

ELEMENTARY INTERVENTION SPECIALIST (ELIS)

ELIS 2600L Introduction the Sciences Lab 1 s.h.

Laboratory investigations focusing on topics covered in ELIS 2600. Emphasis on scientific principles related to scientific inquiry, physical science, life science, and earth & space science.

Coreq.: ELIS 2600 - Introduction to the Sciences.

ELIS 2601 Development, Learning and the Arts 3 s.h.

This course examines the theoretical foundations and application of developmental and post-developmental pedagogical approaches to whole child education and the arts in the P-2 classroom. Candidates will explore a variety of arts-based, play-based, relational, and interdisciplinary teaching strategies that respond to contemporary educational research in early childhood education. Field hours required.

Prereq.: EDFN 1501.

ELIS 2680 Special Education Process/Application: Designing Education Programs within an Ecological Framework 3 s.h.

This course prepares the pre-service teacher candidate (PK-5) in developing knowledge and skills associated with the special education process for children with exceptionalities. Teacher candidates will learn the special education process within an ecological framework (e.g., school, family, community) through active engagement and hands-on application processes in building teacher-family-school partnerships, data collection and interpretation to design and implementation of special education plans (e.g., IFSP, 504, IEP, WEP), collaboration and consultation with other school professionals and support agencies, and preparation and facilitation of IEP meetings. Field hours required.

ELIS 3700 Building Pro-Social Learning Environments P-5 3 s.h.

This course will explore the essential component of social-emotional learning (SEL) within the context of a P-5 learning environment. Students will explore the concept of SEL, identify SEL strategies that build positive and effective learning environments, and appreciate the importance of building a positive mind-set as a classroom teacher to support SEL. Field hours required.

Prereq.: TELS Upper Division Status.

ELIS 3701 Teaching Language Arts through Life Studies in the P-2 Classroom 3 s.h.

Language arts instruction including strategies and applications using content area subject matter in the early and middle stages of literacy acquisition. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3700, TERG 3703.

Coreq.: ELIS 3702, ELIS 3703, ELIS 3704.

ELIS 3701C CE Tch Lang Arts P to 2 Classroom 3 s.h.

Language arts instruction including strategies and applications using content area subject matter in the early and middle stages of literacy acquisition. Field hours required.

Prereq.: BCOE Upper-Division Status, ELIS 3700, TERG 3703.

Coreq.: ELIS 3702, ELIS 3703, ELIS 3704.

ELIS 3702 Teaching Math and Science in Grades P-2 4 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood math and science. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of math and science concepts and skills in a diverse PK-2 classroom. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3700, TERG 3703, MATH 2652.

Coreq.: ELIS 3701, ELIS 3703, ELIS 3704.

ELIS 3702C CE Tch Math Sci Grades P to 2 4 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood math and science. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of math and science concepts and skills in a diverse PK-2 classroom. Field hours required.

Prereq.: BCOE Upper-Division Status, ELIS 3700, TERG 3703, MATH 2652.

Coreq.: ELIS 3701, ELIS 3703, ELIS 3704.

ELIS 3703 Assessing Learning in P-2 Classrooms 2 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-2 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is required as part of the preclinical P-2 experience and requires a field component to allow for authentic classroom assessment. Field hours required.

Prereq.: ELIS 3700 and TELS Upper Division Status.

Coreq.: ELIS 3701, ELIS 3702 and ELIS 3704.

ELIS 3703C CE Assess Lrng Pto2 Classrooms 2 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-2 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is required as part of the preclinical P-2 experience and requires a field component to allow for authentic classroom assessment. Field hours required. Prereq. ELIS 3700 and BCOE Upper-Division Status.

Coreq.: ELIS 3701, ELIS 3702 and ELIS 3704.

ELIS 3704 Differentiating for Learning in the P-2 Classroom 3 s.h.

This course will explore developmentally appropriate and individually appropriate practices in the P-2 classroom that support learning for all young children, along with exploring new models for learning that include flipped classrooms and personalized learning. It will revisit the concepts of prosocial learning environments, by applying this concept to guide lessons effectively. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3700.

ELIS 3704C CE Diff Lrng P to 2 Classroom 3 s.h.

This course will explore developmentally appropriate and individually appropriate practices in the P-2 classroom that support learning for all young children, along with exploring new models for learning that include flipped classrooms and personalized learning. It will revisit the concepts of prosocial learning environments, by applying this concept to guide lessons effectively. Field hours required.

Prereq.: BCOE Upper-Division Status, ELIS 3700.

ELIS 4800 Teaching Language Arts in Grades 3-5 3 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in elementary education language arts. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of language arts concepts and skills in a diverse 3-5 classroom. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3701, ELIS 3702, ELIS 3703, ELIS 3704.

Coreq.: ELIS 4801, ELIS 4802, ELIS 4803, ELIS 4804.

ELIS 4801 Teaching Social Studies in Grades 3-5 3 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in elementary social studies for grade levels 3-5. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of social studies concepts and skills in a diverse 3-5 classroom. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3701, ELIS 3702, ELIS 3703, ELIS 3704.

Coreq.: ELIS 4800, ELIS 4802, ELIS 4803, ELIS 4804.

ELIS 4802 Teaching Math and Science in Grades 3-5 4 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in math and science. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of math and science concepts and skills in diverse grades 3-5 classrooms. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3701, ELIS 3702, ELIS 3703, ELIS 3704.

Coreq.: ELIS 4800, ELIS 4801, ELIS 4803, ELIS 4804.

ELIS 4803 Modern Classroom Assessment 3 s.h.

Development of skills in referral and assessment techniques for the special educator in the areas of mild/moderate disabilities, including the role of the special educator in the pre-referral, identification, placement, evaluation/assessment processes of children with disabilities as well as the educator's role on IFSP and IEP teams, Response to Intervention (RTI) teams, and Intervention Assistance Teams (IAT). Emphasis will be given to both informal and formal methods such as observation, authentic assessment, rubrics, inventories, interviewing, curriculum-based measurement (CBM), and formal standardized measures and interpretation of scores. ELIS 3700, TERG 3703.

Prereq.: TELS Upper Division Status.

Coreq.: ELIS 4800, ELIS 4801, ELIS 4802, ELIS 4804.

ELIS 4804 Differentiating for Learning in the 3-5 Classroom 3 s.h.

This course emphasizes a social learning approach embedded within an ecological framework. Candidates will apply high leverage practices including Positive Behavior Intervention Strategies (PBIS) to prevent management problems, with emphasis on motivating students, differentiating for English Language Learners, and making data-based decisions including responding to unwanted behavior when it occurs in classrooms. Field hours required.

Prereq.: TELS Upper Division Status, ELIS 3701, ELIS 3702, ELIS 3703, ELIS 3704.

Coreq.: ELIS 4800, ELIS 4801, ELIS 4802, and ELIS 4803.

ELIS 4841 Supervised Student Teaching Primary/Primary Intervention Specialist 1-10 s.h.

Sixteen week supervised clinical teaching experience, in licensure area, which provides the candidate an opportunity to apply knowledge, skills and dispositions needed to effectively teach in diverse classrooms. CR/NC.

Prereq.: TELS Upper-Division Status with a minimum overall GPA 2.75, a minimum content GPA 2.67 and professional education GPA 2.67, passing scores on OAE tests prior to the start of the student teaching semester (to include ACTFL for foreign language majors), criminal background check, and successful completion of respective preclinical experiences.

Coreq.: ELIS 4842.

ELIS 4841C CE Supervised Stud Teach Primary/Primary Intervention Specialist 1-10 s.h.

CE Supervised Student Teaching Primary/Primary Intervention Specialist. Sixteen week supervised clinical teaching experience, in licensure area, which provides the candidate an opportunity to apply knowledge, skills and dispositions needed to effectively teach in diverse classrooms. CR/NC.

Semester Credit Hours: 1-10. Co-requisite ELIS 4842.: BCOE Upper-Division Status with a minimum overall GPA 2.75, a minimum content GPA 2.67 and professional education GPA 2.67, passing scores on OAE tests prior to the start of the student teaching semester (to include ACTFL for foreign language majors), criminal background check, and successful completion of respective preclinical experiences.

Prereq.: none.

Coreq.: ELIS 4842.

ELIS 4842 Student Teaching Seminar in Primary/Primary Intervention Specialists Education 2 s.h.

Student Teaching seminar provides an opportunity to explore, in-depth, relevant issues to include teaching and learning. Topics are based on pedagogy, knowledge, and application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC.

Prereq.: TELS Upper Division Status and admission to student teaching.

Coreq.: ELIS 4841.