

The Graduate College



Master of Arts in Education

Master of Arts Early Childhood Education

Master of Arts Early Childhood Education: Montessori-based

Master of Arts Elementary Education with K-12 Reading

Master of Arts Secondary Education with K-12 Reading

Master of Arts Special Education (K-12 Learning Disabilities)

Master of Arts Special Education (K-12 Cognitive Impairment)

Master of Arts in Educational Leadership: Principal (ELP)

Specialist of Arts in Educational Leadership (ELS)

Programs On Moratorium:

Elementary Education

Middle Level Education

Secondary Education

Mathematics Education with Emphasis on Technology

Teaching of English to Speakers of Other Languages

Courses offered on the Adrian Campus

Education Program

Philosophy of the Graduate Education Program

The Graduate Education Program at Siena Heights University offers opportunities to satisfy varying levels and kinds of needs regarding teacher certification and graduate-level education. The Director of Education and concentration-area advisors work with students to develop programs that allow for additional endorsements and the Master of Arts (M.A.) degree in teaching, in addition to M.A. and Specialist of Arts (Sp.A.) degrees in educational leadership for building principal and central office administrators, respectively.

The Graduate Education Program requires students to examine the teaching-learning environment. This environment is one in which the teacher is also a learner. The focus of each concentration, comprised of both specific and general courses, is the development of a positive and non-threatening climate in which teachers and students may interact for mutual understanding and the appreciation of others. In this kind of climate, learning occurs. The Graduate Education Program also requires students to integrate their learning throughout the program and to reflect on their own learning in the practice of being educators.

The goals of the Graduate Education Program are to: 1) provide opportunities for educators to explore the research-base of the qualities associated with excellence in teaching and administration; 2) encourage self-directed professional development; 3) enhance reflective teaching processes for self-assessment and self-improvement; and 4) encourage the educator to become a change agent and leader in the profession. The graduate courses incorporate pedagogy, curriculum, and assessment, technology tools, classroom management, developmental psychology, and reflection and metacognition. Successful students in the Graduate Education Program are individuals who have accepted the concept of teaching as a continuous process of learning and are prepared to commit their energies to support this belief.

The Master of Arts degree majors for certified teachers, if seeking additional certification in the Graduate Education Program are:

- Early Childhood Education (General and Montessori-based*)
- Elementary Education (General and with K-12 Reading)
- Secondary Education (General and with K-12 Reading)
- Special Education (Learning Disabilities and Cognitive Impairment)
- Educational Leadership: Principal

The Specialist of Arts degree in Educational Leadership for central office administration also requires teacher certification (not necessarily current) for admission.

****Degrees can be offered without certification***

The Purposes of Graduate Education at Siena Heights University

For current educators:

1. To provide programs designed to focus practicing educators on the improvement and enhancement of the learning/teaching environment in areas of interpersonal skills and communication, teaching effectiveness, logistical functions, and professionalism.
(Goal: Educators will impact the educational lives of their P-16 students in positive ways.)
2. To provide guidance and programming suitable and authorized by the Michigan Department of Education and the Council for the Accreditation of Education Preparation (CAEP) for the addition of endorsements to valid teacher certificates.
(Goal: Educators will retain the recognized credentials for their positions and responsibilities.)
3. To provide professional development opportunities for P-16 educators.
(Goal: Educators will satisfy state, national-mandated and locally-preferred professional development requirements while building and strengthening a repertoire of current "best" practices.)

Definitions

To maintain the integrity and reputation for quality of the Graduate Education Program at Siena Heights University, policies and practices reflect rigorous standards, particularly relating to the kinds of offerings acceptable for graduate-level credit. The Graduate Education Program adheres to the guidelines and standards established and evaluated by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Michigan Department of Education and the Council for Accreditation of Educator Preparation (CAEP). The Graduate Education Program uses specific definitions for some common terms in the education field to illustrate its commitment to high quality education.

In-service

In-service education and training is considered to be short-term, one-time-only instruction pertinent to expectations of the school or school district. In-service opportunities usually have little, if any, follow up. They serve to disseminate information necessary for the operations of the school or district, or to satisfy requirements placed upon the school or district by the Michigan Department of Education and other accrediting bodies. In-service education and training are not provided for graduate-level credit through Siena Heights University.

Professional Development

Professional development is designed as continuous study and practice of a particular area related to the profession of teaching or the field of education. Generally, the individual educator is considered the best source for the development, implementation, and evaluation of a professional development plan that satisfies individual needs and interests. Professional development activities may or may not be related or dependent on each other. Learning from professional development activities is expected to be implemented in the classroom or educational setting in the short-term. In addition, CAEP defines professional development as, "opportunities for educators in EPP's to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.

Graduate-level Education

According to the Higher Learning Commission of the North Central Association, "a graduate program characteristically consists of a coherent and intensive course of study designed by the institution to prepare students in a specialized area...Graduate credit is granted only for demonstrated learning at a level substantially beyond the baccalaureate level."

At Siena Heights University, *graduate-level education* is focused in content and purpose. *Graduate-level education* is expected to be intellectually engaging and challenging. Scholarship, research, and practice are components of graduate-level education. Siena strives for a high degree of student-faculty interaction through intellectual discussion.

Graduate-level education at Siena Heights University is considered a program of related courses which delve into the area of specialization selected by the student.

Graduate Education Program

At Siena Heights University, individuals who apply for admission to the *Graduate Education Program* must be certified teachers, seeking additional endorsement. Master's degrees can be obtained without seeking certification.

Admission

Prospective students must apply for admission to Siena Heights University as a graduate student and consult with the Director of the Graduate Education Program. All applicants seeking to earn an additional teaching endorsement must hold a Michigan teacher certificate, a copy of which must be submitted with the student's application for admission. All Siena admission and residency requirements must be fulfilled for the university to serve as the authorizing institution for endorsements.

Transfer Credit

Occasionally, Graduate credit earned at an institution other than Siena Heights University since the issuance of the teacher certificate, but before the program has been designed, may be applied toward the endorsements. For the credit to be considered, the student must supply the original transcript, the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Credit earned at institutions other than Siena Heights University after the student has designed the program for the endorsement must be approved by the Director of Graduate Education prior to the student's enrollment in the course. The student is responsible for providing the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Residency Requirement

A student must fulfill the minimum residency requirement of nine (9) post-baccalaureate semester hours at Siena Heights University and be a graduate student in good standing for Siena Heights University to serve as the authorizing institution for the endorsements.

A student may not request an independent study or a directed study until the minimum residency requirement of nine semester hours has been satisfied. Also, a student may not register for TED 678/690 Reflective Teaching Practicum and Seminar until the residency requirement has been satisfied.

Adrian Dominican Montessori Teacher Education Institute (ADMTEI) and Other Transfer Credit

Graduate credit from the Adrian Dominican Montessori Teacher Education Institute (ADMTEI) is converted to semester hours and transferred to the Siena Heights University transcript only after the student satisfies the minimum residency requirement of nine (9) semester hours of graduate credit at Siena Heights University. Requests to transfer graduate-level credit from any institution cannot be processed until the minimum residency requirement of nine (9) semester hours of graduate credit at Siena Heights University is satisfied.

Expectations of Students

Teaching is a profession. It demands specialized education and training, and continual learning. The Graduate Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Graduate Education Program. Additional expectations are set for specific courses and experiences throughout the program.

The Graduate Education student is expected to maintain the required grade point average for continuation in the Graduate Education Program. If a student earns a “C” grade in any of the professional core or specialization courses, the student must repeat the course and earn a “B” grade or better. A graduate student who receives a grade of “C” in any course is placed on academic probation for the next six (6) semester hours. The grade transcript of each student is reviewed by the Graduate College at the completion of each term.

The student is expected to meet the deadlines associated with successful progress through the Graduate Education Program.

The student is expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Graduate Education Program and the awarding of the Master of Arts degree.

The Graduate Education student is expected to hold membership in at least one national, state, or local professional organization or association pertinent to his or her teaching areas or to the field of education in general. Membership in the National Education Association and the American Federation of Teachers and their state and local affiliations do not satisfy this requirement.

The Graduate Education student is expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/conventions, use of technology as a learning resource, and the sharing of professional information with colleagues.

No later than two weeks before the end of the term in which the Graduate Education student intends to graduate, the student is expected to present for review by the Graduate Education faculty a reflective, professional teacher portfolio developed using the eight learning outcomes of the Graduate Education Program; or, if a Special Education major, the nine special education program outcomes.

Organization of the Reflective Professional Portfolio of Continuous Progress

One requirement for graduation from the Graduate Education Program is completion and presentation of a “Reflective Professional Portfolio of Continuous Progress” documenting how the graduate student is highly qualified to teach a given subject area and/or grade level. In general, the portfolio is completed in electronic format, for ease of portability, revision, and dissemination. It is evaluated based on the Graduate Education Program Learning Outcomes, or the Special Education program outcomes.

Graduate Education Program Learning Outcomes

The Education Program Learning Outcomes reflect the desired knowledge, understandings, skills and dispositions of students who complete the education program at Siena Heights University. Consistent with a view of teaching as an art and science, the program highlights the following outcomes with the realization that valuable, but unanticipated, outcomes will also emerge. These are overall outcomes; no single course necessarily addresses every outcome. Students at the graduate and undergraduate levels demonstrate these outcomes in ways consistent with their varied levels of academic coursework, teacher candidate/certification status, and work experiences.

1. **Mission:** The education student demonstrates:
 - qualities consistent with the mission of the university to assist students in becoming more competent, purposeful, and ethical
 - the qualities of a reflective practitioner and a commitment to lifelong learning
2. **Theory into Practice:** The education student demonstrates:
 - the ability to analyze situations in classrooms and other educational settings, in light of current educational research
 - the ability to apply principles of best practice and use technology in preK-12 classrooms
3. **Politics, Ethics, and Professionalism:** The education student demonstrates:
 - an understanding of the political nature of educational institutions
 - an understanding of the demands that are placed on educators
 - the personal integrity, professionalism, and ethical behavior essential to the role of teacher.
4. **External Social Forces:** The education student demonstrates:
 - an understanding of the influence of major social forces on the lives of preK-12 students
 - partnership with families, specialists, and the larger community
 - preparation and willingness to address and accommodate the educational needs of students
 - an awareness of the social and emotional aspects of teaching and learning
5. **Diversity, Culture, and Climate:** The education student demonstrates:
 - an understanding of the diverse social and cultural factors that influence, challenge, and provide opportunities for enriching the teaching/learning process
 - the ability to identify characteristics of the educational community and how these characteristics impact the teaching/learning climate.
6. **Teaching/Learning Styles:** The education student demonstrates:
 - an understanding of the impact of multiple intelligences and teaching/learning styles on the teaching/learning process
 - the ability to identify his/her personal strengths and limitations
 - the ability to incorporate alternatives to his/her preferred teaching/learning style in curriculum and instruction
7. **Developmentally Appropriate Curriculum and Design:** The education student demonstrates:
 - an understanding of the intellectual, social, physical, and emotional stages of development of preK-12 students
 - the ability to plan, select, and design developmentally appropriate learning activities, materials, and assessments
 - an understanding of the content and methodology in various disciplines
 - the ability to identify meaningful learning outcomes consistent with national and state standards
8. **Leadership:** The education student demonstrates:
 - the ability to initiate change in the classroom or other educational settings for the improvement of learning and teaching
 - the ability to work collaboratively with other educators to develop communities of learning

The Special Education Program Learning Outcomes

Philosophical, Historical, & Legal Foundations

The candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards.

Causes & Characteristics

The candidate will demonstrate knowledge of research-based causes & characteristics of individuals with learning disabilities & cognitive impairments (mild to severe).

Assessment & Evaluation

The candidate will be able to select, design, use, & interpret appropriate assessment, diagnosis, and evaluation techniques that are consistent with research-based information.

Instructional Content & Practices

The candidate will be able to use instructional content and practices to include assistive technology that are based on research and “Best Practices.” Areas include, but not limited to: reading skills, language arts skills, math skills, study skills, problem-solving skills, transition, pre-vocational skills, employability, social skills, daily living, & leisure/ recreation.

Design, Implement, & Manage Learning Environments

The candidate will be able to design, implement, & manage teaching and learning environments inclusive of early childhood through adulthood that stimulate learning in all areas including academic, social, daily living, and prevocational/vocational.

Data Collection

The candidate will be able to collect, organize, analyze, and transmit data using appropriate management and ethical skills.

Collaboration

The candidate will develop a sound understanding & application of appropriate communication & collaboration using a number of models in the IFSP/RTI/IEP/ITP/504 process, parent interactions, collaboration, and consultation in school and community settings and situations.

Ethics & Professionalism

The candidate will consistently demonstrate professionalism and ethical practices in classes and in field setting; recognizing the critical importance of how equity and diversity play in a productive professional setting.

Social Interactions

The candidate will demonstrate the ability to manage and teach appropriate social behavior and social interaction skills to students with learning disabilities and cognitive impairments.

Information for Teachers Certified by the Michigan Department of Education Teacher Certificate Endorsements and Degrees

Substantial revisions to the Teacher Certification Code administrative rules are in process at the time of the printing of this catalog. These changes to Michigan law impact the requirements for teaching certificate renewals and upgrades to professional certification. The Education program continues to monitor these changes and will advise students to the best of our ability of issues relating to compliance with these changes. Teachers can also monitor developments on the Michigan Department of Education website (http://www.michigan.gov/mde/0,4615,7-140-6530_5683_14795---,00.html).

As of February 8, 2011, an individual teacher applies directly to the Michigan Department of Education for all certificate renewals, upgrades, and endorsements through the MOECS online system (<http://www.michigan.gov/moeecs>).

Endorsements

Endorsements are teaching areas and/or grade levels added to the elementary or secondary teacher certificate. Some graduate courses and majors lead to endorsements on an existing teacher certificate in the State of Michigan. Endorsements for K-12 reading, early childhood education and special education (learning disabilities and cognitive impairment) are available through the Graduate Education program at Siena Heights University. Other endorsements are available by completing planned programs of undergraduate courses. All endorsements require that a planned program be designed and on file at the university **prior** to enrollment in the first course to be applied toward the endorsement. The student applies for admission to the university as a graduate student and consults with the Director of Graduate Education.

All endorsements are dependent on the successful passage of the pertinent subject area components of the Michigan Test for Teacher Certification, or MTTC (required by Public Act 282) and the meeting of requirements related to the Criminal Conviction Disclosure Form (required by Public Act 138 of 2005). See <http://www.mttc.nesinc.com/> for details about registration for the MTTC. All admission and residency requirements must be fulfilled for Siena Heights University to serve as the authorizing institution for the endorsement.

***Master of Arts in Early Childhood Education
Degree Requirements (36 sem. hrs. total)***

Prerequisites: Master of Arts Degree Only
 CDV 115 Child Growth and Development or equivalent course
 TED 522 Methods and Materials of Early Childhood Education or equivalent course

Prerequisite for those seeking Early Childhood endorsements (ZS)
 Elementary Teacher Certificate
 CDV 115 Child Growth and Development or equivalent course
 TED522 Methods and materials of Early Childhood Education or equivalent course

COMMON CORE: (6 s.h.)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [non-thesis track] OR	3
GRS 605	Methodology of Research [thesis track]	3

PROFESSIONAL CORE: (6 s.h.)

TED 617	Perspectives on Diversity	3
TED 601*	Professional Reading and Writing in Teacher Education	3

SPECIALIZATION: (18 s.h.)

TED 610	Foundations of Early Childhood Education	3
TED 620	Individualizing Early Math Curriculum	1
TED 621	Individualizing Language Curriculum in Early Childhood	1
TED 622	Individualizing Early Science & Cultural Studies Curriculum	1
TED 623	Observation, Analysis & Affective Learning Experiences for Young Children	3
TED 625	Administration & Supervision in the Early Childhood Setting	3
SED 544	Early Childhood Special Education	3

Select one from the following (Required):

TED 512**	Exceptional Children & Youth in the Regular Classroom (Early Childhood)	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children & Youth (Early Childhood)	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum and Seminar (Early Childhood)	3
---------	---	---

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Early Childhood)	3
---------	--	---

NOTE: Completion of 24 semester hours of courses from the specialization and TED 690 Reflective Teaching Practicum (Early Childhood)—27 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Early Childhood (ZS) Endorsement on an existing elementary teacher certificate in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credits hours are earned.

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.

***Master of Arts in Early Childhood Education/Montessori-based
(Pre-K – primary)***

Degree Requirements (36 sem. hrs. total)

Students who have an undergraduate major in Montessori education are not eligible to pursue this major.

Prerequisites:	CDV 115	Child Growth and Development	3
	EDU 322/TED 522	Methods and Materials of Early Childhood Education	3
	OR	Equivalent Courses	

COMMON CORE: (6 s.h.)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [non-thesis track]	3
OR		
GRS 605	Methodology of Research [thesis track]	3

PROFESSIONAL CORE: (6 s.h.)

TED 601*	Professional Reading and Writing in Teacher Education	3
TED 617	Perspectives on Diversity	3

SPECIALIZATION: (15 s.h.)

TED 623	Observation, Analysis, and Affective Learning Experiences for Young Children	3
TED 625	Administration and Supervision in the Early Childhood Setting	3
<i>Select one from the following (Required):</i>		
TED 512**	Exceptional Children and Youth in the Regular Classroom (P-12)	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children and Youth (P-12)	3

Required:

Adrian Dominican Montessori Teacher Education Institute Credit by Transfer:	6
Educational Philosophy and History	1
Early Childhood Development	1
Everyday Living Curriculum	1
Sensorial Curriculum	1
Math Curriculum (TED 620)	1
Language Curriculum (TED 621)	1

INTEGRATIVE EXPERIENCE: (6 s.h.)

Adrian Dominican Montessori Teacher Education Institute by Transfer:	
Montessori Student Teaching	6

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Early Childhood)	3
---------	--	---

*TED 601 must be scheduled as the first course or before 9 credit hours are earned.

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other institution.

NOTE: Completion of this program does NOT lead to the Early Childhood (ZS) Endorsement on a teacher certificate in the State of Michigan.

***Master of Arts in Education
Degree Requirements (36 sem. hrs. total)***

Prerequisites: None

COMMON CORE: (6 s.h.)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [non-thesis track]	3

PROFESSIONAL CORE: (27 s.h.)

TED 551	Advanced Educational Psychology	3
TED 601*	Professional Reading and Writing in Teacher Education	3
TED 607	Traditional and Alternative Models of Assessment	3
TED 612	Exploration of the Special Needs of Exceptional Children & Youth	3
TED 615	Improving Classroom/School Discipline	3
TED 617	Perspectives on Diversity	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 650	Second Language Acquisition	3
TED 690	Reflective Teaching Practicum and Seminar	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar	3
---------	------------------------	---

NOTE: Completion of this program does not lead to a teaching certificate or additional endorsement in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credit hours are earned.

***Master of Arts in Elementary Education with Reading/K-12
Degree Requirements (36 sem. hrs. total)***

Prerequisites:

EDU 330/TED 530	Developmental Reading (or equivalent course)	3
EDU 334/TED 534	Strategies for Teaching Reading in Elementary School	3
ENG 225 or 226	Children's Literature or Adolescent Literature	3

COMMON CORE: (6 s.h.)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [non-thesis track]	3
OR		
GRS 605	Methodology of Research [thesis track]	3

PROFESSIONAL CORE: (6 s.h.)

TED 617	Perspectives on Diversity	3
TED 651	Legal and Ethical Issues for Educators	3
OR		
TED 551	Advanced Educational Psychology	3

SPECIALIZATION: (18 s.h.)

TED 535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
TED 601*	Professional Reading and Writing in Teacher Education	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 636	Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School	3
TED 644	Integrated Language Arts/Reading Curriculum in the Middle Level	3
<i>Select one of the following (Required):</i>		
TED 512**	Exceptional Children and Youth in the Regular Classroom (Elem.)	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children and Youth (Elementary)	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 678	Reading Practicum and Seminar	3
---------	-------------------------------	---

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Reading)	3
---------	----------------------------------	---

NOTE: Completion of 18 semester hours from courses in the specialization and TED678 integrative experience in reading—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Reading Specialist (BR) Endorsement on an existing elementary teacher certificate in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credits hours are earned.

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.

Master of Arts in Secondary Education with Reading/K-12
Degree Requirements (36 sem. hrs. total)

Prerequisites:

EDU 330/TED 530	Developmental Reading (or equivalent course)	3
EDU 335/TED 535	Strategies for Teaching Reading in Secondary School	3
ENG 225 or 226	Children's Literature or Adolescent Literature	3

COMMON CORE: (6 s.h.)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [non-thesis track]	3
OR		
GRS 605	Methodology of Research [thesis track]	3

PROFESSIONAL CORE: (6 s.h.)

TED 617	Perspectives on Diversity	3
TED 651	Legal and Ethical Issues for Educators	3
OR		
TED 551	Advanced Educational Psychology	3

SPECIALIZATION: (18 s.h.)

TED 534	Strategies for Teaching Reading in the Elementary School	3
TED 601*	Professional Reading and Writing in Teacher Education	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 636	Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School	3
TED 644	Integrated Language Arts and Reading Curriculum in the Middle Level	3

Select one of the following (required):

TED 512**	Exceptional Children and Youth in the Regular Classroom (Secondary)	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children and Youth (Secondary)	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 678	Reading Practicum and Seminar	3
---------	-------------------------------	---

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Reading)	3
---------	----------------------------------	---

NOTE: Completion of 18 semester hours from courses in the specialization and TED 678 integrative experience in reading—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Reading Specialist (BR) Endorsement on an existing secondary teacher certificate in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credit hours are earned.

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.

Master of Arts in Special Education (Learning Disabilities, K-12)
Degree Requirements (43-44 sem. hrs. total)

Prerequisite:

TED 512 Exceptional Children & Youth in the Regular Classroom (or equivalent) 3

COMMON CORE: (6 s.h.)

GRS 601 History and Philosophy of Ideas 3

GRS 602 Introduction to Research [non-thesis track] 3

OR

GRS 605 Methodology of Research [thesis track] 3

SPECIAL EDUCATION CORE: (14-15 s.h.)

SED 521	Educational/Assistive Technology for Students with Disabilities	1
SED 541	Procedures in Special Education	2
SED 542	Parent-School Partnership: Special Education	2
SED 543	Assessment and Evaluation of Students with Disabilities	3
SED 549	Special Education in an Urban Setting	1
SED 551	Behavior Management in Special Education	2
TED 571	Elementary Core Methods	4
OR*		
TED 572	Secondary Methods	3
SPECIALIZATION (LEARNING DISABILITIES): (15 s.h.)		
SED 545	Collaboration in Special Education	4
SED 561	Introduction to Learning Disabilities	3
SED 562	Methods & Strategies for Teaching Children with Learning Disabilities	4
SED 534	Strategies for Teaching Reading to Students with Learning Disabilities	1
TED 534	Strategies for Teaching Reading in Elementary School	3
OR*		
TED 535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
INTEGRATIVE EXPERIENCE: (5 s.h.)		
SED 580	Directed Teaching (in elem. & secondary special education classroom)	4
SED 595	Directed Teaching Seminar	1
SUMMATIVE EXPERIENCE: (3 s.h.)		
GRS 694	Thesis/Project Seminar	3

***This depends on your certification area. You take the course in your non-certified area.**

<p>NOTE: Completion of 34-35 semester hours of courses in the specialization and special education core, plus successful completion of the Michigan Test for Teacher Certification, leads to the Learning Disabilities (SM) K-12 Endorsement on an existing general education teacher certificate in the State of Michigan. Completion of 20 semester hours of courses in the specialization leads to the Learning Disabilities (SM) K-12 Endorsement on an existing special education teacher certificate in the State of Michigan.</p>
--

***Master of Arts in Special Education (Cognitive Impairment, K-12)
Degree Requirements (44-45 sem. hrs. total)***

Prerequisites:

EDU 312/TED 512 Exceptional Children and Youth in the Regular Classroom 3

COMMON CORE: (6 s.h.)

GRS 601 History and Philosophy of Ideas 3

GRS 602 Introduction to Research [non-thesis track] 3

OR

GRS 605 Methodology of Research [thesis track] 3

SPECIAL EDUCATION CORE: (14-15 s.h.)

SED 541 Procedures in Special Education 2

SED 542 Parent-School Partnership: Special Education 2

SED 543 Assessment and Evaluation of Students with Disabilities 3

SED 549 Special Education in an Urban Setting 1

SED 551 Behavior Management in Special Education 2

SED 521 Educational/Assistive Technology for Students with Disabilities 1

TED 571 Elementary Core Methods 4

OR*

TED 572 Secondary Core Methods 3

SPECIALIZATION (COGNITIVE IMPAIRMENT): (16 s.h.)

SED 545 Collaboration in Special Education 4

SED 581 Nature and Need of Individuals with Cognitive Impairment 3

SED 582 Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment 2

SED 583 Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment 2

SED 584 Transition and Career Education for Individuals with Cognitive Impairment 3

SED 585 Strategies for Fundamental Reading and Functional Reading 2

INTEGRATIVE EXPERIENCE: (5 s.h.)

SED 680 Directed Teaching (secondary special education classroom) 4

SED 695 Directed Teaching Seminar 1

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694 Thesis/Project Seminar 3

***This depends on your certification area. You take the course in your non-certified area.**

NOTE: Completion of 35-36 semester hours from courses in the specialization and special education core, plus successful completion of the Michigan Test for Teacher Certification, leads to the Cognitive Impairment (SA) K-12 Endorsement on an existing special education teacher certificate in the State of Michigan.

***Master of Arts in Educational Leadership: Principal (ELP)
Degree Requirements (36 sem. hrs. total)***

The Educational Leadership: Principal Master of Arts (ELP) program is designed for educators who are already in formal or informal leadership positions and for those who seek school principal or other leadership roles in public or private secondary and elementary schools. This 36-credit hour program emphasizes the practical and cultural aspects of effective school leadership, including curricular, technological, finance, personnel, and other issues critical to successful leadership in today's school environment. The program content is based on the Educational Leaders Constituent Council (ELCC) and National Policy Board for Educational Administration (NPBEA) National Standards for Educational Leadership and the Michigan Standards for School Principal Preparation.

Prerequisite:

Teacher certification

Common Core: (6 s.h.)

GRS 601 History and Philosophy of Ideas

GRS 602 Introduction to Research [Non-thesis track] or GRS 605 Methodology of Research [Thesis track]

Professional Core: (24 s.h.)

ELP 603 Curriculum, Instruction, and Assessment (3 cr.)

ELP 606 Orientation to School Principalship (3 cr.)

ELP 610 Supervision and Evaluation in School Settings (3 cr.)

ELP 618 PreK-12 Educational Finance (3 cr.)

ELP 630 Organizational Culture and Communication (3 cr.)

ELP 651 Legal and Ethical Issues for Educators (3 cr.)

ELP 662 Issues in Educational Technology (3 cr.)

ELP 665 Community Development (3 cr.)

Integrative Experience: (3 s.h.)

ELP 678 Practicum in Educational Leadership

Summative Experience: (3 s.h.)

GRS 694 Thesis/Project Seminar

NOTE: For those already holding a Master's degree, completion of 24 semester hours of courses from the specialization and ELP 678 Practicum in Educational Leadership—27 credits total in the box above—leads to School Principal (AE) Administrator Certification in the State of Michigan.

Education
Course Offerings & Descriptions

ELP 603 Curriculum, Instruction, and Assessment (3 s.h.)

This course attempts to identify societal trends and predictive criteria for establishment of school curriculum and the relationship of sound assessment practices as related to the overall instructional process.

ELP 606 Orientation to School Principalship (3 s.h.)

This course provides an overview of the positions, roles, and responsibilities associated with leadership in educational settings. It includes analysis and self-assessment of leadership knowledge, skills, abilities, and work habits leading to the formation of professional development plans. Study of the context in which educational leaders develop and work is examined and technology is incorporated as an instructional methodology. Interviews and job shadows are required.

ELP 610 Supervision and Evaluation in School Settings (3 s.h.)

This course examines the criteria for and development of effective instruction, the implications of personnel and resource development, and the skills necessary to effectively supervise personnel to improve learning and the school environment.

ELP 618 PreK-12 Educational Finance (3 s.h.)

This course is an introduction to the broad scope of school finance issues. The course will focus on the budget process of both financial and human resources for the effective operation of an educational building. Students will study the tactical and strategic planning necessary for the decision-making associated with efficient and effective allocation of human and material resources. Aspects of projecting revenue and needs, budgeting, responses to changing economic, social, and political conditions, staff negotiations, establishing priorities and sources of funding, and other issues related to planning and resource allocation will be examined.

ELP 630 Organizational Culture and Communication (3 s.h.)

This course is an in-depth study of the impact communication has on organizational culture, and how culture influences individual and organizational behavior. Students will examine communication and the impact it has on individual performance, organizational structure and cultural environment, and different theories and methods of communication linked to a variety of leadership models and the development of technical competencies.

ELP 651 Legal and Ethical Issues for Educators (3 s.h.)

This course provides an overview of the legislation and regulations governing education, including those related to IDEA and special education services. It examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. The roles of educational leaders, including school board members, in school governance are discussed.

ELP 662 Issues in Educational Technology (3 s.h.)

This course provides an overview of technology in K-12 education. It includes exploration of educational technology research, resources, security, privacy, copyright, and other issues that affect K-12 educators. State and national technology standards and an exploration of emerging hardware and web-based technology that can be integrated into the instructional process are examined.

ELP 665 Community Development (3 s.h.)

This course is an introduction to the nature and process of community development. It examines elements such as community assessment, developing community-building skills, identifying stakeholders and potential partners, how communities learn to change, and the process of “preferred futuring.” The course blends theory and application and includes case studies and a group project.

ELP 678 Practicum in Educational Leadership (3 s.h.)

Students engage in an individually approved, applications-based project to apply theories explored throughout the educational leadership program. Students may complete this practicum requirement in a new or their own work setting under the direct supervision of a pre-approved facilitator. A minimum of 150 clock hours in the field are required. At the culmination of this experience, students are expected to submit a comprehensive product which documents the outcomes of this practicum requirement.

GRS 601 History and Philosophy of Ideas (3 s.h.)

An introduction to the nature of ideas and their consequences for the quality of life; particular attention given to the analysis and synthesis of ideas in daily life. Students attend to theoretical considerations through several in-depth writing assignments and apply the course content by taking action on ideas that would change their professional and personal worlds.

GRS 602 Introduction to Research (3 s.h.)

An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation. *Prerequisite: Completion of a minimum of 15 semester hours, including GRS 601. Intended for those students who elect not to complete a thesis as part of their Master’s degree.*

GRS 605 Methodology of Research (3 s.h.)

An introduction to the process of planning, conducting, and reporting the results of research to appropriate audiences. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the development of a research proposal. *Prerequisite: Completion of a minimum of 15 semester hours, including GRS 601.*

GRS 694 Thesis/Project Seminar (3 s.h.)

Definition and development of a thesis growing out of the personal and professional experiences in the individual's graduate program. Requires a formal presentation of the completed research study to a pertinent audience. Book-talks of selected readings from the Graduate Studies Reading List begun in GRS 605 are completed. The seminar facilitates completion of thesis/research.

Prerequisites: A final grade of "B" or better in GRS 602/605 and an approved research proposal.

Note: The graduate student registered for thesis/project seminar who does not complete the course requirements within the term of the original registration must register the next term for audit (1) credit until successful completion, or until the 7-year limit for degree completion is reached.

SED 521 Educational Technology and Assistive Technology for Students with Disabilities (1 s.h.)

This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Graduate students are involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the graduate students develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP’s.

SED 534 Strategies for Teaching Reading to Students with Learning Disabilities (1 s.h.)

This is a course designed to help graduate students acquire the necessary skills in reading instruction for teaching reading to students with learning disabilities. Three models for reading are emphasized: developmental, remedial, and specific problems. Activities span the age range from early childhood to young adult. In addition, the graduate students develop skills in adapting standard curricula and materials to meet individual needs. Ten hours of field experience in a K-12 setting is required.

Co-requisite: SED562

SED 541 Procedures in Special Education (2 s.h.)

The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Graduate students rehearse leading and participating in program development (IEP, 504, RTI/SAT, transition) meetings. The skills needed to be an effective team member, transmit information, and manage data in a professional, ethical, and efficient manner are focal points of this course. *Prerequisite: TED 512 or equivalent.*

SED 542 Parent-School Partnership: Special Education (2 s.h.)

This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child with disabilities on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values, and family expectations are discussed. Attention is given to family systems, family functions, and family life cycles. Graduate students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Graduate students locate and assess local services for parents of children with disabilities. Ten hours of field experience with parents or guardians of children with disabilities are required. *Prerequisite: SED 512 or equivalent.*

SED 543 Assessment and Evaluation of Students with Disabilities (3 s.h.)

This course is designed to introduce graduate students to the role assessment plays in the field of special education. The focus is on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and special education teachers. The Michigan assessment programs are discussed and reviewed for the implications for special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten hours of face-to-face administration of assessment instruments are required. *Prerequisite: SED 512 or equivalent.*

SED 544 Early Childhood and Special Education (3 s.h.)

Typical and atypical development of young children (ages 0-8) is examined. Family centered and developmentally appropriate early intervention strategies in home, school, and specialized environments, as well as inclusion programs serving children with developmental delays and disabilities, are addressed. Curriculum models that facilitate the cognitive/language, social, emotional, physical, and self-help skills of children with disabilities in preschools and early elementary school are examined. Twenty hours of field experience in a special needs or inclusion program are required. *Prerequisite: TED 512 or equivalent.*

SED 545 Collaboration in Special Education (4 s.h.)

This course equips graduate students with the skills of collaboration with professionals, parents, students, and friends. A variety of models of collaboration are examined for usage and matching to the appropriate situation. Competencies in collaboration are developed, implemented, and evaluated. Candidates have the opportunity to rehearse models of collaboration. In addition, the graduate students are required to instruct others in appropriate collaboration. *Co-requisite: SED580/680 or SED595/695*

SED 549 Diversity in Special Education (1 s.h.)

This course is designed to provide an experience of working with students with disabilities in an urban setting. The candidates are introduced to the impact of an urban setting on disabilities. Issues such as culture, ethnicity, and socio-economics are considered in their influence on persons with disabilities and their families. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in an urban setting are examined and analyzed. 40 clock hours of field experience in an urban setting are required. Activities such as journal writing and interviewing school personnel are required. *Prerequisite: TED 512 or equivalent.*

SED 551 Behavior Management in Special Education (2 s.h.)

This course is designed to provide the graduate student with a foundation in the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development of students. In addition, potential behavioral expressions are examined. Graduate students learn techniques and strategies for managing behavior, for pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students self-management. Ten hours of field experience are required.

SED 561 Introduction to Learning Disabilities (3 s.h.)

This course provides theories and strategies in the area of learning disabilities, with attention being given to the history and legal aspects of this field. A variety of research-based models are discussed in relation to the development of educational programs. The impact of a learning disability on the social and emotional development of a student is explored in detail. Aspects of receiving services, including the continuum of services, as well as community services, are discussed. Thirty clock hours in a setting with children with learning disabilities are required. *Prerequisite: SED 512 or equivalent.*

SED 562 Methods & Strategies for Teaching Children with Learning Disabilities (4 s.h.)

In this course, graduate students examine research-based learning programs and identify matches between student needs and program strengths. Modifications and accommodations to the basic skill areas in standard curricula in K-12 settings are studied. In addition, the graduate student develops skills at designing, implementing, and evaluating remedial programs, adaptation techniques, and activities for students with learning disabilities. Norm-referenced, criterion-referenced, and curriculum-based assessments are explored. The construction of age-appropriate environments that facilitate growth and learning are discussed. The candidate explores various factors related to the IEP, RTI, and 504 processes, learns how the teacher as researcher functions in a classroom, and applies this knowledge during the field experience. Thirty clock hours in a setting with children with learning disabilities are required. *Prerequisite: SED 561 or equivalent.*

SED 580/680 Directed Teaching (Special Education) (4 s.h.)

Supervised observation, participation, and teaching in local public and private K-12 schools are experienced. This is an eight (8) week, full-time placement. Depending on the candidate's prior certification and teaching experience, the field placements are divided between elementary, middle, and secondary settings. All candidates must complete directed teaching in two different school-level settings. University supervisors observe and evaluate candidates at least three (3) times during this semester. There are two (2) evaluations in each setting and one culminating evaluation. Evaluation criteria are based upon the Michigan Department of Education Professional Standards for Teachers and special education standards. Credit/No Credit grading only.

Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director
Co-requisite: SED 595/69, SED 545

SED 581 Nature and Need for Students with Cognitive Impairment (3 s.h.)

This course provides an introduction in the area of cognitive impairment with attention being given to the nature and needs aspects of this field. Research based models are discussed in relation to the development of educational programs. The impacts of a cognitive impairment on the social/emotional development and daily living skills of a student are explored in detail. All aspects of receiving services are included in the continuum of services. There is a focus on community services as well as post school services. Thirty clock hours in a setting with children with cognitive impairments are required.

Prerequisites: Acceptance into the Teacher Education Program, SED 512 or equivalent

SED 582 Educational Methods And Strategies For Working With Persons With A Mild Cognitive Impairment (2 s.h.)

During this course, the student will examine research-based instructional learning programs appropriate for students with mild cognitive impairment, K-adult. In addition, students will design, implement and evaluate age-appropriate individual and small group interventions for students with mild cognitive impairments based on best practices and research. These interventions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Modifications to standard curricula for students with mild cognitive impairments in K-12 settings will be studied and practiced. Communication of these to other professionals will be studied and practiced. Assessments (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments (school, work, living, recreation) that facilitate growth and learning. Students will explore all factors related to the IEP, RTI, ITP and 504 processes. Twenty clock hours in a setting with children with mild cognitive impairment are required.

Prerequisites: SED 581

SED 583 Educational Methods and Strategies for Working with Persons with Moderate and Severe Cognitive Impairment (2 s.h.)

During this course, the candidate will examine research-based instructional learning programs for students with moderate and severe cognitive impairment. Health and medical issues will be examined and the candidate will design and implement a study of age appropriate individual interventions for students with moderate and severe cognitive impairment based on best practices and research. Age-appropriate modifications to standard curricula for students with cognitive impairments in K-12 settings will be studied and practiced. The candidate will communicate these to other professionals. In addition, the candidate will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities for students with moderate and severe cognitive disabilities. These programs will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments, (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning. Students will learn how the teacher as researcher functions in a classroom. Students will explore all factors related to the IEP, ITP and 504 processes. Thirty clock hours in a setting with children with moderate and severe cognitive impairment are required.

Prerequisites: SED 581

SED 584 Transition and Career Education for Students with Cognitive Disabilities (3.s.h.)

The purpose of this course is to provide the pre-service teacher the information and requirements that focus on transition and career development of individuals with cognitive disabilities. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, work skills, and work experience in both the school environment and the community environment. The student will learn how to create work environments. Students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels.

Prerequisites: SED 581

SED 585 Strategies for Fundamental Reading and Functional Reading (2 s.h.)

During this course, the candidate will examine research-based instruction in fundamental and functional reading. Functional and fundamental reading in all domains is covered and practiced. Age appropriate modifications will be implemented. The candidate will communicate these to other professionals. In addition, the candidate will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities related to fundamental and functional reading for students with moderate and severe cognitive disabilities. These reading instructions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments, (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning in reading. Students will explore all factors related to the IEP, ITP and 504 processes related to reading. Fifteen clock hours in a setting with children with moderate and severe cognitive impairment are required.

Prerequisites: SED 581

SED 595/695 Directed Teaching Seminar (Special Education) (1 s.h.)

Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Graduate Teacher Education Program Learning Outcomes.

Prerequisite: Completion of all other additional endorsement program requirements.

Co-requisite: SED 580/68, SED545

TED 512 Exceptional Children and Youth in the Regular Classroom (3 s.h.)

(Early Childhood, Secondary)

An overview of students' diverse needs as represented in the regular classroom. Examines attitudes and adaptations to enhance instruction and the learning environment for children and youth with special needs. Describes the various disabilities and their specific impacts on learning. Also considers contemporary issues in educating exceptional students in a full inclusion environment.

TED 522 Methods and Materials of Early Childhood Education (3 s.h.)

Examines current theory regarding the education of young children (pre-kindergarten and kindergarten), with emphasis on the importance of early-enriched environment and critical periods for learning. Includes observation of children in a Montessori environment, as well as pre-schools and day care settings.

TED 530 Developmental Reading (3 s.h.)

Students will gain an understanding of the reading process and how it differs across the content areas. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the intermediate grades. Attention will be given to designing lessons which meet the needs of learners with diverse reading abilities. Students will demonstrate knowledge of integrating technology with instruction. Twenty (20) clock hours of field experience tutoring a Third, Fourth, or Fifth Grade general education delayed reader is required.

Prerequisite: TED 534

TED 534 Strategies for Teaching Reading (3 s.h.)

The purpose of this course is for students to gain an understanding of the reading process. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the primary grades. Lessons will be designed to meet the needs of all learners. Students will demonstrate knowledge of the components essential to a child's learning to read as evidenced by research: oral language, phonemic awareness, word Study (phonics and vocabulary), fluency, comprehension and writing about reading. Ideas for ongoing communication and collaboration with parents will also be incorporated. Twenty (20) clock hours tutoring a Kindergarten, First, or Second Grade general education delayed reader is required. Course is offered: Fall Every Year

TED 535 Content Area Reading (3 s.h.)

This course deals with secondary content area reading instruction. Emphasis is placed on reading to learn with a goal of assisting secondary students in becoming more independent learners. Students will define the reading process and articulate a personal philosophy of reading to learn. There will be an emphasis on literacy across the curriculum as students create, modify, and adapt lessons to address the needs of various learning styles and explore assessment strategies for use in the content area classroom. Integration of technology will also be explored. Twenty (20) clock hours of field experience working with content area reading are required.

TED 549 Practicum in Urban Education (2-3 s.h.)

Designed to provide students with an opportunity to examine, participate in, and experience teaching in an urban setting. One hundred (100) clock hours in either an elementary or secondary classroom are required. Seminar sessions required. Supervision by classroom teachers provides students with many opportunities for teaching and evaluation. Requirements include keeping a journal, reading educational periodicals, doing a case study, and meeting with the university supervisor the week before and after the experience.

TED 551 Advanced Educational Psychology (3 s.h.)

Study of theories of learning as they developed historically and their practical application to contemporary elementary, middle level, and high school classrooms. Includes consideration of motivation, individual differences, classroom management, assessment and evaluation, multicultural issues, developmentally appropriate curriculum, and exceptional students. Field experience required.

TED 571 Elementary Core Education Methods (4 s.h.)

Analysis and application of basic teacher competencies: question-asking skills, assessing and evaluating creativity, human interaction skills, developing performance objectives, evaluation skills, sequencing instruction, and assessing cognitive development. Considers major subject areas taught in elementary school and middle level as well as multicultural issues, the needs of exceptional students, and the needs of special needs students.

TED 572 Secondary Education Methods

(3 s.h.)

Identification and illustration of effective teaching techniques at the secondary (middle and high school) level through microteaching on television, planning lessons and instructional units, and writing behavioral objectives. Also considers classroom management, motivation, evaluation, textbook analysis, multicultural issues, the needs of exceptional students and special needs students.

TED 599 Special Topics

(1-3 s.h.)

Workshops and seminars dealing with current topics.

TED 601 Professional Reading and Writing in Teacher Education

(3 s.h.)

This course is an introduction course to the skills and concepts needed in the Master of Arts in Teacher Education program. The course content will include units on reading, writing, and critical analysis related to educational research; technology; skill development; organization of the Professional Portfolio; resume writing; research skills for students K-12; teacher leadership skills; research and thesis orientation; program planning and course selection. *(Must be taken before 9 credits are completed.)*

TED 603 Curriculum Futures

(3 s.h.)

(Early Childhood, Elementary)

Going beyond the level of trends, the course attempts to locate predictive criteria for establishment of curriculum needs in the future and to provide a variety of alternative structures for future curriculum development as implemented by administrators and teachers.

TED 607 Traditional and Alternative Models of Assessment

(3 s.h.)

Analysis of standardized tests and non-standardized assessment procedures used with groups and individuals in the educational process and for career life planning. Examines issues pertinent to testing and assessment, including the interpretation and use of data. Incorporates commonly used statistical procedures.

TED 610 Foundations of Early Childhood Education

(3 s.h.)

Examination of historical trends in early childhood education and care with a focus on key theorists and their influence on current early childhood methodology. Readings highlight original works of theorists and their contributions to our understanding of how young children learn, grow and develop. Considers a variety of approaches including developmental, constructivist, behavioral, and socio-cultural theories. Includes application of theories to current teaching and learning practices and development of a personal philosophy.

TED 612 Exploration of Special Needs of Exceptional Children and Youth

(3 s.h.)

(Early Childhood, Secondary)

Focus on the individual and unique cognitive, social, emotional, behavioral, physical, health, and sensory characteristics representing the diversity of students identified as "exceptional". An examination of assessment, instruction, and placement options through the review of legislation and research. Also considers research, theory, and practice related to the development, the implementation, and the evaluation of multidisciplinary/interdisciplinary approaches supportive of the teaching and learning environment.

TED 615 Improving School/Classroom Discipline

(3 s.h.)

Assumes that teachers and administrators can reduce the number and severity of discipline problems by modifying the nature of their classrooms and schools. Identifies characteristics and strategies that assist in improving classroom and school discipline.

TED 617 Perspectives on Diversity (3 s.h.)

An examination of the complexity of what constitutes "diversity" in today's classrooms. While exploring specific aspects of diversity, focuses on using students' and teachers' diverse experiences and characteristics to expand and enhance the teaching-learning environment, including the climate, curriculum, and methodology necessary for global understanding and appreciation.

TED 620 Individualizing Early Math Curriculum (1-2 s.h.)

Workshop format with a hands-on approach to learn the rationale behind the development and use of Montessori math materials from the concrete to the abstract. Presentation of concepts in a very concrete fashion with materials. Students are helped to design materials to support their math programs.

TED 621 Individualizing Language Curriculum in Early Childhood (1-2 s.h.)

Workshop format with a hands-on approach to learn to develop, equip, and manage a logical, step-by-step language curriculum for the pre-primary child as well as the primary student that ensures the child's success in reading, writing, and self-expression. Whole language as well as phonics explored.

TED 622 Individualizing Early Science and Cultural Studies Curriculum (1-2 s.h.)

Workshop format with a hands-on approach to learn how to set up interesting activities to encourage children to explore concepts in science and cultural studies. Samples of workable curriculum in science and cultural studies are presented with an opportunity to explore many activities.

TED 623 Observation, Analysis, and Affective Learning Experiences for Young Children (3 s.h.)

This course focuses on the developmental abilities of young children from birth to 8 years of age. Skills are developed in observational techniques, recording developmental skills and abilities, and related analysis and interpretation. Based on these skills, students will explore a variety of ways to support self-concept development, create wholesome and integrated learning experiences, apply theory and research in the classroom to assist young learners in the curious, positive, creative pursuit of lifelong learning.

TED 625 Administration and Supervision in the Early Childhood Setting (3 s.h.)

A review of the basic principles of administration, organization, evaluation, and operation of early childhood programs. Examines supervision strategies, principles of management, and the importance of collaboration and professionalism. The course prepares students for organizing and operating a quality pre-primary program, school-age program, or childcare center. It offers theory on developing good interpersonal communication skills and relationships, parent/community involvement, program promotion and management, licensing regulations, child advocacy, accreditation and finances. The course links the theory to ways that can be useful for the student in elementary education as well as the field of early childhood education and childcare. Independent center observations and interviews facilitate an understanding of various methods of environmental and programmatic consideration and policies. Attendance at one outside professional conference is required. Students are responsible for conference fees and class related transportation. **Five hours of field experience required.**

TED 635 Advanced Diagnosis and Remediation of Reading Difficulties and Differentiated Instruction (3 s.h.)

This advanced course provides an in-depth study in the domains addressed in diagnostic assessment and the principles and practices of diagnosis and remediation of reading disabilities and differentiated instruction. In consultation and collaboration with a reading specialist, special education teacher, school psychologist, literacy coach, or related personnel who have the responsibility for providing literacy support, students examine and/or administer and compile a variety of formal and informal diagnostic tools used with individuals with reading difficulties. These must be suitable to their certification levels and endorsements and include the following: interest inventories, English language learning screening tools, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools. Students analyze

diagnostic profiles of struggling readers and examine various research-based reading intervention programs designed to match varied degrees of reading difficulty. Instructional intensity and programming are addressed. Students are required to complete 30 hours of field experiences in a classroom setting and in collaboration with parents. They are involved in implementing a reading intervention focused on instructional strategies that help students develop learning strategies.

TED 636 Imaginative Reading and Writing through Trade Books and in Content Areas in the Elementary School (3 s.h.)

Consideration is given to the language development of the child and adolescent and to expanding awareness of the multiple intelligences through reading across the curriculum. This course will also explore the curriculum in terms of incorporating a literature based curriculum, implementation, solutions, management, assessment and evaluation using trade books. *Prerequisite: EDU 330 or TED 530.*

TED 641 Context and Development of the Middle Level Student (3 s.h.)

A thorough examination of the physical, social, emotional, intellectual, and moral development of young adolescent learners. Extensive investigation of historical and contemporary research accompanied by observations and analysis, case studies (action research) of learners, and the study of the characteristics and preparation of the teachers who are dedicated to providing an appropriate learning environment for middle level students.

TED 644 Integrated Language Arts and Reading Curriculum in the Middle Level (3 s.h.)

Focuses on the transitional phase of middle level students from the development of skills and appreciation of reading and language arts at the primary/elementary levels to the reading required in content areas of the secondary classroom. Uses a holistic view of the language arts and reading curriculum to enhance the ability of middle level students to integrate the aspects of the curriculum specifically and the environment in general.

TED 651 Legal and Ethical Issues for Educators (3 s.h.)

An overview of the legislation and regulations governing education, including those related to NCLB, IDEA, and special education services. Examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. Discusses the roles of the educational leaders, including school board members, in school governance.

TED 678 Reading Practicum and Seminar (3 s.h.)

A supervised experience in tutoring reading disabled students at the elementary, middle, or secondary level. Requires completion of a case study and/or action research project that may include administration of a variety of assessments, interpretations of the results, development and implementation of appropriate programs.

Prerequisites: TED 635 or permission of the instructor.

TED 690 Reflective Teaching Practicum and Seminar (3 s.h.)

(Early Childhood, Secondary)

Designed to enable and encourage currently practicing teachers to reflect, in an organized and insightful way, on the ordinary and extraordinary aspects of the teaching-learning environment. Requires completion of reflective and analytical projects such as case studies, action research, professional development activity analysis, classroom observation and analysis, and a Professional Portfolio.

Prerequisite: Completion of a minimum of 15 semester hours in the Graduate Teacher Education Program

Adrian Dominican Montessori Teacher Education Institute (ADMTEI)
Credit by Transfer

Educational Philosophy and History

(1 s.h.)

A thorough examination of Maria Montessori's philosophy and methodology with an emphasis on the Montessori learning environment. Examines the popular principles and techniques of education in current society and the educators and philosophers of the past and their impact on education.

Early Childhood Development

(1 s.h.)

An in-depth study of the child's development from conception to the early elementary years. Examines the significance of the learning environment, parent/child and teacher/child interactions, the integration of children with special needs into the regular classroom environment, and the association between theories and data of early child development and early childhood educational methods.

Everyday Living Curriculum

(1 s.h.)

The introduction to the most basic of the curriculum areas in the Montessori environment. Presents theory and practice of the intricacies of the lesson plan for the prepared environment as well as methods and materials.

Sensorial Curriculum

(1 s.h.)

An exploration of the sensorial (visual, tactile, auditory, olfactory, and gustatory) curriculum as a developmental means by which the child integrates experiences for the development of abstract thinking. Provides opportunities to design and make activities and materials that are "strategies for observation" by the child.

Math Curriculum

(1-2 s.h.)

The development of activities, strategies, and materials which provide the framework for implementing the mathematics curriculum sequence. Includes the examination of the developmentally appropriate curriculum for numeration, the decimal system, linear counting, static operations, dynamic operations, and fractions.

Language Curriculum

(1-2 s.h.)

A holistic approach to language development, including listening, talking, reading, writing, and thinking. Presents the development of language from the child's early days through young childhood as a precursor to reading and writing.

Montessori Student Teaching

(6 s.h.)

A yearlong experience in a Montessori classroom/setting working in the capacity of a supervised teacher. Requires a minimum of 725 contact hours, accompanied by seminars.