credits: 4.5
Hours: 45

Course Description
This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be reading poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Matthew Arnold, A.E. Housman, Thomas Hardy, and many others.

Course Title: **Wordsworth and Coleridge: The First Generation Romantic Poets**  
Course Number: **ENGED535**  
Credits: 4.5  
Hours: 45

**Course Description**
This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought.

Course Title: **Applied Sports and Fitness Psychology**  
Course Number: **PHYSED510**  
Credits: 4.5  
Hours: 45

**Course Description**
The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone.

Course Title: **Catastrophes in American History**  
Course Number: **HISTED510**  
Credits: 4.5  
Hours: 45
**Course Description**
This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times.

Course Title: **Coaching and Team Building: Advanced Theories**  
Course Number: **PHYSED520**  
Credits: 4.5  
Hours: 45

**Course Description**
This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life – including in business and in family life. This course helps the student to learn new ways to manage a variety of challenges that come from working with people.

Course Title: **Contemporary Issues in Sports and Physical Education**  
Course Number: **PHYSED620**  
Credits: 4.5  
Hours: 45

**Course Description**
This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion. The course will provide in-depth analysis of these topics and ask students to explore their views on these issues.

Course Title: **Democracy in America**  
Course Number: **HISTED515**  
Credits: 4.5  
Hours: 45
**Course Description**

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities.

Course Title: **Developing Student Athletes: Theory and Practice**  
Course Number: **PHYSED615**  
Credits: 4.5  
Hours: 45

**Course Description**  
This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems for the student athlete.

Course Title: **God, Terror, and History: When Religion Becomes Evil**  
Course Number: **HISTED520**  
Credits: 4.5  
Hours: 45

**Course Description**  
This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in
other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies.

Course Title: The Vietnam War
Course Number: HISTED650
Credits: 4.5
Hours: 45

Course Description
The Vietnam War created one of the most divisive eras in United States’ history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved.

Course Title: United States History from 1865 to Present
Course Number: HISTED620
Credits: 4.5
Hours: 45

Course Description
This course provides students with an introduction to the field of U.S. history since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that have been employed, by top-notch historians.

Course Title: The USA in World War II
Course Number: HISTED640
Credits: 4.5
Hours: 45

Course Description
What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to
participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences.

Course Title: Adolescent Development
Course Number: EPSY540
Credits: 4.5
Hours: 50

Course Description
Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselors, teachers, and administrators in this advanced course, we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized.

We will learn about adolescence primarily by examining current and classic research, presented in experimental journal articles and review chapters. We will also cover the major theories of adolescence, get some practical experience interviewing and observing adolescents, and will talk about how to apply what we learn from adolescence research in real world contexts, such as parenting, teaching, counseling, and public health.

Course Title: Advanced Child and Adolescent Development
Course Number: EPSY545
Credits: 4.5
Hours: 50

Course Description
This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of ego, cognitive, social, emotional, moral, and sexual development on
the psychology of learning, student achievement, and on understanding the diagnosis and treatment of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed.

Course Title: Advanced Multicultural Competencies for Teachers, Counselors and Administrators  
Course Number: EPSY560  
Credits: 4.5  
Hours: 50

Course Description
The purpose of this on-line course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this on line course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

Course Title: Calculus AB for Math Educators  
Course Number: MATHED530  
Credits: 4.5  
Hours: 50

Course Description
The goal of this course is to help teachers develop their students’ geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals.

Course Title: Child-Centered Issues in 21st Century Classrooms  
Course Number: EPSY525  
Credits: 4.5  
Hours: 50

Course Description
This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships.

Course Title: **Counseling Immigrant Children**  
Course Number: **EPSY550**  
Credits: 4.5  
Hours: 50  

**Course Description**  
The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful.

Course Title: **Developing Mathematical Ideas in Number and Operations**  
Course Number: **MATHED520**  
Credits: 4.5  
Hours: 50  

**Course Description**  
This course is designed to deepen teachers’ pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover
the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics.

Course Title: **Developing Mathematical Ideas through Applications**  
Course Number: **EPSY555**  
Credits: 4.5  
Hours: 50

**Course Description**  
This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references “standards-based math program”, as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase “inquiry based” captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse “…requires the (problem) solver to search for a method…”, “making and testing mathematical conjectures …”, “activities should build on curiosity and prior knowledge.

Course Title: **Family and Group Counseling**  
Course Number: **EPSY530**  
Credits: 4.5  
Hours: 50

**Course Description**  
This course will focus on understanding human interaction patterns and influences from the perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills.

Course Title: **Impressionism from France to America**  
Course Number: **ARTED510**
Course Description
During the mid to late 1800’s, France gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America.

Course Title: Mathematical Problem Solving
Course Number: MATHED515
Credits: 4.5
Hours: 50

Course Description
This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of a mathematical problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems.

Course Title: Mathematics Across the Curriculum
Course Number: MATHED525
Credits: 4.5
Hours: 50

Course Description
Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the
internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching.

Course Title:  **Medieval Art-Early Influences**  
Course Number:  **ARTED515**  
Credits: 4.5  
Hours: 50  

**Course Description**  
The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland.

From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student’s ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the

Course Title:  **Modern Methodologies of Art Analysis**  
Course Number:  **ARTED520**  
Credits: 4.5  
Hours: 50  

**Course Description**  
This course offers a comparative approach to the vibrant contemporary arts, including that outside the West, by focusing on cultural applications to works of art. The aim is to initiate a study of modern and contemporary art and by artists in the countries of Asia, Africa, the Middle East, and the Americas, as well as the societal differences that influenced them.

Course Title:  **Statistical Applications**
Course Number: **MATHED540**  
Credits: 4.5  
Hours: 50

**Course Description**  
Introduces the student to applied statistical methods used in industry and scientific applications. Emphasis will be on the practical aspects as students use descriptive and inferential statistics to analyze real data in applications of hypothesis testing, ANOVA, and linear regression and correlation.

Course Title: **Substance Abuse Counseling**  
Course Number: **EPSY535**  
Credits: 4.5  
Hours: 50

**Course Description**  
This course covers substance abuse etiology, assessment, diagnosis and treatment planning. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling.

Course Title: **Sports Psychology**  
Course Number: **EPSY510**  
Credits: 4.5  
Hours: 50

**Course Description**  
The psychology of sport is the study of the interaction between psychological variables and performance in sports and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study that explores the multifaceted issues facing athletes both on and off of the field, and how to best approach said issues.

Course Title: **Women in the World of Art**  
Course Number: **ARTED525**  
Credits: 4.5  
Hours: 50
Course Description
This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis.

Course Title: Law and Public Policy
Course Number: PAED540
Credits: 4.5
Hours: 50

Course Description
This course critically examines the complex and ongoing role of courts in the public policy process. With renewed emphasis on economic stability, financial and non-financial regulations, decentralizations, downsizing and re-engineering, there is an increasing awareness that public policy, and the administrative law system that manages it, are subject to intense political and cultural pressures. The attempt to address social concerns with new laws and regulations has created increased pressure on the administrative law process in the courts and legislative chambers. This course examines the sources, influences, operation and consequences of law and public policy formation, and analyzes public policy initiatives from political and legal aspects as to their intentions, achievable aims, and intended and unintended outcomes.

Course Title: Administrative Law
Course Number: PAED550
Credits: 4.5
Hours: 50

Course Description
This course examines legal aspects of policy implementation within administrative agencies, including oversight by the courts. The course covers standards of judicial review and agency actions, administrative procedure and due process, administrative discretion and privatization, and selected topics such as rights, liabilities, and immunities or public employees.

Course Title: Ethics and Decision Making in the Public Sector
Course Number: PAED600
Credits: 4.5
Hours: 50
Course Description
Ethical and socially responsible leadership are core dimensions in the education of local and global public servants. Ethics and Decision Making in the Public Sector provides you with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and organizations.

Course Title: Human Resources Management in Public Service Organizations
Course Number: PAED620
Credits: 4.5
Hours: 50

Course Description
Those who manage human resources in public and nonprofit organizations face unique challenges. This course provides an overview of the human resources management areas necessary for the productive function of public and nonprofit organizations.

Course Title: Nonprofit Financial Management
Course Number: PAED640
Credits: 4.5
Hours: 50

Course Description
Financial management is one of the core competencies of effective nonprofit managers. Every nonprofit organization needs money to sustain or advance its mission. Additionally, virtually every decision by a manager has a financial impact. Therefore, it is critical that leaders and managers of nonprofit organizations know how to use financial management issues for the non-accountant. It focuses on the knowledge and skills that managers need in order to be successful when allocating and controlling resources and for analyzing, reporting and protecting the fiscal health of their nonprofit organizations. Topics include an overview of nonprofit corporations, key accounting principles, understanding and analyzing financial statements, the budget development process, cash flow analysis, investments, internal control, audits, financial ratios, and the rules and regulations related to tax-exemption.

Course Title: Leading and Managing in a Multicultural Society
Course Number: PAED650
Credits: 4.5
Hours: 50
**Course Description**
This course will examine the leadership and management challenges and issues related to diversity in a multicultural society in the 21st century. Multiculturalism, ethnocentrism, inclusiveness, generational diversity and the changing demographic issues will be discussed. Using a systems approach, diversity within organizations is examined through the construction and review of theories in private, public, and nonprofit organizations. Multiculturalism and inclusiveness are examined from a historical, theoretical, and practical perspective. Existing models and aspects of diversity are analyzed and discussed.

Course Title: **Research Methods in Public Service**  
Course Number: **PAED670**  
Credits: 4.5  
Hours: 50

**Course Description**
Research Methods in Public Service introduces students to the foundations of research study methods with an emphasis on research in the public sector. Concepts presented include study design and selection, data collection guidelines, and study efficacy. A review of data analysis techniques is also featured along with tips on effective presentation of study findings. Ethical issues in research are reviewed to provide greater understanding of the importance of protecting research participants as well as the crucial oversight role of Institutional Review Boards. Students participate in critical evaluations of existing research to engage course content and demonstrate proficiency in course objectives.

Course Title: **Study of Language Essentials for Teachers of Reading and Spelling -Part 1 (K-12)**  
Course Number: **RDG 401**  
Credits: 4.5  
Hours: 50

**Course Description**
This course is a study of the theory behind current scientifically-based methods of teaching reading as identified by the National Reading Panel (NRP) and subsequent national and international research efforts. It includes the study of phonology, morphology, and orthography, crucial, but not sufficient language systems upon which proficient reading depends. Focus is placed on English language structure as it is
processed during decoding and encoding. Insight into these foundational skills of the English language will support knowledge for the instruction of a diverse group of students, including those with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.

Course Title: **Study of Language Essentials for Teachers of Reading and Spelling -Part 1 (K-12)**
Course Number: **RDG 406**
Credits: 4.5
Hours: 50

**Course Description**
Language Essentials, Pt. I, is designed to give participants working knowledge of phonetics, phonology, orthography, and morphology - the building blocks for effective teaching of word recognition, vocabulary, and spelling - and insight into the difficulties of children with decoding and encoding problems.

Course Title: **Teaching of Writing**
Course Number: **RDG 428**
Credits: 4.5
Hours: 50

**Course Description**
Writing is the most complex task we ask students to do throughout school. This course will present an overview of research and theories that relate to the teaching of writing. This course is designed to provide educators with the information necessary to teach all students, Grades K-adult, a process for organizing and expressing thoughts, feelings, and ideas in written language. They will learn that handwriting, spelling, knowledge of sentence structure, knowledge of sentence combining and executive functioning skills all play an important role in the ability to write effectively. Educators will understand the benefit of direct teaching of concepts and skills, presented in dependent order and delivered through multisensory strategies, materials and activities. They will learn that a consistent and persistent approach is necessary for some learners. Time will be spent exploring a variety of writing methods and programs available at the various grade levels. They will learn about the assistive technology available to support struggling writers. Educators will view a number of assessments, both formal and informal, authentic and standardized, that can be used to assess writing.

Course Title: **Structure of Language for Teachers, Part II: Meaning, Syntax &Text**
Course Number: **RDG 433**  
Credits: 4.5  
Hours: 50

**Course Description**  
The focus of RDG 433 is reading comprehension instruction. We will study factors that influence reading comprehension including reading fluency, word meaning (semantics), sentence structure (syntax), text organization, discourse structure and meta-cognitive processes to help us understand underlying components of reading comprehension. We construct a model to link reading comprehension processes, and use it both to recognize and interpret language and reading comprehension difficulties, and to develop a larger toolbox of strategies for explicitly teaching reading comprehension to diverse learners.

We will review current research on reading fluency, vocabulary, and reading comprehension instruction. Students will complete exercises to put into practice the same strategies discussed in research-based readings about comprehension instruction to walk the reading comprehension strategies talk.

Course Title: **Application: Reading Comprehension Strategies**  
**Report Form, Story Form and Story Form Literature Connection**

Course Number: **RDG 503**  
Credits: 4.5  
Hours: 50

**Course Description**  
This course presents the reading comprehension strand of the Project Read program. The focus of the Report Form curriculum is to prepare teachers to teach students how to collect, organize, and analyze information from expository text. The essence of reading is comprehension and the most recent results of the NAEP suggest that almost forty percent of fourth grade youngsters read below a proficiency level. Beginning in the primary grades, Report Form provides children with comprehension strategies so they can recall information, respond to questions at both the literal and interpretive levels, and study for tests. We will focus on the characteristics of the learner who struggles to construct meaning from what he/she reads. The goal of this curriculum is to assist youngsters in the independent application and transfer of comprehension strategies and study skills into other curriculum areas.

The course emphasizes the Madeleine Hunter lesson plan design in the teacher’s guide. As a result of this course, students will have an understanding of how to plan a lesson using Hunter’s elements of effective instruction that elicit active participation, time on task, and learning and retention.
The Story Form Literature Connection curriculum presents the underlying structure and format of narrative text. Beginning in Kindergarten the curriculum teaches a process of analyzing a story by identifying the elements of plot. By focusing on the connection between reading and writing, students are better prepared to teach learners how to write narrative text. This process enables learners to organize important information from a story so they can think about the story at an evaluative level, discuss the story with others, and write about the story. As a result of this course, students will have an understanding of how classroom teachers and teachers of reading can integrate speaking, reading, and writing to improve communication skills for all.

The concepts and skills embodied in both curricula are taught directly in their dependent order using multisensory strategies, materials, and activities. Students learn a set of study skills that assist in higher-level thinking and test taking. In addition, we will focus on Bloom’s six levels of cognition and how teachers can promote higher order thinking.

We will review current research on vocabulary development and text comprehension through articles and chapters from texts. Through participation in activities, students will develop an understanding of how theory translates into practice in the classroom.