

GENERAL EDUCATION

General Education Courses

EDUC 173 Effective Helping (3)

Introduces students to Robert Carkhuff's Human Resources Development Modes, an eclectic one-to-one communications skill model developed from research by which helper skills were most conducive to positive client growth. Instruction follows a "tell-show-do" format: didactic presentations and demonstrations of each concept, followed by structured application exercises.

EDUC 210 Learning, Development and Cognition in a Social Context (3)

Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development and education of the whole child. Synthesis of affective and cognitive perspectives, right/left hemisphere brain function, language development and interaction, and sex role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. Other content includes affective development, typical and atypical neurological development, brain trauma and sensory motor theory.

EDUC 211 Advanced Educational Psychology (3)

Designed for students who have completed basic courses in psychological foundations of education. Motivational and learning theories of Maslow, Ausubel, Skinner and others. Implication of respective theories for classroom practice.

EDUC 235 Creativity in Early Childhood and Elementary Classrooms (1)

Overview of current theoretical models of creativity as they apply to creative activity in early childhood and elementary classrooms. Examination of principles of child development related to creative development. Emphasis on the teacher's role in fostering creativity including the development of the teacher's creativity. Development of teaching strategies and classroom activities for stimulating creative activity.

EDUC 244 Staff Development and Parent Education (3)

Techniques for planning, presenting and evaluating in-service for teachers and parents. Theory, research on effective practices, presentation skills, needs assessment procedures and methods of evaluation and follow-up. Hands-on practice and demonstration of techniques with videotaping and feedback.

EDUC 273 Mainstreaming: Diversity in the Classroom (3)

Theory and best practice to help the classroom teacher facilitate the learning of students who have special needs. Includes specific terminology and legislation, assessment, curriculum and instruction, intervention strategies, and program planning for second language learners, gifted and talented, at risk youth, and students who have disabilities. Observations in schools required.

EDUC 275 Health Education (1)

Basic principles of health education appropriate for all teachers and counselors. Fostering nutritional and physical well being and conditioning. Producing effective consumers of health

information; developing knowledge and attitudes on the use and misuse of substances, including alcohol, drugs, tobacco, and narcotics.

EDUC 349 Personal Biography & Human Development (2)

Lifespan exploration from birth through elder adult phases of development. Examination of the unique, complex descriptions of participants' lives, focusing on the progression, meaning and wholeness of diverse relationships and life experiences. Observation of patterns, themes and turning points related to biological, psychological, intellectual, social and career development. Emphasis on the use of personal biography as a self-counseling approach.

EDUC 399 Independent Study (1-8)

Qualified students may undertake special studies under supervision. Prior approval of faculty member and Program Director required. (Approximately 40 hours work expected per credit). Conferences only.

EDUC 501 Grammar and Composition Lab for Graduate Students (1-2)

Designed for graduate-level students, this two-part course reviews modern English grammar, punctuation, and sentence and paragraph construction, and applies these concepts to the writing of formal essays and papers. Part I emphasizes grammar rules and teaches students how to build strong, elegant sentences and avoid common errors, such as sentence fragments, comma splices, misplaced modifiers, and faulty agreement. Part II applies the principles of unity, coherence, and development to building paragraphs and longer documents, and offers practice in APA writing style and format conventions.

EDUC 541 Assessment and Program Planning (3)

Overview of principles of testing, including measures of central tendency, variability and correlation. Evaluation of tests currently used in the public schools. Practice in administration and scoring of representative samples of formal and informal assessment instruments. Emphasis on interpretation of assessment results and writing instructional programs. (12 hours field experience)

EDUC 572 Research Seminar I (3)

This course has three primary goals: Help students become skilled and critical consumers of education research; encourage educational and clinical professionals to base their work on inquiry and reflection, or to become practitioner-researchers; and provide the tools to prepare students to conduct original research in pursuit of their Masters thesis and beyond.

EDUC 582 Research Seminar II (3)

This course has three primary goals: help students finalize their research/synthesis project topic and design; continue to encourage students to base their work on inquiry and reflection, or to become practitioner-researchers; and support students in conducting and completing original and high quality research, beginning with design development and continuing through data collection, analysis and interpretation. *Prerequisite: EDUC 572*

EDUC 592 Thesis (3)

Development and writing of the thesis as proposed in EDUC 593. Individual conferences with

advisors. *Prerequisites: EDUC 572 & EDUC 582.*

EDUC 597 Synthesis Project (3)

An extensive project at the close of the candidate's Master's program, involving a synthesis of the knowledge and understanding of educational and psychological principles developed during the program. The project may take various forms approved by the advisor: research, a curriculum unit, videotape or film, etc. *Prerequisites: EDUC 572 & EDUC 582.*