EDU 502: Transforming Teaching Practice
This course explores the knowledge and skills essential to the highest standards of teaching and guides you in the transformation of classroom performance. Through research and reflection of best instructional practices, the development of learning targets, effective assessment techniques, student engagement strategies, and effective teacher skill, you will develop an instructional plan that addresses these components, which leads to improved student achievement.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 503: Educational Psychology
This course introduces you to prominent research-based theories of learning and examines the impact of these theories on students, learning and motivation, teaching, and assessment. You will critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues. The application of case studies, problem-solving strategies, collaborative learning, emergent technologies, and distance-learning techniques is discussed within this course.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 511: Teaching Methods Through Differentiated Instruction
This course explores major middle and secondary school issues, providing you with the opportunity to reflect upon and develop your own practical vision of building a classroom environment that effectively promotes student learning. Focus is placed on a variety of instructional strategies, principles, and best practices for helping students learn in secondary school settings.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 513: Child and Adolescent Development
This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. You will learn how to apply knowledge of child and adolescent development to your teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 521: Reading and Writing in the Content Areas
This course focuses on building prospective teachers’ competence in the processes of planning, implementing, and evaluating content-area literacy learning for P-12 students. You will use a standards-based approach in crafting strategies for reading and writing for the content area classroom. Topics covered include research-based reading and writing strategies as well as planning standards-based lessons that incorporate reading and writing in the content area classroom.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 522: Classroom Management
In this course, you will examine several classroom management theorists to provide a comprehensive overview of models and approaches on which to base your own philosophy and practice. Through a case-based approach, you will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. You will design classroom management plans for the contemporary classroom to meet the needs of diverse learners.
Quarter Credit Hours: 5 | Prerequisite: None

EDU 523: Research on Effective Teaching
In this course, you will examine and evaluate current teaching practices and the research devoted to them. You will learn if the practices have theoretical support and if they are effective with respect to student learning. You will also evaluate the quality of the research, including consideration of the problem statement, research questions and hypotheses, literature review, methodology, findings, and limitations and recommendations.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 531: Secondary Student Assessment
This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship among instructional goals, instruction, assessment procedures, and student achievement. Topics include the use of both formal and informal assessments, diagnostic assessments, rubrics, and methods of using assessment data to inform instruction and improve student achievement.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 532: Curriculum Design
This course examines current theories of curriculum design in K-12 education, with an emphasis on both the application and the evaluation of best practices in the context of local, state, or national standards-based education. The focus will be on real-world integration of research and theory to classroom practice. You will have an opportunity to integrate research-based curricular approaches and share strategies and effective techniques in order to better understand connections between grade levels, subjects, and diverse student populations.
Quarter Credit Hours: 5 | Prerequisite: None

EDU 533: Perspectives on Diversity
This course explores various issues of diversity, equity, inclusion, and belongingness. You will be challenged to examine your own experiences with regard to culture, ethnicity, socioeconomic status, race, gender, sexual orientation, and language and how these are impacted in educational settings. Particular emphasis will be placed on creating opportunities for equitable access for marginalized and oppressed learners in educational settings.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 552: Educational Leadership
This course introduces the concept of instructional leaders and explores strategies for managing change in educational settings including best practices for collaborative decision-making in schools. You will critically examine your current knowledge base, skillsets, and leadership abilities with the goal of improvement and increased self-awareness and reflection. You will explore the importance of the instructional leader in school cultures, the instructional leader’s impact on student learning, and how you can help facilitate effective change in school culture and student achievement.
Quarter Credit Hours: 4 | Prerequisite: None

EDU 555: History and Philosophy of Education
This course introduces philosophical viewpoints that can affect new teachers’ priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. You will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. You will also evaluate current research in your quest to develop as a reflective and creative practitioner in the twenty-first century classroom.
Quarter Credit Hours: 4 | Prerequisite: None
ED555: Learning Theories
This course is an in-depth review of theoretical principles, concepts, and research findings on learning and education, with an emphasis on application to educational practices. Learning strategies for child, adolescent, and adult learners are reviewed. Students will explore additional concepts of learning including motivation and intelligence theories, learning styles, and technology-mediated learning. Case studies, problem-solving strategies, collaborative learning, emergent technologies, and distance-learning techniques are discussed and modeled throughout the course.
Quarter Credit Hours: 5 | Prerequisite: None

ED562: Student Assessment
This course provides you with a broad knowledge base of theory and best practices in the field of student assessment for learning and student assessment of learning. Topics include reviewing standard assessment techniques and their relationship to student achievement and teacher growth. This course will explore the use of formative and summative assessment techniques, as well as norm-referenced and criterion-referenced assessment. You will learn how to design valid assessments for specific instructional objectives within a content area. Additionally, you will examine methods for using assessment data to improve instruction, student achievement, and teacher's professional self-reflection. You will also learn how to analyze, interpret, and report the results of standardized achievement tests to students, parents, and other stakeholders. The ethical considerations associated with student assessment will be examined.
Quarter Credit Hours: 5 | Prerequisite: None

ED572: Advanced Action Research
Action research, unlike traditional research, places action at the center of research; it is the process of systematically evaluating the consequences of educational/organizational decisions and adjusting practice to maximize effectiveness. Practitioners use action research to answer questions about their organizations, schools, and classrooms. In this course you will prepare an action research report that reflects attention to a broad range of approaches and tools for a systematic inquiry focused on improving quality of practice. You will also synthesize action research results, use findings as a basis for evidence-based decision making, and reflect on the impact these decisions may have on your practice.
Quarter Credit Hours: 5 | Prerequisite: None

ED581: Secondary Classroom Management
This course focuses on training teachers to organize their secondary classrooms to maximize the amount of time students are actively engaged in learning. You will learn to identify the features of the classroom environment that must be planned ahead of time, so that you can be ready when your students arrive. You will learn how to effectively create classroom procedures to maximize instructional on-task time and minimize disruptions, as well as how to create a fair, easy-to-follow, and practical discipline management system including classroom rules, consequences, and rewards. Coursework will include practical and reflective components, and you will also design a personal Classroom Management Action Plan, which could be easily implemented in your future classroom.
Quarter Credit Hours: 4 | Prerequisite: None