This course is designed to examine the nature and needs of gifted and talented learners. Candidates will become knowledgeable through research from the field and literature about the history and development of gifted and talented programs, the characteristics of gifted and talented students, and identify varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings characterized by gifted and talented learners. In addition, candidates will examine the role of culture in the manifestation of gifts and talents as well as gifted behaviors in special populations. The course has a required field component for teaching purposes.

**Prerequisite(s):** A minimum grade of "D" in ESED 5130.

**Cross Listing(s):** ESED 5131G.

**ESED 5132 Methods for Teaching Gifted and Talented Learners**

3 Credit Hours. 0 Lab Hours.

A course covering the development of methods and developmentally-appropriate instructional and assessment materials for students identified as gifted learners. The course has a required field component for teaching purposes.

**Prerequisite(s):** A minimum grade of "C" in ESED 5130 and ESED 5131.

**Cross Listing(s):** ESED 5132G.

**ESED 5130G Nature and Needs of Gifted and Talented Learners**

3 Credit Hours. 0 Lab Hours.

This course is designed to examine the nature and needs of gifted and talented learners. Candidates will become knowledgeable through research from the field and literature about the history and development of gifted and talented programs, the characteristics of gifted and talented students, and identify varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings characterized by gifted and talented learners. In addition, candidates will examine the role of culture in the manifestation of gifts and talents as well as gifted behaviors in special populations. The course has a required field component for teaching purposes. Graduate students will be provided additional assigned readings and assignments.

**Cross Listing(s):** ESED 5130.

**ESED 5131G Curriculum for Gifted and Talented Learners**

3 Credit Hours. 0 Lab Hours.

This course provides an exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student. The course has a required field component for teaching purposes.

**Prerequisite(s):** ESED 5130G.

**Cross Listing(s):** ESED 5131.
ESED 5132G Methods for Teaching Gifted and Talented Learners
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A course covering the development of methods and developmentally-appropriate instructional and assessment materials for students identified as gifted learners. The course has a required field component for teaching purposes. Graduate students will be provided additional assigned readings and assignments.
Prerequisite(s): A minimum grade of "B" in ESED 5130G and ESED 5131G.
Cross Listing(s): ESED 5132.
ESED 5455G Study Abroad in Teacher Education
3 Credit Hours. 3 Lecture Hours. 1-12 Lab Hours.
This course will prepare teacher candidates for travel and study abroad by engaging them in the study of the culture, cultural transmission to the young, the education system, and the role of the teacher in the designated country in which the study abroad field experience will occur. Candidates will travel to the country to engage in either supervised research or teaching activities to learn more about the instructional theories, philosophies, and practices that support the educational processes for children and adolescents who are comparable to K-12 students in the United States. A field experience is required.
ESED 5799G Student Teaching in P-12 Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Student Teaching is a period of guided teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.
Cross Listing(s): ESED 5799.
ESED 6796 Student Teaching in P-12 Education
6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Student Teaching is a period of guided teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.
ESED 6798 Supervised Practicum
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A supervised teaching experience in a middle grade or secondary classroom. Emphasis is placed on instructional planning, classroom management, and student evaluations.
Prerequisite(s): A minimum grade of "C" in MGED 6131 or SCED 6131.
ESED 6799 Supervised Internship
6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A fifteen-week supervised teaching experience in the specific teaching field and grade levels for which one is being certified. Candidates seeking initial certification in middle grades or in one of the secondary or P-12 teaching fields will complete the supervised internship for initial certification. Emphasis is placed on instructional planning, methodology, classroom management, and assessment of student learning.
ESED 7090 Special Topics
9 Credit Hours. 0-9 Lecture Hours. 0 Lab Hours.
Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems in the elementary, middle, or secondary classrooms.
ESED 7131 Enhancing Student Performance
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course engages candidates in using data about students to inform their instructional decision-making and enhance student learning. Through an in-depth analysis of the formative assessment process, candidates learn how to design, implement, and evaluate a standards-based formative assessment system that engages learners in their own growth, monitors learner progress, and guides decision making.
ESED 7132 Framework for Teaching
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exit between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.
ESED 7133 Trends, Issues, and Research in Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their application to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals that will culminate with the presentation of a professional portfolio at the end of the program.
ESED 8130 Research on Current Trends and Issues
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides candidates the opportunity for in-depth exploration and reflection of current trends, issues and research of effective teaching and learning. Emphasis is placed on the topics of reform/renewal and the moral dimensions of teaching and learning. Candidates will identify researchable topics, examine and synthesize quantitative and qualitative research related to such topics and write a first draft of a literature review.
Prerequisite(s): Admission into the Ed. S. Program.
ESED 8131 Teacher Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is an action-oriented experience that explores the multiple aspects of the teacher as a leader. Teachers will discover their own leadership potential as they delve into the characteristics of leadership, adult development, the school culture, interpersonal and technical skills, and tasks and functions of leadership. Examination and application of processes, systems, strategies, and leadership to achieve results in classroom, building, and larger educational arenas. A goal is to develop a working knowledge of characteristics of successful organizational systems, core values, and educational concepts that ensure continual improvement of teaching and leadership methods.
Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in ESED 8130.
ESED 8132 Curriculum and Instruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide the experienced teacher and graduate candidate with an opportunity to examine and explore current trends and issues in curriculum and instruction and the impact of these trends and issues on student learning outcomes. A focus is on the critical evaluation of traditional and non-traditional curriculums, the influence of professional standards on curriculum across content areas, and the development of effective instructional practices to enhance academic achievement for all students. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.
Prerequisite(s): Prior or concurrent enrollment in ESED 8130 with a minimum grade of "C".
ESED 8230 Introduction to Teacher Support and Coaching
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This is the first of two courses required for the teacher support and coaching endorsement. This course focuses on learning how to support individuals who want to mentor/coach pre-service, induction phase, and/or professional educators seeking to improve performance through reflection and modifications of practices. Participants will examine mentoring/coaching theories, research mentoring/coaching best practices, and learn characteristics of an effective protégé mentoring/coaching plan. School/ District-level performance-based field/lab exercises required. May extend beyond one term.
ESED 8232 Teacher Support and Coaching Internship
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This is the second course in a two course series for the teacher support and coaching endorsement. This internship is designed to provide opportunities for the support educator to demonstrate and apply knowledge, skills, and dispositions of supportive supervision in a clinical setting. Emphasis will be placed on the demonstration of specific support skills as required to supervise field experience students, student teachers, beginning teachers, veteran teachers, and others. School/Central Office improvement projects required. Internship may extend beyond one term. (Repeatable). This course has a required field component. Candidates must tailor their course assignments and field experiences to their specific grade levels and certification/content field.
Prerequisite(s): A minimum grade of "B" in ESED 8230.

ESED 8537 Trends: Math/Science/Computer Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Current trends and issues in teaching mathematics, science, and computing technology in the schools. Emphasis is placed on research findings, recommendations of professional organizations and effective practices that connect the teaching of mathematics and science, supported by computing technology. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8538 Applications: Math/Science Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Addresses the integration of mathematics and science in the classroom and serves to correlate knowledge from science and mathematics courses with practical applications in local industries. Topics focus on applications of mathematics in science contexts, while emphasizing the relevance of mathematics and science to every day life. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8539 Computer Technology in Math/Science Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Applications of computing technologies such as graphics calculators, computers and the Internet in the classroom. Emphasis is placed on integrating these technologies into the teaching of school mathematics and science. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8839 Seminar and Field Study
3 Credit Hours. 2 Lecture Hours. 1 Lab Hour.
Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will focus on collecting, organizing and analyzing data, as well as composing a formal research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one's teaching field and certification level. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field. "Students are limited to register for this course twice during the program of study".
Prerequisite(s): A minimum grade of "C" in EDUR 8131 and EDUR 8434 and ESED 8130 and ESED 8131 and ESED 8132 and ITEC 8231.

ESED 8890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
The candidate, under the direction of the instructor, will identify and study a topic applicable to one's teaching field.

ESED 9132 Critical Analysis of Schools and Educational Practices
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Ed.D. Doctoral candidates will engage in critical examination of a variety of current schooling issues, reform efforts, and educational practices and analyze the implications for research and practice in teaching and learning. From this examination and analysis candidates will develop strategies for planning, implementing, and sustaining school change related to a specific schooling issue or practice. A field component is included.
Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233, and minimum grade of "C" in EDUR 9131; Ed.D. admission.

ESED 9231 The Teacher Educator
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed for the doctoral candidate who aspires to be a teacher educator at a college or university. A main focus is the role of the teacher educator and expectations for teaching, scholarship, and service. Candidates will apply knowledge and skill from the course in developing a syllabus and course materials for a teacher preparation course and they will develop a professional portfolio.
Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233; EDD admission.

ESED 9232 Supervision of Teachers
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is a combination of theory and practice and is designed to prepare students who have prior teaching experience to use principles of supervision to help improve classroom performance and to create better learning communities. Participants will examine supervisory theories, research, and practice to develop knowledge, skills, and supervisory styles.
Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233; EDD admission.

ESED 9631 Advanced Seminar in Teaching and Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This seminar explores enduring and contemporary topics in the field of education through analytical and critical lenses. Such lenses enable candidates to unravel the philosophical, ethical, and political assumptions that undergird educational practices and facilitate reflection and action (praxis) on the part of candidates.
Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233.

ESED 9799 Internship in Teacher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The internship is designed to provide an opportunity for individuals to supervise teaching experiences in assigned face-to-face classrooms. Supervision of student teachers and/or methods students may be included. Emphasis is placed on pedagogy for adult learners, modeling of best practices, and systematic student evaluation.
Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233, and minimum grade of "C" in ESED 9232; EDD admission.
Cross Listing(s): ESED 9232.