



# Extended Campus Programs

M.Ed. or CAGS

Early Childhood with Initial License - Grade levels Pre K-2

**For:**

This program is designed for those who hold an appropriate baccalaureate degree seeking initial licensure to teach Pre-K through 2. Students study the foundations and principles of early childhood education to better formulate a developmental framework which provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children.

**How you learn:**

This program is a cohort program. In general, you will meet one night a week from 4:30 to 9:00 p.m. and finish one 3 credit course every 8 weeks.

**Prerequisite:**

A Developmental Psychology course is required prior to enrolling in EDC 439-B, EDC 511-C, or EDC 477.

**Degree Requirements:**

EDC 400*	<b>The Reflective Practitioner</b> - Students will present issues in education that address sociological and ethical issues from a multicultural perspective	3
EDC 521	<b>Intro to Special Education</b> - Investigates the developmental and other deviations that influence child growth and learning	3
EDC 516*	<b>Teaching Reading and Language Arts</b> - A survey of theories, practices and techniques of reading instruction for children in grades pre-K to 8	3
EDC 508*	<b>Teaching of Mathematics</b> - A survey of the significant processes and methods of teaching mathematics	3
EDC 402	<b>Multisensory Teaching of Language Skills</b> - Students will learn how to introduce phonemic awareness activities and how to teach sound-symbol associations	3
EDC 595	<b>Assessment and Curriculum for Early Childhood</b> - Studies the administration and interpretation of informal and formal screening and assessment procedures used to identify young children with and without special needs	3
EDC 406	<b>Assessment, Methods and Materials for Teaching Special Education</b> - Students will learn specific techniques for teaching children with moderate disabilities.	3
EDC 412	<b>Behavior Management</b> - A survey of current practices of classroom management for regular and special needs students.	3
EDC 439-B	<b>Student Teaching</b> - Involves observation and teaching under direction of a college supervisor and the supervising practitioner in a school setting	6
Or EDC 511-B	<b>Practicum in Education</b> - This activity is an alternative to the student teaching requirement for those employed as classroom teachers in the field in which they are seeking licensure. A total of 150-300 clock hours must be spent in the teaching role.	6
Or EDC 477	<b>Field-Based Research (Non-Licensure)</b>	6
<b>Total Credit Hours:</b>		<b>30</b>

**Please Note:**

Prior to EDC 439-B or EDC 511-B, candidates must successfully pass the subject matter sections of the MTEL. Candidates must submit a portfolio, organized around the state standards, as a culminating activity.

\* Field Experience Required (75 hours total)



# Extended Campus Programs

M.Ed or CAGS

Elementary Education with Initial License - Grade levels 1-6

**For:**

Individuals who hold an appropriate baccalaureate degree seeking initial licensure to teach at the elementary level (1-6)

**How you learn:**

This program is a cohort program. In general, you will meet one night a week from 4:30 to 9:00 p.m. and finish one 3 credit course every 8 weeks.

**Degree Requirements:**

EDC 400*	<b>The Reflective Practitioner</b> - Students will present issues in education that address sociological and ethical issues from a multicultural perspective	3
EDC 521	<b>Intro to Special Education</b> - Investigates the developmental and other deviations that influence child growth and learning	3
EDC 516*	<b>Teaching Reading and Language Arts</b> - A survey of theories, practices and techniques of reading instruction for children in grades pre-K to 8	3
EDC 508*	<b>Teaching of Mathematics</b> - A survey of the significant processes and methods of teaching mathematics	3
EDC 402	<b>Multisensory Teaching of Language Skills</b> - Students will learn how to introduce phonemic awareness activities and how to teach sound-symbol associations	3
EDC 554	<b>Classroom Assessment</b> - Examines the growing variety of student-centered evaluation practices and their importance in instructional planning	3
EDC 412	<b>Behavior Management</b> - A survey of current practices of classroom management for regular and special needs students	3
EDC 546	<b>Education Seminar</b> - Seminar sequence arranged across the student teaching semester to integrate topics and competencies with student teaching	3
EDC 439-A	<b>Student Teaching</b> - Involves observation and teaching under direction of a college supervisor and the supervising practitioner in a school setting	6
Or EDC 511-A	<b>Practicum in Education</b> - This activity is an alternative to the student teaching requirement for those employed as classroom teachers in the field in which they are seeking licensure. A total of 150-300 clock hours must be spent in the teaching role.	6
Or EDC 477	<b>Field-Based Research (Non-Licensure)</b>	6
<b>Total Credit Hours:</b>		<b>30</b>

**Please Note:**

Prior to EDC 439-A or EDC 511-A, candidates must successfully pass the subject matter sections of the MTEL. Candidates must submit a portfolio, organized around the state standards, as a culminating activity.

\* Field Experience Required (75 hours total)

# Extended Campus Programs

M. Ed. or CAGS

Moderate Disabilities w/ Initial License - Pre K-8 or Grades 5-12

**For:**

Individuals who hold an appropriate baccalaureate degree seeking initial licensure to teach students with moderate disabilities, grades Pre-K through 8 or grades 5 through 12.

**How you learn:**

This program is a cohort program. In general, you will meet one night a week from 4:30 to 9:00 p.m. and finish one 3 credit course every 8 weeks.

**Prerequisite:**

A Psychology 101 course is required prior to enrolling in EDC 439-C, EDC 511-C, or EDC 477.

**Degree Requirements:**

EDC 400*	<b>The Reflective Practitioner</b> - Students will present issues in education that address sociological and ethical issues from a multicultural perspective	3
EDC 521	<b>Intro to Special Education</b> - Investigates the developmental and other deviations that influence child growth and learning	3
EDC 516*	<b>Teaching Reading and Language Arts (Pre K-8)</b> - A survey of theories, practices and techniques of reading instruction for children in grades pre-K to 8	3
EDC 508*	<b>Teaching of Mathematics</b> - A survey of the significant processes and methods of teaching mathematics	3
EDC 402	<b>Multi-sensory Teaching of Language Skills</b> - Examines the basics of a multi-sensory, structured language curriculum for teaching reading, writing, spelling, comprehension and composition to students with reading problems.	3
EDC 554	<b>Classroom Assessment (Pre K-8)</b> - Examines the growing variety of student-centered evaluation practices and their importance in instructional planning	3
Or EDC 520	<b>Reading and Communication in Secondary and Middle Schools (Grades 5-12)</b> - Addresses the developmental reading and language needs of the middle and high school student in the content area classroom	3
EDC 406	<b>Assessment, Methods and Materials for Teaching and Special Education</b> - Specific techniques for teaching in special Ed. classrooms	3
EDC 412	<b>Behavior Management</b> - A survey of current practices of classroom management for regular and special needs students	3
EDC 439-C OR	<b>Student Teaching</b> - Involves observation and teaching under direction of a college supervisor and the supervising practitioner in a school setting	6
EDC 511-C OR	<b>Practicum in Education</b> - This activity is an alternative to the student teaching requirement for those employed as classroom teachers in the field in which they are seeking licensure. A total of 150-300 clock hours must be spent in the teaching role.	6
EDC 477	<b>Field-Based Research (Non-Licensure student)</b>	6
<b>Total Credit Hours:</b>		<b>30</b>

**Please Note:**

Prior to EDC 439-C or EDC 511-C, candidates must successfully pass the subject matter sections of the MTEL. Candidates must submit a portfolio, organized around the state standards, as a culminating activity.

\* Field Experience Required (75 hours total)