

# EED - ELEMENTARY EDUCATION (EED)

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## **EED 000. Elementary Education Graduate Program Orientation. (0 Credits)**

Required course for all graduate programs in the Department of Elementary Education. The purpose of EED 000 is to provide candidates with information concerning the College of Education Conceptual Framework and use of technology. Policies and procedures for graduate programs will also be reviewed. A grade of S(Satisfactory) is given to candidates who complete the orientation. No credit is given for the course.

## **EED 505. Evaluation and Remediation of Reading Problems. (3 Credits)**

A study of administering and analyzing formative assessments. Candidates will research and engage in developmentally appropriate reading interventions based on analysis of formative reading assessments. Emphasis will be placed on candidate producing original research related to formative assessments. (Fall. Spring. Summer)

## **EED 601. Methods of Action Research for Educators. (3 Credits)**

Advanced studies of the research process focusing on the relationship between problems of practice and educational research. Students will create an action research proposal addressing a classroom-specific issue related to candidate's practice. (Fall. Summer)

## **EED 602. Applied Action Research for Educators. (3 Credits)**

Advanced studies of applied research methods in an educational setting. Instruction will emphasize research that addresses a specific, systematic inquiry related to candidate's practice. Students will conduct an action research study. Upon completion of this course the candidate will: 1) Identify a problem of practice and pose researchable questions that address this problem; 2) Outline a plan for collecting data with a suitable sample to answer the research question; 3) Outline a realistic and relevant plan for analyzing the data; 4) Conduct basic analyses of quantitative and qualitative data sets; 5) Develop an understanding regarding writing and disseminating the Action Research Report. Prerequisite: EED 601.

## **EED 603. Creating Inclusive Classroom Communities. (3 Credits)**

Advanced studies in the creation of an inclusive environment that supports learning for all students. Course topics include: diversity; collaboration; technology; differentiated instruction; universal design for learning; and culturally responsive and reflective classroom practices. Professional standards for preparing teachers to work in today's diverse classrooms support the course content. Upon completion of the course, the advanced candidate will be able to: 1. Examine general characteristics of students with exceptional needs and identify strategies and resources to address these needs; 2. Identify and apply effective teaching strategies for each content area in an inclusive environment; 3. Plan lessons and units using effective instructional activities and formative assessment including appropriate modifications and accommodations for diverse learners in a variety of instructional settings; 4. Implement Universal Design for Learning within the framework of the classroom; and 5. Incorporate and implement instructional and assistive technology into students' educational programs.

## **EED 605. Instructional Technology. (3 Credits)**

Advanced studies of the concepts, practices, and research related to instructional technology for young learners, as well as those with exceptionalities. (Fall, Summer)

## **EED 608. Creative Growth Through Literature for Children. (3 Credits)**

Advanced studies of the concepts, practices, and research related to teaching of children's literature in the early childhood and elementary environments. (Fall)

## **EED 610. The Master Teacher. (3 Credits)**

Advanced studies of accomplished teaching models and their impact on student learning. The design and implementation of sustaining professional development will be explored. Instruction will emphasize growth mindsets of the master teacher. Objectives: 1) Investigate models of accomplished teaching 2) Explore the National Board of Professional Teaching Core Propositions 3) Engage in professional growth and leadership.

## **EED 611. Issues in Early Childhood and Elementary Education. (3 Credits)**

Advanced studies of current issues affecting early childhood and elementary education. Instruction will emphasize the review of literature; the exploration of current local, national, and international educational issues; and the examination on how those issues impact practice. (Summer)

## **EED 612. Advanced Studies in Social Studies. (3 Credits)**

Advanced studies of the concepts, practice, and research related to social studies in the early childhood and elementary environments. (Summer)

## **EED 613. Advanced Studies in Literacy. (3 Credits)**

Advanced studies of the implementation of developmentally appropriate and standards-based literacy instruction. Instruction will emphasize the progression of reading and language arts content and strategies to support reading proficiency. (Summer)

## **EED 615. Advanced Studies and Research in Developmental Reading. (3 Credits)**

Advanced studies of fundamental principles informing research-based literacy instructional methods and assessments, to support the literacy development of early childhood and elementary education learners experiencing difficulty with reading. Instruction will emphasize exploration of the literacy needs of students whose native language is not English, students with learning disabilities, and other diverse learners. (Spring)

## **EED 625. Advanced Studies in Assessment of Early Childhood and Elementary Learners. (3 Credits)**

Advanced studies of research-based formative and summative assessments in the early childhood and elementary environments. In this course, the advanced candidate will demonstrate the following objectives through online submissions: 1) Identify and explain various types of measurement instruments and strategies according to their recommended use and skills measured. 2) Discuss the role of formative and summative assessment across the K-6 curriculum. 3) Describe the steps in Alabama's Response to Intervention/ Instruction (RtI) process, including using RtI to identify students who have disabilities or learning challenges, including dyslexia. 4) Score and interpret student progress monitoring assessments across the curriculum. 5) Set appropriate goals for student progress and offer students opportunities to set learning goals. 6) Evaluate instructional practices and student learning and design instructional plans based on data.

## **EED 651. Special Topics. (1-3 Credits)**

## **EED 652. Special Topics. (1-3 Credits)**

## **EED 678. Practicum in Elementary Education K-6. (3 Credits)**

Supervised laboratory and field experiences in diverse K-6 public school settings. Emphasis is placed on meeting the technology knowledge and skills and the diversity elements as defined by the State Board of Education and NCATE standards.

**EED 679. Continued Enrollment. (1-3 Credits)**

**EED 705. NBPTS: Issues and Trends. (3 Credits)**

Teacher leaders are critical to advancing the nation's agenda for school reform. This course examines how school-based leadership impacts student learning by exposing candidates to the National Board of Professional Teaching Standards (NBPTS). The candidate will gain the knowledge and the ability to plan, implement and evaluate leadership practices based on national standards and core propositions.

**EED 709. Applied Research II. (3 Credits)**

The course will serve as the culmination of the research proposal approved in EDS 702. Candidates will design a comprehensive plan for implementation in a school/district. Data will be analyzed and evaluated.

**EED 715. Curriculum Development by Teacher Leaders. (3 Credits)**

This course is designed to develop skills for collaborating and leading colleagues in the planning, implementation, and evaluation of programs and curriculum. Emphasis will be placed on methods of determining curriculum priorities, recent developments in curriculum, learning research, and alternative modes of presentation.

**EED 720. Exploring Issues in Elementary Education Impacting Student Learning. (3 Credits)**

Educational leaders have significant and timely issues to deal with in the elementary school environment that have an impact on student learning. This course examines the role of leadership as it relates to these issues. Candidates will gain knowledge and ability to use, evaluate, plan, and implement action related to relevant issues in order to effectively enhance the school learning environment.

**EED 725. Using Assessment to Make Instructional Decisions. (3 Credits)**

This course emphasizes formative assessment strategies to use with K-6 students in the areas of reading, mathematics, writing, and behavior. Emphasis will be placed on choosing, administering, scoring, and interpreting these assessments to make instructional decisions involving differentiated instruction, goal setting, and services.

**EED 779. Continued Enrollment. (1-3 Credits)**