EDUC 5311-001
Physical Science
A. Arora
W 05:30PM-08:30PM
Fall 2006

Objectives: To prepare teachers of science to carry out instruction in the physical sciences, and related sciences, that will result in motivating students to better learn content and to develop higher-order process skills and to become involved more so in self-discovery related to physical phenomena. Enrolled students, through being involved in hands-on investigations, followed by discussion, will practice strategies that will enhance their own written unit-lesson plan sequences.

Course Content: Will address a number of physical science concepts and their applications to technology and to the biological sciences.

Prerequisite: Have completed at least a bachelors degree program and is eligible for initial teacher certification.

Attendance: Required to attend all class sessions and any field trips that might be scheduled.

Class Format: Hands-on investigations and demonstrations followed by discussion based upon the results of these investigations.

Laboratory/Field Experience: Required to develop and teach, under supervision at least one sequence of related lessons.

Readings:

Paper/Projects: Maintain a laboratory report notebook; develop at least one lesson sequence, following a given format and include an assessment for use by students. Also, a self-assessment of teaching; collect and include three articles related to the topic of the sequence of lessons and conduct a readability analysis of each article to determine their appropriateness.

Evaluation: Lesson plan sequence and teaching of it will be evaluated against the model developed by the instructor. Ability to ask relevant questions and growth in understanding of approach to teaching will be considered. Attendance and participation in all activities will be expected.
EDUC 5320-081
Survey Moderate/Severe Disabilities
Staff
W 04:00PM-07:00PM
Fall 2006

Objectives: To successfully complete the course, students will demonstrate mastery of the following: Terminology relevant to the field of mental retardation, developmental disabilities, moderate, severe disabilities; theoretical approaches with regard to the history, etiology, identification, classification of children with moderate and severe disabilities; and support for students, including physical, communication, technology and pedagogical.

Course Content: Characteristics, definitions, education and medical issues related to children with more severe disabilities. Special emphasis on pre-school programming and transition plans. Inclusive strategies will be considered.

Prerequisite:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects: Research paper 8-10 pages. Students will choose a moderate or severe disability and will report the following: description of the individual disability, learning characteristics and level and behavioral characteristics, functional characteristics, description of appropriate instructional program(s) in both self-contained and inclusive settings and support services available for students and their parents.

Evaluation: All projects, class participation, and group activities will be graded.
EDUC 5330-001
Characteristics and Education of Learning Disabilities
N Blecker
W 06:00PM-09:00PM
Fall 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: knowledge of the definitions and characteristics of learning disabilities; knowledge of state and federal legislation related to individuals with learning disabilities; understanding of the educational foundations of teaching children and youth with learning disabilities; familiarity with the full range of placements for individuals with learning disabilities.

Course Content: This course covers characteristics of learning disabilities, definitions, history, assessment, and medical aspects. Teaching strategies associated with age groups from pre-school through adolescence. Learning strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development.

Prerequisite: Have completed at least a bachelors degree program and is eligible for initial teacher certification.

Attendance: Required to attend all class sessions and any field trips that might be scheduled.

Class Format:

Laboratory/Field Experience: Required to develop and teach, under supervision at least one sequence of related lessons.

Additional readings as assigned by instructor.

Paper/Projects: At the end of each chapter assigned is a “portfolio-building activity”.

Evaluation: Portfolio-building activity in conjunction with Hallahan et al. text 35%
1. Response to LD Life Story; Research paper 20%
2. IEP review/segment 15%
3. Final evaluation 20%
4. Class attendance and participation 10%
EDUC 5332-001
Internship in Special Education
Staff
TBA
Fall 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: the effects an exceptional condition(s) can have on a student’s life (CEC CC3K1); the impact of the student’s academic and social abilities, interests and values can have on instruction. (CEC CC3K2); the levels of support required to meet the needs of the individual student (CEC GC3K1)

Course Content: Students will work in an educational setting, observing, planning, and tutoring one or more children with special needs. Students shall demonstrate and evaluate research-based remediation strategies within a natural setting.

Prerequisite: EDUC 5320, EDUC 5330

Attendance: Required to attend all class sessions and any field trips that might be scheduled.

Class Format: Hands-on investigations and demonstrations followed by discussion based upon the results of these investigations.

Laboratory/Field Experience:

Readings: As assigned by instructor.

Paper/Projects: Review of student history, the CST file of the selected student shall be reviewed and summarized. Research paper/CIP: based on the individual with whom one is working select a disability, its characteristics and any research-based remediation programs specific to the disability. Portfolio, Personal philosophy, and Classroom attendance and participation.

Evaluation:

1. Review of student history 15%
2. Research paper/classroom improvement plan 30%
3. Portfolio representing 20 hours of work with pupil 30%
4. Personal philosophy of special education 15%
5. Class attendance, participation and research presentation 10%
EDUC 5334-001
Differentiated Instructional Techniques
N. Blecker
T 06:00PM-09:00PM
Fall 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: the need for curriculum differentiation within an inclusive educational environment; identification of guidelines to modify, and adapt curriculum; development of curriculum based on individual needs; identification of effective teaching strategies for reading, writing, mathematics, science, social studies, social skills.

Course Content: Development of intervention strategies to identify successful strategies for children with problems in the general class setting. Adapting the learning environment, physical environment and the social environment to improve student learning.

Prerequisite:

Attendance: Required to attend all class sessions. Class attendance and participation are critical to gaining the knowledge and skills presented in the course. If you are unable to attend a class session, please contact me in advance.

Class Format:

Laboratory/Field Experience:


Paper/Projects: Research paper and class presentation. Each student is to choose a high or low incidence learning disability and an accompanying research-based strategy that has been found effective for working with such a population. The focus of the research is on the effectiveness of this strategy and less on the learning problem.

Evaluation:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research paper and class presentation</td>
<td>20%</td>
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<tr>
<td>Portfolio</td>
<td>25%</td>
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<tr>
<td>Webquest</td>
<td>20%</td>
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<tr>
<td>Two lesson plans</td>
<td>20%</td>
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<tr>
<td>Class attendance and participation</td>
<td>15%</td>
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Objectives: Participants in this course will demonstrate full understanding of the various definitions of “literacy” in common use; research and present on reading and writing teaching methods, programs, and assessments currently in use in public schools; evaluate a wide variety of reading and writing development methods and assessment techniques; create and modify lessons to meet individual literacy development needs; and compare and contrast the educational theories behind the text, constructivist, interactive, sociolinguist, and reader response, analyze the roles of literacy development and assessment in our school systems at the family, community, and national levels.

Course Content: This course focuses on current best practices for the teaching of reading and writing, drawing connections with current New Jersey Core Curriculum Content Standards. Participants will review case studies involving reading and writing pedagogy, formulate in-class exercises of their own to meet standards, and cooperate with others in a class workshop format. Integrating reading and writing, as well as other communication skills, into the practiced curriculum is the driving force behind this course.

Prerequisite: Have completed at least a bachelors degree program and is eligible for initial teacher certification.

Attendance: Required to attend all class sessions.

Class Format:

Laboratory/Field Experience


Paper/Projects: Your project entails selecting a text and creating 3 mini-lessons designed to aid in and assess students’ reading and comprehension of that text. Each mini-lesson should be something students could start and finish during the typical class period time-frame, perhaps spread out over several days in class. These mini-lessons should not be homework assignments.

Evaluation:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Reading Responses</td>
<td>4</td>
</tr>
<tr>
<td>Article Summary/Responses</td>
<td>8</td>
</tr>
<tr>
<td>Exams</td>
<td>8</td>
</tr>
<tr>
<td>Project/Presentation</td>
<td>8</td>
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Objectives: this course merges in-depth examination of thematic or generic material and pedagogical discussions; in each course, students employ interdisciplinary learning and skills integration. Attention is given to differentiated instructional strategies and opportunities for active learning. Forging connections to prior knowledge is emphasized as a necessary component of learning and retention. Opportunities for modeling within each course are continually assessed.

Course Content:

Prerequisite:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
EDUC 5410-001
Differentiated Instruction
K. Lebak
T 06:00PM-09:00PM
Fall 2006

Objectives: Upon completion of this course the student will demonstrate familiarity with current research, trends and practices as related to differentiating instruction. Demonstrate an understanding regarding how to differentiate/plan instruction in the mixed ability classroom. Demonstrate how to effectively implement differentiated instructional strategies that connects subject matter with individual student learning strategies.

Course Content: This course will examine and present in detail differentiated instruction, how students learn, and techniques and strategies to meet the diverse needs of students. An emphasis will be on academic success in curriculum/content areas.

Prerequisite:

Attendance:

Class Format:

Laboratory/Field Experience:


Paper/Projects:

Evaluation: