<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECY 600</td>
<td>Introduction to Exceptional Learners</td>
<td>Designed to provide an overview of exceptionality as it pertains to children and adults. Both high and low incidence populations will be examined. Each area of exceptionality will be reviewed in terms of etiology, diagnosis, prevalence, remediation, and educational strategies. Usually taken during the first term of enrollment.</td>
</tr>
<tr>
<td>EDC 707</td>
<td>Introduction to Teacher Leadership</td>
<td>This course is intended to be the first course in the Ed.S. program where students will begin their teacher leadership project. Beginning of EdS</td>
</tr>
<tr>
<td>EDC 711</td>
<td>Analysis of Teaching</td>
<td>Strategies and models for analysis of teaching. Use of data in evaluating teacher effectiveness. Course can be taken as a non-degree seeking student or after admission to the EDS program taken at the beginning of the program.</td>
</tr>
<tr>
<td>EDC 720</td>
<td>Problems and Issues in Education</td>
<td>Exploration of problems and issues associated with education. Emphasis on needs of teachers and implications of the current problems and issues. Course can be taken as a non-degree seeking student or after admission to the EDS program taken at any time in the program.</td>
</tr>
</tbody>
</table>

**Program:** Class AA Chemistry

**Observation/Teaching/Tutoring Requirements**

**Clinical Hours Required**

**Location Requirement**

**ECY 600**

**High Stakes Assessment: Special Needs Project** - This project requires twenty hours of field-based learning experience with individuals with disabilities and a five page paper summarizing and reflecting on your experience.

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Schools or Community

**EDC 707**

**High Stakes Assessment: Parent/Caregiver Involvement Plan (PCIP)** - Develop and implement PCIP plan for your classroom and school for parents/caregivers that includes communication AND co-planning.

Varies (4-8 weeks depending on specific nature of the project)

Middle, and High School settings

**EDC 711**

**High Stakes Assessments: Video Teaching Analysis and Strategic Teaching Analysis - 1)** Candidates will demonstrate knowledge of effective lesson development and delivery by submitting an authentic classroom video. **2)** Strategic Teaching Analysis Candidates will demonstrate multiple teaching strategies and use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

Varies (4-8 weeks depending on specific nature of the project)

Middle, and High School settings

**EDC 720**

**High Stakes Assessment: Advocacy Project** - Each Candidate will conduct individual and school advocacy projects related to diversity. The individual project is carried out in the candidates classroom while the school advocacy project involves engaging an entire teaching team or school in an advocacy project to address issues of diversity.

Varies (4-8 weeks depending on specific nature of the project)

Middle, and High School settings

**Key:**

**High Stakes Assessment** = An assessment in which a teacher candidate fails the course if he/she does not meet the required level of proficiency after two attempts

**Yellow Highlighted Text** = Diversity component (e.g., students with exceptionalities, from diverse ethnic/racial, linguistic, gender, and socioeconomic groups)