EDUCATION (EDUC)

EDUC 0--. EDUC LOWER LEVEL ELECTIVE. (1-10 Credits)
Lower Level Coursework in Education
Level: Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Transfer
Schedule type(s): Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 001. INTRODUCTION TO EDUCATION. (0,1 Credits)
Interpersonal relations and in-school experiences designed to enable students to increase their effective communication of contemporary education, and evaluate their roles in education. For first year and sophomore students only.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Students with a classification of Junior or Senior may **not** enroll.

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 1--. EDUC UPPER DIVISION. (1-10 Credits)
Upper Level Coursework in Education
Level: Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Transfer
Schedule type(s): Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 002. HUMAN GEOGRAPHY. (3 Credits)
An introduction to the spatial organization of human activities. Population distributions, world cultural patterns, organization of agriculture and urbanized societies including land use, transportation and communications.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 2--. EDUC GRAD ELECTIVE. (1-10 Credits)
Graduate Level Coursework in Education
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Transfer
Schedule type(s): Discussion/Recitation, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 003. WORLD REGIONAL GEOGRAPHY. (3 Credits)
A systematic study of the major regions and nations of the world. Emphasis is on the spatial structure of their physical and cultural elements, regional problems and the interdependence of different areas of the world.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 083. SPECIAL METHODS FOR ART. (3 Credits)
Designed to acquaint prospective teachers with art education practices and theories in teaching the visual arts. Course work includes examining developmental levels artistically in PK-12 students, designing an art program and individual art lessons, viewing and discussing works of art as well as a variety of hands-on art projects. For EDUC and ART majors only.
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 103. FOUNDATIONS IN EDUCATION. (3 Credits)
This course is part of the Pre-Professional block in the School of Education. Content components include history of education, structure of American education, educational philosophies, legal and ethical issues in teaching, basic learning theory, lesson planning, and use of technology applications. In addition, 40 hours (10 week period) of in-school teaching experience in Des Moines-area schools are required. Students generally complete the admission process to teacher education.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Values and Ethics

EDUC 104. EDUCATION PRACTICUM. (1 Credit)
Consent of Instructor.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 108. STUDENT DEVELOPMENT AND LEARNING THEORY. (3 Credits)
Student Development & Learning Theory is a required course in the pre-professional block of the pre-service teacher education program. The course is focused on human growth and development and learning theory, with special attention paid to motivation, classroom management, human behavior, and mental health, and their implications for curriculum and classroom teaching. This course will enable students to demonstrate beginning pre-professional competencies for the interstate New Teacher Assessment and Support Consortium (INTASC) Standards in the areas of learner development (#1), learning environments (#3), and instructional strategies (#8). NOTE: Undergraduate students majoring in Secondary Education and Music Education are required to complete a 20-hour practicum in this course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 109. EDUCATIONAL TECHNOLOGY. (3 Credits)
Educational Technology, explores the systematic integration of instructional technologies within K-12 curriculum. Instructional design and development processes, media characteristics, and their applications to teaching and learning will be discussed. Relevant educational research will be reviewed and discussed both in class and through threaded discussions using a web-based forum. Hands-on experience in operating and using appropriate technologies are provided through the laboratory component of this course. Students will gain experience and competencies in the following areas: Basic computer/technology operations and concepts for Technology Literacy Personal and professional use of technology for teaching and learning Visual Literacy for understanding and change Problem-based learning for critical thinking There is no prerequisite for this course, but the focus is technology as applied in educational settings.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Elementary Teacher Educ, Music Education or Secondary Teacher Education.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Information Literacy

EDUC 110. PRACTICUM OF GIFTED EDUCATION. (1 Credit)
Introduction to the Internet and the World Wide Web, practices of computer-mediated education, and processes of active, student-centered learning. Prereq.: Basic computer literacy, word processing skills.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 112 or EDUC 212 or EDUC 190 or EDUC 290 or EDUC 191 or EDUC 291 or EDUC 192 or EDUC 292 or EDUC 193 or EDUC 293 or EDUC 194 or EDUC 294 or EDUC 195 or EDUC 295 or EDUC 196 or EDUC 296
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter with IP
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 111. EDUCATION PLANNING AND ASSESSMENT. (3 Credits)
Educational Planning and Assessment is a required course in the pre-professional block of the pre-service teacher education program and contains major components of a professional educator's knowledge base. The primary foci of the course are the application of content and its associated academic language within the teaching/learning context, assessment, and lesson planning, with special attention to the needs of English language learners (ELLs). This course will enable students to demonstrate beginning competencies for the interstate Teacher Assessment and Support Consortium (InTASC) Standards in the areas of application of content (#5), assessment (#6), and lesson planning (#7).
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 112. CHALLENGING YOUNG GIFTED CHILDREN. (1 Credit)
This course is designed to develop an understanding of programming related to the education of the young, gifted preschool to second grade child. Relevant research related to social emotional needs, literacy, STEM, acceleration, differentiation, and assessment will be addressed. This course is appropriate for preschool and early elementary teachers or students planning to work with this population.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 113. ART INTEGRATION IN EDUCATION. (3 Credits)
This course is designed to acquaint prospective teachers with methods that integrate the arts in meaningful and authentic learning experiences. Participants will experience a variety of art forms, explore ways to nurture the arts climate in the classroom, experience a model of artful learning, and plan integrated experiences.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students in a Bachelor of Science in Edu degree.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Artistic Literacy

EDUC 118. INTERNATIONAL EDUCATION. (3 Credits)
This course is designed to introduce students to international education, a broad concept with many interpretations and manifestations. The course will consist of two inter-related halves: comparative education and an introduction to the International Baccalaureate (IB) curriculum that is prevalent in international schools. The first half of the course focuses on international comparative education whereby students will investigate and compare different educational systems around the world. They will learn about the various guidelines for education worldwide, different educational structures, and the contexts in which these systems exist. For the second half of the course, students will be introduced to the IB curriculum, take part in developing an IB unit plan for their desired grade level and subject area, and practice using IB assessment tools. Students who complete the course will have a deeper and more complex understanding of other forms of schooling and acquire a foundation in teaching in the IB curriculum as practiced in most international schools (the most likely site of employment for U.S. teachers teaching abroad).
Level: Non Degree Coursework, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 120. ESL STRATEGIES. (3 Credits)
This course will empower teachers to employ a vast array of strategies targeting the instructional and assessment needs of English learners at all five levels of English language proficiency. Special attention will be given to strategies for meaningful, culturally-relevant grammar, content, and literacy instruction. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Engaged Citizen

EDUC 122. CURRICULUM AND PEDAGOGY. (3 Credits)
Study of basic principles and skills for effective planning, instruction and classroom management in the elementary school. Prereq.: Acceptance to the Teacher Education Program
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 123. PHYSICAL EDUCATION AND HEALTH IN ELEMENTARY SCHOOLS. (2 Credits)
Methods and materials for teaching elementary school physical education and health. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 124. CHILDREN'S LIT: READING & RESP. (3 Credits)
Designed to acquaint students with the world of children's and young adult literature and to explore the many roles it plays in the elementary and middle school classroom. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 125. TEACHING OF SCIENCE. (3 Credits)
This course is part of the Professional block in the School of Education. It focuses on proven National Science Education standards and methods for the effective teaching of science in the elementary grades. ""Constructivist"" learning theories are examined and applied through peer lesson planning and teaching. Drake students also develop science lessons and teach them to elementary students in Des Moines-area schools. Following reflection and enhancement, the lessons are then converted to Web-based portfolios and shared with the teaching profession. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 126. TEACHING OF MATHEMATICS. (3 Credits)
Methods and materials for teaching elementary school mathematics. Prereq.: Acceptance to the Teacher Education Program. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 127. METH WRITING INST GRADES 5-12. (3 Credits)
This course focuses on teaching writing in intermediate and secondary education classrooms (grades 5-12), including facilitation of learning to write and writing to learn. Students will explore how having a shared vision of good writing, using a common vocabulary, and utilizing predictable assessment tools can provide a framework for successful writing instruction. Students will also gain practical ideas to empower students to write for understanding as they learn in all content areas.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 103
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 128. TEACHING OF SOCIAL STUDIES. (3 Credits)
Strategies, methods, and materials for effective social studies instruction in the elementary school. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 129. LINGUISTICS FOR EDUCATORS. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 103
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 130. DIRECTED INDEPENDENT STUDY. (1-10 Credits)
Individual problems, conferences, outside reading, research, and written reports.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 131. EARLY ADOLESCENT GROWTH AND DEVELOPMENT. (3 Credits)
This course is designed for teachers looking to enhance their understanding of middle level learners (grades 5-8). In addition to exploring the remarkable physical and cognitive changes that early adolescents experience at this time, students will explore best practices for supporting the healthy academic and psychological development of middle school students.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 132. METHODS FOR TEACHING SECONDARY SCHOOL. (3 Credits)
Methods of Teaching Secondary School is designed for pre-service teachers who plan on teaching in middle or high school. Course components include: a review of educational philosophy and psychological learning theory, curriculum design and instruction, an introduction to classroom management, and other topics associated with teaching and learning at the secondary level. Successful completion of this course, including the 40-hour practicum field experience, is required for continuation in the Drake University Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 134. TEACHING IN THE MIDDLE SCHOOL. (3 Credits)
This course is designed to help teachers apply their knowledge of early adolescent learners when planning and implementing instruction in the middle school setting. Special attantion will be given to concept-based unit design, project-based instruction, and performance- based assessment.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 135. MIDDLE SCHOOL PRACTICUM. (1 Credit)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 137. METH TEACH READ IN ELEM CLASS. (3 Credits)
This course will focus on the reading process and instruction for students in elementary classrooms. Topics covered include the five essential components of reading, effective literacy instructional methods, and assessment. NOTE: A ten hour practicum placement is required.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 138. SPECIAL METHODS FOR TEACHING SOCIAL STUDIES - SECONDARY. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 139. METH TEACH LANG ART ELEM CLASS. (3 Credits)
Teaching of Communicative Language Arts in the Elementary Classroom. This course explores the teaching of the communicative language arts in the elementary classroom including listening, speaking, writing and visual literacy. Special focus is given to the writing process, writing development and writing instruction. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Students with the Admitted to Teacher Education attribute may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 140. SPEECH AND THE CLASSROOM TEACHER. (3 Credits)
This course will offer educators at all levels an overview of speech communication skills that specifically address areas vital to effective teaching and learning - clear and confident presentation skills, large group and small group discussion techniques, conflict resolution strategies, and the creative aspects of using text through oral interpretation. Particular attention will be paid to the power of the voice and the ability of education to help students find and use all aspects of their voices in a positive, proactive manner.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Students with a classification of Freshman may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Engaged Citizen

EDUC 141. SPECIAL METHODS FOR LANGUAGE ARTS - SECONDARY. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 142. DISCIPLINARY LITERACY. (3 Credits)
The focus of this course will be the integration of reading comprehension strategies and interdisciplinary curriculum into content areas. Through a workshop design, participants will be studying, discussing and sharing teaching and learning strategies with the class. Students will be expected to actively engage in their own learning as they develop a repertoire of strategies to use with secondary students. In addition, activities and assessments will require participants to act as reflective practitioners.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 143. LANGUAGE AND CULTURE. (3 Credits)
This course facilitates the exploration of three critical questions: 1. In what ways to language and culture influence one's identify? 2. How does culture influence communication? 3. How can an understanding of issues of culture inform communication on both personal and professional levels? In addressing these questions, the course will introduce students to the field of intercultural communication and take them through a journey of greater understanding of self and the ""cultural other"". In terms of culture, the course will focus on facilitating a shift beyond the view of culture as a collection of holidays, exotic foods, and interesting costumes. Rather, it will allow students to gain a more in-depth understanding of the components of culture, both in general and in specific, and to examine the powerful role that culture plays in all facets of life, with a focus on (future) professional settings. Similarly, the nature and role of different types of language (e.g., languages, dialects, accents, expressions, words) will be examined in order to understand their influence on identify and communication. The inextricable relationship between language and culture will be illuminated throughout the course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 144. ESL METHODS. (3 Credits)
ESL Teaching Methods ESL Methods is a required course for the ESL endorsement at Drake University. The course addresses topics essential to the knowledge base of expert ESL teachers. These include factors that impact ELLs' learning; content-based language teaching and assessment, differentiated according to student English language proficiency level; and advocacy on behalf of ELLs. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 145 and EDUC 111
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 145. INTRODUCTION TO TEACHING ENGLISH LANGUAGE LEARNERS. (3 Credits)
In the context of the nation's increasingly diverse K-12 classrooms, all teachers must know how to effectively teach language and content to English language learners (ELLs) in order to facilitate equal access to core curriculum. In this introductory class, specific areas of study include factors that influence second language learning, second language acquisition, the structore of language, programming for ELLs, classroom and large-scale assessment, instructional strategies (focused on sheltered instruction), and the use of technology in language teaching. A variety of materials, activities, and resources will be used to facilitate learning of key concepts in each of these areas.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 146. METHODS OF TEACHING WORLD LANGUAGES. (3 Credits)
Theory, research, methodology, techniques, materials of foreign language and second language learning and teaching.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 147. WORLD LANGUAGE PRACTICUM 7-12. (1 Credit)
This course is a 1 hour credit experience that will consist of 30 hours in a 7 - 12 classroom documented by a mentor teacher. The pre- student teaching, filed-based exprience is required by the state, and as such must take place in an accredited school with a certified teacher. Because this experience will be undertaken at the end of the Sophmore year or beginning of the Junior year, the student should be ready to help support the language learning of 7 - 12 students as a teacher aide and as one who will lead activities and discussions. Placement will be made by the School of Education through its Student Placement Office. Students will not contact teachers individually to try to arrange their own placements. Communication with the Student Placement Office will be facilitated by the advisor for World Languages.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 149. ISSUES AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS. (3 Credits)
Issues and Assessment of English Language Learning is a required course for the ESL endorsement at Drake University. The course will address topics essential to the knowledge base of expert ESL teachers, including issues related to the federal and/or state mandates and the Common Core State Standards (CCCS), classroom-based/large-scale/collaborative assessment of ELLs, collaboration and co-teaching strategies, talented and gifted identification for ELLs, and special education identification for ELLs. Prereq: EDUC 111 & EDUC 145.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 145 and EDUC 111
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 150. SECONDARY READING METHODS. (3 Credits)
This course will focus on literacy experiences for students in grades six through twelve. In this class, students will have an opportunity to learn about effective teaching techniques, the role of motivation and choice in adolescent literacy, the importance of explicit instruction in vocabulary and comprehension, and assessment of literacy.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Education.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 151. LITERATURE FOR ADOLESCENTS. (3 Credits)
This course is designed to acquaint students with the world of adolescent literature and to explore the roles it plays in the middle school and high school classroom.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 152. CURRICULUM FOR EARLY CHILDHOOD. (3 Credits)
This course describes the theoretic and philosophic foundations of early childhood curricula and examines methods and models which lead to the development and design of curricula appropriate for young children.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 153. TEACHING METHODS FOR EARLY CHILDHOOD. (3 Credits)
This course presents teaching strategies, materials, and methodology for designing developmentally appropriate programs for children from birth through age eight. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 154. METHODS FOR SECONDARY HEALTH AND PHYSICAL EDUCATION. (3 Credits)
This course is a study of the methods in secondary physical education and health education. Content components explore the application of various instructional models and strategies in the fields of physical education and health education, in the context of secondary education. Emphasis is placed on developing an understanding of various teaching methods, methods of practice (e.g. whole-part-whole, progressive practice etc.) and principles which depend largely on the information, skill or students being taught. This course will cover all areas teachers will need for planning, implementing, instructing, and assessing when teaching with instructional models. The course content will be taught in line with the National standards established by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the Iowa CORE Health Literacy Standards.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 155. DEV OF LANGUAGE & LITERACY. (3 Credits)
Provides an in-depth examination of language acquisition, both oral and written, among young children and its link to literacy development. Involves a case study.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 159. STUDENT TEACHING - EARLY CHILDHOOD. (3-6 Credits)
Supervised experiences in early childhood education settings. Prereq.: Acceptance to the Student Teaching Program.
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 160. ADVANCED TECHNOLOGY. (2 Credits)
Systematic integration of media and instructional technology with teaching and learning. Hands-on experience in operating and using a variety of applications, including multimedia utilization and production, video, Internet/World Wide Web, and Electronic portfolio. Prereq.: Acceptance to the Teacher Education Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Information Literacy

EDUC 162. URBAN EDUCATION IMMIGRATION. (3 Credits)
This course explores the complexities of how immigration impacts urban education. According to Rong & Brown (2002, one in ten U.S. children was born outside of the United States, and one in five live in a household headed by an immigrant. Approximately 1,000 immigrant children enter schools each day. While immigration is not reserved for urban contexts, the Current Population Report (Lollock, 2001), found that almost half of the foreign born lived in a central part of a city in metropolitan areas (45%), compared with slightly more than one quarter of the native population (27.5%) For many immigrant children and families, schools are the first American institution they must negotiate. In this course, we will review research that centers immigrant children - in hopes of learning from them how they experience schools. We will discuss challenges that students face including dislocation, cultural disorientation, language learning, and racism. In addition, we will analyze the issue of immigration in the larger context of globalization. Finally, we will explore opportunities for educating immegrant children in urban contexts - with the possibility of schools as sites for humanization and social transformation.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Global and Cultural Understand

EDUC 163. SEMINAR FOR STUDENT TEACHING. (1 Credit)
School curriculum development and organization, instructional planning, classroom management, and career planning. To be taken concurrently with student teaching
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Elementary Teacher Educ, Music Education or Secondary Teacher Education.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 164. PERSPECTIVES IN RACE, ETHNICITY, AND GENDER. (3 Credits)
An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences in conjunction with an examination of the individual, institutional, and social constructs of prejudice, discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for the direct application of course content to the development of instruction programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and people with disabilities. A 10-hour service- learning component at a social service organization is required. The course meets the human relations standards for teachers as outlined by the Iowa Department of Education.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 103
Corequisite(s): None
Restrictions:
Students with a classification of Freshman may **not** enroll.

Enrollment is limited to students with an major in Elementary Teacher Educ, Music Education or Secondary Teacher Education.

Enrollment is limited to Undergraduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Global and Cultural Understand

EDUC 166. STUDENT TEACHING - ELEMENTARY. (5-13 Credits)
Supervised teaching experience for students in teacher education programs. To be taken concurrently with EDUC 165. Prereq.: Acceptance to Student Teaching Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 163 (may be taken concurrently)
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 168. STUDENT TEACHING - SECONDARY. (2-13 Credits)
Supervised teaching experience for students in teacher education programs. To be taken concurrently with EDUC 167. Prereq.: Acceptance to the Student Teaching Program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 163 (may be taken concurrently)
Corequisite(s): None
Restrictions: None
Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 169. E-PORTFOLIO FOR STUDENT TEACHING. (1 Credit)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 170. READING IN THE CONTENT AREA. (3 Credits)
This course explores how teachers can assist students to most productively work with content area reading materials and encourage positive attitudes toward reading, writing, speaking, listening and critical thinking in the content areas.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 171. ISSUES IN ADOLESCENT LITERACY. (3 Credits)
Secondary reading teachers face different challenges in literacy development than their elementary counterparts - issues of student motivation and engagement, high-interest materials, gender and ethnic biases, inclusion, and making meaningful connections to adolescent lives. Through a theoretical grounding in adolescent physical, social, emotional, and cognitive development, students will discover and discuss the policies and strategies that impact the literacy development of secondary readers. The selection of materials, the planning of rich literacy lessons, enhancing motivation, and creating an inclusive environment will be aligned with the unique needs of a variety of adolescent learners. In addition, students will prepare and plan specific teaching and learning strategies to counter variables that cause a decrease in adolescent literacy performance and engagement.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to Graduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 172. CARE AND PREVENTION OF ATHLETIC INJURY. (3 Credits)
Proper use of personal and field equipment, support methods, training and conditioning, the medical examination and theraputic aids, laboratory experience.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 108
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 173. THEORY OF COACHING. (2 Credits)
Prereq: Bio 1 and 2; or BIO 18 and EDUC 105 or 106. Prerequisites can not be taken concurrently.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 108
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 175. LIT ASSESS, INST, & PRACT I. (0,3 Credits)
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategeies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided. Prereq: EDUC 137 or EDUC 139
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 137 or EDUC 139 or EDUC 150
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 177. URBAN TRENDS IN LITERACY EDUC. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 178. LIT ASSESS, INST, & PRACT II. (0,3 Credits)
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening of the semester. In addition, readings, demonstrations, and discussion of appropriate and effective instruction with opportunities for reflective evaluation will also be provided. Prereq: EDUC 175
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 137 or EDUC 139 or EDUC 150
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 180. ELECTRONIC TOOLBX FOR EDUCATRS. (3 Credits)
This course explores the electronic world of multimedia and hypermedia, emphasizing technology skill building, the integration of technology into teaching, methods of electronic communication, and generation of original materials for classroom use. Students develop a multimedia product for teaching presentations and a hypermedia 3-level World Wide Web site that has professional utility.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 182. TEACHG & LRNG W/ HYPERMEDIA. (3 Credits)
This course reexamines teaching paradigms including technology-assisted and technology-based learning and teaching. Utilizing distance learning as a teaching and learning tool and creating and maintaining Web materials are also covered.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 183. SOCIAL CONTEXT FOR URBAN SCHOOLS. (3 Credits)
This course provides students with an introduction to urban education. We engage the philosophical, social, economic, and political contexts of urban schooling. We begin by examining the utility and demarcation of space (e.g., urban, suburban, rural, etc.). We then explore historical and contemporary understandings of the notion of ""urban, focusing on how ""urban"" has been constructed and evolves over time. We focus on the impact on schools and communities, in particular, urban educational reform and pedagogical strategies. In addition, we engage the intersections of urban education with questions of political economy, immigration, militarization, and racism. Finally, we discuss how students experience urban schools - the challenges they may face in urban contexts as well as practices of hope and humanization.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 184. APPLICATIONS FOR TEACHING IN URBAN SCHOOLS. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 185. ETHICAL TENSIONS IN GLOB URBAN. (3 Credits)
Course is designed to address complex issues concerning pedagogical implicaations of urban settings across international boundaries. It seeks to challenge educators to provide a global perspective to educational environments that facilitates learning for all students regardless of socio-economic status, race, ethnicity, or any other identifying category. This course examines connections between issues of ethics, social justice, and pedagogical approaches both theoretical and practical that have particular relevancy to urban areas across international boundaries.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Engaged Citizen

EDUC 186. YOUTH, CULTURE, AND SOCIETY. (3 Credits)
This course provides students with an introduction to the study of youth, culture, and society, focusing on urban contexts. This course will examine youth and adolescence as a historically and culturally specific social formation. We will engage and discuss the construction of youth at the intersection of larger social forces (e.g. racial, cultural, social, economic, gender, and political contexts) that impact and shape their lives. Using multiple ideological and representational understandings of young people that situate youth and youth cultural practices within global and local processes. Specific topics include the commodification and commercialization of youth culture in both urban and suburban spaces; popular culture and media representations, incarceration, consumerism, sexuality, and social movements; and the multiple ways in which youth negotiate, resist, and distrupt their identities.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Engaged Citizen

EDUC 189. GLOBAL CITIZENSHIP: CULTURE OF THE IBERIAN PENINSULA. (3 Credits)
The main goals of this interdisciplinary course are to (a) expose students to the complexity of culture, with a special focus on the challenges and opportunities inherent to intercultural contact, and (b) help students connect the culture of the Iberian Peninsula to its history and current political, economic, and business climate.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Global and Cultural Understand, Values and Ethics

EDUC 190. ADMINISTRATION AND SUPERVISION OF GIFTED PROGRAMS. (1 Credit)
This is a culminating course for those seeking an endorsement in Gifted Education. A previous course in gifted education is required. Students will develop an understanding of program policy, administration and evaluation related to gifted education. State policy and regulations regarding identification, programming, licensure, and funding will be addressed. Work with standards, mission statements and definition of gifted will be included. Advocacy and professional development will be examined to further the development of a school program.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): EDUC 110 or EDUC 210 or EDUC 112 or EDUC 212 or EDUC 191 or EDUC 291 or EDUC 192 or EDUC 292 or EDUC 193 or EDUC 293 or EDUC 194 or EDUC 294 or EDUC 195 or EDUC 295 or EDUC 196 or EDUC 296
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 191. INTRODUCTION TO GIFTED EDUCATION. (3 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 192. SOCIAL EMOTIONAL NEEDS OF GIFTED. (2 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 193. CREATIVITY AND GIFTED. (2 Credits)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 194. SPECIAL POPULATIONS OF GIFTED. (1 Credit)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 195. CURRICULUM AND ASSESSMENT OF GIFTED. (3 Credits)
This course provides an understanding of developing, selection, and implementing appropriately challenging curriculum for the gifted. Students will use their previous knowledge of gifted children's needs and the role of assessing student learning and best practice to implement curriculum will be addressed.
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 196. DIFFERENTIATED INSTRUCTION FOR GIFTED LEARNERS. (1 Credit)
Level: Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 198. EDUCATIONAL EQUITY & SOCIAL JUSTICE. (3 Credits)
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: Values and Ethics

EDUC 199. SELECTED TOPICS. (0-5 Credits)
Special courses, workshops, seminars and educational trips on selected timely topics.
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Discussion/Recitation, Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 201. EDUCATION RESEARCH. (3 Credits)
Become a critical consumer of educational research. Examine and analyze data for pedagogical improvement. Develop and demonstrate an understanding of ethics and research. Write a literature review/research brief on a topic aligned with your Teacher Inquiry Project.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 202. FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION. (3 Credits)
This course is a study of the meaning, scope and historical foundation of comtemporary health and physical education as well as the philosophy, goals, and objectives of quality health and physical education programming. Content components explore the issues and challenges confronting professionals as they prepare for the future of health and physical education in contemporary society as well as the knowledge, skills, and dispositions needed to administer health and physical education programs.
Level: Graduate
Prerequisite(s): EDUC 201 or EDL 275
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 203. FOUNDATIONS IN EDUCATION. (3 Credits)
This course is part of the Pre-Professional block in the School of Education. Content components include history of education, structure of American education, educational philosophies, legal and ethical issues in teaching, basic learning theory, lesson planning, and use of technology applications. In addition, 40 hours (10 week period) of in-school teaching experience in Des Moines area schools are required. Students generally complete the admissions process to teacher education.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 204. EDUCATION PRACTICUM. (1 Credit)
Consent of Instructor.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 206. HUMAN DEVELOPMENT. (3 Credits)
Principles of human growth and development and their implications for curriculum classroom teaching: understanding human behavior and developing wholesome personality and mental health.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 207. LEARNING AND ASSESSMENT. (3 Credits)
This course examines research, theory and practice relevant to learning, teaching and assessment. Students acquire knowledge of theories of learning and how those interface in classrooms. Students also create products relevant to instruction and assessment.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 208. STUDENT DEVELOPMENT AND LEARNING THEORY. (3 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 209. TEACHING ADULT READING SKILLS. (3 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 210. PRACTICUM IN GIFTED EDUCATION. (1 Credit)
This course is designed to be a substantive field-based practical experience with a population of G/T student learners in a level in which you do not have your license requiring 15 total hours of coursework that include eight hours of observation and "hands on" interaction with gifted students. Therefore, those licensed at the elementary level must observe or work with secondary students and secondary educators must observe or work with elementary students in order to hold a K-12 endorsement.
Level: Graduate
Prerequisite(s): EDUC 112 or EDUC 212 or EDUC 190 or EDUC 290 or EDUC 191 or EDUC 291 or EDUC 192 or EDUC 292 or EDUC 193 or EDUC 293 or EDUC 194 or EDUC 294 or EDUC 195 or EDUC 295 or EDUC 196 or EDUC 296
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 211. EDUCATION PLANNING AND ASSESSMENT. (3 Credits)
Assessment of Learning is a requiqred course in the pre- professional sequence of the graduate pre-service teacher education program for individudals who have taken an educational psychology course at another institution. It contains major components of a professional educator's knowledge base. This course will provide students with opportunities to learn about student diversity, instructional planning, and classroom and large-scale assessment. During the course, students will engage in a variety of activities that will enable them to demonstrate and apply their learning. This course will also enable students to demonstrate beginning pre-professional competencies for the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards in the areas of instructional planning (#7) and assessment (#8).
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 212. CHALLENGING YOUNG GIFTED CHILDREN. (1 Credit)
This course is designed to develop an understanding of programming related to the education of the young, gifted preschool to second grade child. Relevant research related to social emotional needs, literacy, STEM, acceleration, differentiation, and assessment will be addressed. This course is appropriate for preschool and early elementary teachers or students planning to work with this population.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 213. ART INTEGRATION IN EDUCATION. (3 Credits)
This course is designed to acquaint prospective teachers with methods that integrate the arts in meaningful and authentic learning experiences. Participants will experience a variety of art forms, explore ways to nurture the arts climate in the classroom, experience a model of artful learning, and plan integrated experiences.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students in a Master of Arts in Teaching or Master of Science in Teaching degrees.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 214. HUMAN GEOGRAPHY. (3 Credits)
An introduction to the spatial organization of human activities. Population distributions, world cultural patterns, organization of agriculture and urbanized societies including land use, transportation and communications.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 215. WORLD REGIONAL GEOGRAPHY. (3 Credits)
A systematic study of the major regions and nations of the world. Emphasis is on the spatial structure of their physical and cultural elements, regional problems and the interdependence of different areas of the world.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 216. METHODS AND MODELS FOR TEACHING EFFECTIVELY. (3 Credits)
Investigate various models of instruction. Identify and use assessment tools as an integral part of teaching methods. Select the topic for your Teacher Inquiry Project and consider instructional models that support the topic.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 217. LITERACY INTEGRATION AND ASSESSMENT FOR LEARNING. (3 Credits)
Use a variety of formative assessments for learning. Collect data for your Teacher Inquiry Project embedding the concept of ""Assessment for Learning"" in the project
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 218. INTERNATIONAL EDUCATION. (3 Credits)
This course is designed to introduce students to international education, a broad concept with many interpretations and manifestations. The course will consist of two inter-related halves: comparative education and an introduction to the International Baccalaureate (IB) curriculum that is prevalent in international schools. The first half of the course focuses on international comparative education whereby students will investigate and compare different educational systems around the world. They will learn about the various guidelines for education worldwide, different educational structures, and the contexts in which these systems exist. For the second half of the course, students will be introduced to the IB curriculum, take part in developing an IB unit plan for their desired grade level and subject area, and practice using IB assessment tools. Students who complete the course will have a deeper and more complex understanding of other forms of schooling and acquire a foundation in teaching in the IB curriculum as practiced in most international schools (the most likely site of employment for U.S. teachers teaching abroad).
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 219. TEACHING LEADERSHIP AND LEARNING COMMUNITIES. (3 Credits)
Determine the impact of your Teacher Inquiry Project on educational change, student achievement, and personal and professional development. Based on your area of inquiry, reflect, develop and share a model for continous school improvement as a teacher leader.
Level: Graduate
Prerequisite(s): EDUC 216 and EDUC 201 (may be taken concurrently)
Corequisite(s): None
Restrictions:
Enrollment is limited to Graduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 222. CURRICULUM AND PEDAGOGY. (3 Credits)
Study of basic principles and skills for effective planning, instruction and classroom management in the elementary school.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 223. PHYSICAL EDUCATION AND HEALTH IN ELEMENTARY SCHOOLS. (2 Credits)
Methods and materials for teaching elementary school physical education and health.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 224. CHILDREN'S LIT: READING & RESP. (3 Credits)
Designed to acquaint students with the world of children's and young adult literature and to explore the many roles it plays in the elementary and middle school classroom. Prereq.: EDUC 203 and acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 225. TEACHING SCIENCE. (3 Credits)
This course is part of the Professional block in the School of Education. It focuses on proven National Science Education Standards and methods for the effective teaching of science in the elementary grades. ""Constructivist"" learning theories are examined and applied through peer lesson planning and teaching. Drake students also develop science lessons and teach them to elementary students in Des Moines area schools. Following reflection and enhancement, the lessons are then converted to web-based portfolios and shared with the teaching profession. Prereq.: EDUC 203 and acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 226. TEACHING OF MATHEMATICS. (3 Credits)
Study of research in the teaching of mathematics. Survey and evaluation of programs and new methods of teaching. Prereq.: EDUC 203 and acceptance to the Teacher Education Program. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 227. METH WRITING INST GRADES 5-12. (3 Credits)
This course focuses on teaching writing in intermediate and secondary education classrooms (grades 5-12), including facilitation of learning to write and writing to learn. Students will explore how having a shared vision of good writing, using a common vocabulary, and utilizing predictable assessment tools can provide a framework for successful writing instruction. Students will also gain practical ideas to empower students to write for understanding as they learn in all content areas.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 228. TEACHING SOCIAL STUDIES. (3 Credits)
Strategies, methods, and materials for effective social studies instruction in the elementary school. Prereq.: EDUC 203 and acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Off-campus catalog credit, Web Instructed
Area(s) of Inquiry: None

EDUC 229. LINGUISTICS FOR EDUCATORS. (3 Credits)
Level: Graduate, Non Degree Coursework, Professional Health Care, Undergraduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 230. INDEPENDENT STUDY. (1-5 Credits)
See general acadmic requirements section.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to Graduate level students.

Primary grade mode: Credit/No Credit
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 231. EARLY ADOLESCENT GROWTH AND DEVELOPMENT. (3 Credits)
This course is designed for teachers looking to enhance their understanding of middle level learners (grades 5-8). In addition to exploring the remarkable physical and cognitive changes that early adolescents experience at this time, students will explore best practices for supporting the healthy academic and psychological development of middle school students.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 232. METHODS FOR TEACHING SECONDARY SCHOOL. (3 Credits)
Methods of Teaching Secondary School is designed for pre-service teachers who plan on teaching in middle or high school. Course components include: a review of educational philosophy and psychological learning theory, curriculum design and instruction, an introduction to classroom management, and other topics associated with teaching and learning at the secondary level. Successful completion of this course, including the 40-hour practicum field experience, is required for continuation in the Drake University Teacher Education Program.
Level: Graduate
Prerequisite(s): EDUC 203
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 234. TEACHING IN THE MIDDLE SCHOOL. (3 Credits)
This course is designed to help teachers apply their knowledge of early adolescent learners when planning and implementing instruction in the middle school setting. Special attention will be given to concept-based unit design, project-based instruction, and performance- based assessment.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 235. MIDDLE SCHOOL PRACTICUM. (1 Credit)
Level: Graduate
Prerequisite(s): EDUC 231
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 237. METH TEACH READ IN ELEM CLASS. (3 Credits)
This course will focus on the reading process and reading instruction for students in elementary classrooms. Topics covered include the five essential components of reading, effective literacy instructional methods and assessment. NOTE: A ten hour practicum placement is required.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 238. SPECIAL METHODS FOR SOCIAL STUDIES - SECONDARY. (3 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 239. METH TEACH LANG ART ELEM CLASS. (3 Credits)
Teaching Communicative Language Arts in the Elementary Classroom. This course explores the teaching of the communicative language arts in the elementary classroom including listening, speaking, writing and visual literacy. Special focus is given to the writing process, writing development and writing instruction. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 240. SPEECH AND THE CLASSROOM TEACHER. (3 Credits)
This course offers educators at all levels an overview of speech communication skills that specifically address areas vital to effective teaching and learning-clear and confident presentation skills, listening skills, large group and small group discussion techniques, conflict resolution strategies, and the creative aspects of using text through oral interpretation. Particular attention will be paid to the power of voice and ability of education to help students find and use all aspects of their voices ina positive, proactive manner.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 241. SPECIAL METHODS FOR LANGUAGE ARTS - SECONDARY. (3 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 242. DISCIPLINARY LITERACY. (3 Credits)
The focus of this course will be the integration of reading comprehension strategies and interdisciplinary curriculum into content areas. Through a workshop design, participants will be studying, discusssing and sharing teaching and learning strategies with the class. Students will be expected to actively engage in their own learning as they develop a repertoire of strategies to use with secondary students. In addition, activities and assessments will require participants to act as reflective practitioners.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 243. LANGUAGE AND CULTURE. (3 Credits)
This course facilitates the exploration of three critical questions: 1. In what ways to language and culture influence one's identify? 2. How does culture influence communication? 3. How can an understanding of issues of culture inform communication on both personal and professional levels? In addressing these questions, the course will introduce students to the field of intercultural communication and take them through a journey of greater understanding of self and the ""cultural other"". In terms of culture, the course will focus on facilitating a shift beyond the view of culture as a collection of holidays, exotic foods, and interesting custumes. Rather, it will allow students to gain a more in-depth understanding of all facets of life, with a focus on (future) professional settings. Similarly, the nature and role of different types of language (e.g., languages, dialects, accents, expressions, words) will be examined in order to understand their influence on identify and communication. The inextricable relationahip between language and culture will be illuminated throughout the course.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 244. ESL METHODS. (3 Credits)
ESL Methods is a required course for the ESL endorsement at Drake University. The course addresses topics essential to the knowledge base of expert ESL teachers. These include the various aspects of working as an ESL teacher, factors that impact ELLs' learning; content based language teaching and assessment, differentiated according to student English language proficiency level, and advocacy on behalf of ELLs. NOTE: Students are required to complete a 10-hour practicum during this course.
Level: Graduate
Prerequisite(s): EDUC 245 and EDUC 211
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 245. INTRODUCTION TO TEACHING ENGLISH LANGUAGE LEARNERS. (3 Credits)
In the context of the nation's increasingly diverse K-12 classrooms, all teachers must know how to effectively teach language and content to English language learners (ELLs) in order to facilitate equal access to core curriculum. In this introductory class, specific areas of study include factors that influence second language learning, second language acquisition, the structure of language, programming for ELLs, classroom and large-scale assessment, instructional strategies (focused on sheltered instruction), and the use of technology in language teaching. A variety of materials, activities, and resources will be used to facilitate learning of key concepts in each of these areas.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 246. METHODS OF TEACHING WORLD LANGUAGES. (3 Credits)
Theory, research, methodology, techniques, materials of foreign language and second language learning and teaching
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 247. WORLD LANGUAGE PRACTICUM 7-12. (1 Credit)
This course is a 1 hour credit experience that will consist of 30 hours in a 7 - 12 classroom documented by a mentor teacher. The pre student teaching, field-based experience is required by the state, and as such must take place in an accredited school with a certified teacher, Placement will be made by the School of Education through its Student Placement Office. Students will not contact teachers individually to try to arrange their own placements. Communication with the Student Placement Office will be facilitated by the advisor for World Languages.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 249. ISSUES AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS. (3 Credits)
Issues and Assessment of English Language Learning is a required course for the ESL endorsement at Drake University. The course will address topics essential to the knowledge base of expert ESL teachers, including issues related to the federal and/or state mandates and the Common Core State Standards (CCCS), classroom-based/large-scale/collaborative assessment of ELLs, collaboration and co-teaching strategies, talented and gifted identification for ELLs, and special education identification for ELLs. Prereq: EDUC 211 & EDUC 245.
Level: Graduate
Prerequisite(s): EDUC 245 and EDUC 211
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 250. SECONDARY READING METHODS. (3 Credits)
This course will focus on literacy experiences for students in grades six through twelve. In this class, students will have an opportunity to learn about effective teaching techniques, the role of motivation and choice in adolescent literacy, the importance of explicit instruction in vocabulary and comprehension, and assessment of literacy.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Education.

Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 251. LITERATURE FOR ADOLESCENTS. (3 Credits)
This course is designed to acquaint students with the world of adolescent literature and to explore the roles it plays in the middle school and high school classroom.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 252. CURRICULUM FOR EARLY CHILDHOOD. (3 Credits)
This course describes the theoretic and philosophic foundations of early childhood curricula and examines program methods and pedagogy which lead to the development and design of curricula appropriate for young children, birth through age eight. Prereq.: Acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 253. METHODS FOR EARLY CHILDHOOD. (3 Credits)
This course presents teaching strategies, materials, and methodology for designing developmentally appropriate programs for children from birth through age eight. Pereq.: Acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 254. METHODS FOR SECONDARY HEALTH AND PHYSICAL EDUCATION. (3 Credits)
This course is a study of the methods in secondary physical education and health education. Content components explore the application of various instructional models and strategies in the fields of physical education and health education, in the context of secondary education. Emphasis is placed on developing an understanding of various teaching methods, methods of practice (e.g. whole-part-whole, progressive practice etc.) and principles which depend largely on the information, skill or students being taught. This course will cover all areas teachers will need for planning, implementing, instructing, and assessing when teaching with instructional models. The course content will be taught in line with the National standards established by the American Allicance for Health, Physical Education, Recreation and Dance (AAHPERD) and the Iowa CORE Health Litereacy Standards.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 255. DEV OF LANGUAGE & LITERACY. (3 Credits)
This course provides an in-depth examination of the oral and written language acquisition among young children with implications for literacy practices. The course involves a case study.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 259. STUDENT TEACHING FOR EARLY CHILDHOOD. (3-6 Credits)
Supervised experiences in early childhood education settings. Prereq.: Acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 260. DES & IMPL PROF LEARN IN LIT. (3 Credits)
The purpose of this course is to prepare literacy professionals to work with their schools utilizing the Iowa Model of Professional Development and School Improvement. Specific documents and resources from the Iowa Department of Education will be explored and shared. Students will learn elements of effective school improvement and professional development in literacy.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 261. TECHNOLOGY INTEGRATION IN THE CLASSROOM. (3 Credits)
Technology Integration in the Classroom explores the use of instructional technology within K-12 education, including research on effective use of technology in the teaching and learning process, and location and evaluation of grade-and content-specific resources. Hands-on experience in multimedia technology is provided through the laboratory component of the course. Students will gain experience with (1) personal and professional use of technology, (2) production of multimedia and online materials, and (3) recognition of the role of technology in student learning and future success.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Elementary Teacher Educ, Elementary Education or Secondary Education.

Enrollment is limited to Graduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 262. URBAN EDUCATION IMMIGRATION. (3 Credits)
This course explores the complexities of how immigration impacts urban education. According to Rong & Brown (2002), one in ten U.S. children was born outside of the United States, and one in five live in a household headed by an immigrant. Approximately 1,000 immigrant children enter schools each day. While immigration is not reserved for urban contexts, the Current Population Report (Lollock, 2001), found that almost half of the foreign born lived in a central part of a city in metropolitan areas (45%), compared with slightly more than one quarter of the native population (27.5%). For many immigrant children and families, schools are the first American institution they must negotiate. In this course, we will review research that centers immigrant children - in hopes of learning from them how they experience schools. We will discuss challenges that students face including dislocation, cultural disorientation, language learning, and racism. In addition, we will analyze the issue of immigration in the larger context of globalization. Finally, we will explore opportunities for educating immigrant children in urgan contexts - with the possibility of schools as sites for humanization and social transformation.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 263. FIELD PLACEMENT CAPSTONE SEMINAR. (1 Credit)
School curriculum development and organization, instructional planning, classroom management, and career planning. To be taken concurrently with student teaching
Level: Graduate
Prerequisite(s): EDUC 163 (may be taken concurrently)
Corequisite(s): None
Restrictions:
Enrollment is limited to students with an major in Teaching or Master of Science, Teaching.

Enrollment limited to students with the Admitted to Teacher Education attribute.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 264. PERSPECTIVES IN RACE, ETHNICITY, AND GENDER. (3 Credits)
An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences, in conjunction with an examination of the individual, institutional and social constructs of prejudice discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for direct application to the development of instructional programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and the disabled. A 10-hour service-learning component in a social service organization is required. This course meets the diversity standards for teachers as outlined by the Iowa Department of Education.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 266. STUDENT TEACHING - ELEMENTARY. (2-8 Credits)
Supervised teaching experience for students in graduate programs. To be taken concurrently with EDUC 265.
Level: Graduate
Prerequisite(s): EDUC 263 (may be taken concurrently)
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 267. INTERNSHIP. (4 Credits)
Supervised internship experience for students in teacher education programs. To be taken concurrently one semester with EDUC 263 and another semester with EDUC 269. Prereq: Acceptance to the Teacher Education Program. 4 credits.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 268. STUDENT TEACHING - SECONDARY. (2-8 Credits)
Supervised teaching experience for students in teacher education programs. To be taken concurrently with EDUC 267. Prereq: Acceptance to the Teacher Education Program.
Level: Graduate
Prerequisite(s): EDUC 263 (may be taken concurrently)
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 269. E-PORTFOLIO FOR FIELD PLACEMENT CAPSTONE STUDENTS. (1 Credit)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 270. READING IN THE CONTENT AREA. (3 Credits)
Designed to explore how teachers can assist students to most productively work with content area reading materials and encourage positive attitudes toward reading, writing, speaking, listening and critical thinking in the content area.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Off-campus catalog credit, Web Instructed
Area(s) of Inquiry: None

EDUC 271. ISSUES IN ADOLESCENT LITERACY. (3 Credits)
Secondary reading teachers face different challenges in literacy development than their elementary counterparts - issues of student motivation and engagement, high-interest materials, gender and ethnic biases, inclusion, and making meaningful connections to adolescent lives. Through a theoretical grounding in adolescent physical, social, emotional, and cognitive development, students will discover and discuss the policies and strategies that impact the literacy development of secondary readers. The selection of materials, the planning of rich literacy lessons, enhancing motivation, and creating an inclusive environment will be aligned with the unique needs of a variety of adolescent learners. In addition, students will prepare and plan specific teaching and learning strategies to counter variables that cause a decrease in adolescent literacy performance and engagement.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 272. ISSUES AND RESEARCH IN EARLY CHILDHOOD. (3 Credits)
Secondary reading teachers face different challenges in literacy development than their elementary counterparts - issues of student motivation and engagement, high-interest materials, gender and ethnic biases, inclusion, and making meaningful connections to adolescent lives. Through a theoretical grounding in adolescent physical, social, emotional, and cognitive development, students will discover and discuss the policies and strategies that impact the literacy development of secondary readers. The selection of materials, the planning of rich literacy lessons, enhancing motivation, and creating an inclusive environment will be aligned with the unique needs of avariety of adolescent learners. In addition, students will prepare and plan specific teaching and learning strategies to counter variables that cause a decrease in adolescent literacy performance and engagement.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 275. LIT ASSESS, INST, & PRACT I. (0,3 Credits)
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided. Prereq: EDUC 237 or EDUC 239
Level: Graduate
Prerequisite(s): EDUC 237 or EDUC 239 or EDUC 250
Corequisite(s): None
Restrictions:
Enrollment is limited to Graduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 276. CURRICULUM DESIGN AND DEVELOPMENT. (3 Credits)
Study of the basic principles necessary for developing, implementing or modifying program curricula in any educational setting.
Level: Graduate, Law
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 277. URBAN TRENDS IN LITERACY EDUCATION. (3 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 278. LIT ASSESS, INST, & PRACT II. (0,3 Credits)
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided. Prereq: EDUC 275
Level: Graduate
Prerequisite(s): EDUC 237 or EDUC 239 or EDUC 250 and EDUC 275
Corequisite(s): None
Restrictions:
Enrollment is limited to Graduate level students.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lab, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 280. ADMINISTRATION AND SUPERVISION OF LITERACY PROGRAMS. (3 Credits)
This is the final course in the Master's of Literacy in Education Degree program. The course will focus on the design,implementation, analysis and sharing of an action-research project. Students will be guided in the study design, implementation and critical analysis of data collected in an educational setting. Students will be expected to reflect on the process with specific attention to urban setting and literacy instruction.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 281. WRITING RESEARCH AND THEORY. (3 Credits)
This course will explore the major theories related to writing instruction and education. Students will examine current research in the field of writing education and examine how writing develops over the K-12 grade spans. Additionally, theories related to the instruction of writing education will be discussed. Specific focus will be on effective instruction in learning to write and writing to learn.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 282. IMPACT OF POVERTY ON STUDENTS. (3 Credits)
This course will examine the effects of poverty on students, teachers, schools, and communities. Through this study, students will learn how poverty affects the brain and what teachers can do in their classrooms to lessen the impact. Participants will examine characteristics of 90-90-90 schools and create research-based action plans to increase the odds for success in their classrooms.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 283. SOCIAL CONTEXT FOR URBAN SCHOOLS. (3 Credits)
This course provides students with an introduction to urban education. We engage the philosophical, social economic, and political contexts of urban schooling. We begin by examining the utility and demarcation of space (e.g., urban, surburban, rural, etc.). We then explore historical and contemporary understandings of the notion of ""urban,"" focusing on how ""urban"" has been constructed and evolves over time. We focus on the impact on schools and communities, in particular, urban educational reform and pedagogical strategies. In addition, we engage the intersections of urban education with questions of political economy, immigration, militarization, and racism. Finally, we discuss how students experience urban schools - the challenges they may face in urban contexts as well as practices of hope and humanization.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 284. APPLICATIONS FOR TEACHING IN URBAN SCHOOLS. (3 Credits)
Practicum in Urban Education
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 285. RESEARCH-BASED EFFECTIVE LITERACY MODELS. (3 Credits)
This course will examine current instructional models as they relate to literacy. Teachers will leave this course knowing when to use various models based on their intent and application for teaching. Knowledge of skills, strategies, models, and teaching purpose will be clarified.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 286. YOUTH, CULTURE, AND SOCIETY. (3 Credits)
This course provides students with an introduction to the study of youth, culture, and society, focusing on urban contexts. This course will examine youth and adolescence as a historically and culturally specific social formation. We will engage and discuss the construction of youth at the intersection of larger social forces (e.g. racial, cultural, social, economic, gender, and political contexts) that impact and shape their lives. Using multiple texts, writing assignments, and reflective practices, students will examine and interrogate ideological and representational understandings of young people that situate youth and youth cultural practices within global and local processes. Specific topics include the commodification and commercialization of youth culture in both urban and suburban spaces; popular culture and media representations, incarceration, consumerism, sexuality, and social movements; and the multiple ways in which youth negotiate, resist, and disrupt their identities.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 287. READING RESEARCH AND THEORY. (3 Credits)
This course is designed as a seminar class in which graduate students and the instructor collaboratively explore, discuss, and reflect on current research related to reading. Full participation is critical. This seminar includes a heavy reading load, and while the instructor will offer support and guidance through the content, it is essential that participants are able to invest time in reading assignments and reflective participation.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 288. DATA ANALYSIS INFORM LIT INST. (3 Credits)
This course is designed for graduate students in the field of education, particularly those aspiring to be literacy specialists, and involves an in-depth look at the types of assessments used in schools today, as well as the theory and research related to using data to inform instruction. Participants will engage in the Data Team process in order to gain a deeper understanding of effective data analysis at the classroom and building level.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 289. MANAGING SCHOOL-WIDE CHANGE THROUGH COACHING. (3 Credits)
This course will focus on the role of a coach in managing and leading school-wide change. Through video demonstrations, real-life scenarios, and a study of related research, participants will gain a deep understanding of how to successfully communicate with and coach fellow educators. After gaining an understanding of the attributes of a successful coach, participants will have an opportunity to lead colleagues in change in order to apply this knowledge.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 290. ADMINISTRATION AND SUPERVISION OF GIFTED PROGRAMS. (1 Credit)
This is a culminating course for those seeking an endorsement in Gifted Education. A previous course in gifted education is required. Students will develop an understanding of program policy, administration and evaluation related to gifted education. State policy and regulations regarding identification, programming, licensure, and funding will be addressed. Work with standards, mission statements and definition of gifted will be included. Advocacy and professional development will be examined to further the development of a school program.
Level: Graduate, Non Degree Coursework
Prerequisite(s): EDUC 110 or EDUC 210 or EDUC 112 or EDUC 212 or EDUC 191 or EDUC 291 or EDUC 192 or EDUC 292 or EDUC 193 or EDUC 293 or EDUC 194 or EDUC 294 or EDUC 195 or EDUC 295 or EDUC 196 or EDUC 296
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 291. INTRODUCTION TO GIFTED EDUCATION. (3 Credits)
This comprehensive introduction to gifted education combines both theory and practice. In addition to developing an understanding of the history of gifted education and the characteristics, identification, special programs, and related law, participants will learn about instructional models, programming options, assessments, and evaluation. Practical components such as recources, beginning a program, and special programs available, as well as parent education will be addressed.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 292. SOCIAL EMOTIONAL NEEDS OF GIFTED. (2 Credits)
This course will explore the social and emotional issues facing gifted and talented individuals. Based on current research, affective strategies will be shared to create a supportive environment at home and school for addressing self-esteem, motivation, feelings of alienation, perfectionism, depression, stress, and over-excitabilities.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 293. CREATIVITY AND GIFTED. (2 Credits)
This course is designed to be an overview of creativity to include definitions and theories of creativity, characteristics of the creative person, techniques of creative thinking, metaphorical thinking, creative dramatics, models of the creative process, tests of creativity, and developing personal creativeness.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 294. SPECIAL POPULATIONS OF GIFTED. (1 Credit)
This one unit class will survey the needs and accomplishments of special populations of gifted learners. Special populations will include culturally diverse students: African American, ethnic minority and other underserved populations. Twice-exceptional gifted learners will include the learning disabled, gay, rural and gifted dropouts. One segment of the class will discuss the special needs and accomplishments of gifted female learners. The class will first address the characteristics of these groups, explore strategies for identifying these students and then discuss alternative means of meeting their needs in the cognitive and affective domains.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 295. CURRICULUM AND ASSESSMENT OF GIFTED. (3 Credits)
This course provides an understanding of developing, selection, and implementing appropriately challenging curriculum for the gifted. Students will use their previous knowledge of gifted children's needs and the role of assessing student learning and best practice to implement curriculum will be addressed.
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None

EDUC 296. DIFFERENTIATED INSTRUCTION FOR GIFTED LEARNERS. (1 Credit)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions: None
Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Web Instructed
Area(s) of Inquiry: None

EDUC 299. SPECIAL TOPICS. (1-4 Credits)
Level: Graduate
Prerequisite(s): None
Corequisite(s): None
Restrictions:
Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter
Schedule type(s): Independent Study, Lecture, Web Instructed
Area(s) of Inquiry: None