EDUCATION (ED)

ED502: 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

ED503: 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.
Quarter Credit Hours: 4 | Prerequisite: None

ED511: 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

ED512: Action Research I
In this course, you will critically analyze readings and examples of action research, apply ideas from the action research paradigm to your own teaching and learning, and gain insight into methods of conducting action research. You will identify an educational topic for an action research plan, formulate research questions that address a narrowed focus of this topic, and create a timeline of an intervention plan for conducting your future research. You will also find, review, analyze, and synthesize prior research on your topic to construct a literature review. The course will conclude with an examination of ethical considerations and the preparation of your action research plan with possible data collection ideas. You will use this completed plan for the counterpart course, ED 572: Action Research II, and as a guide to conduct teacher inquiry in your classroom or other settings.
Quarter Credit Hours: 5 | Prerequisite: None

ED513: 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

ED521: Reading in the Content Areas
This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers’ competence in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. You will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.
Quarter Credit Hours: 4 | Prerequisite: None

ED522: Classroom Management
In this course you will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas 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 examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.
Quarter Credit Hours: 5 | Prerequisite: None

ED523: Research on Effective Teaching
This course acquaints you with the broad body of research on effective teaching, with an emphasis on applying research findings to your own classroom instruction. You will review and synthesize the theoretical and methodological contributions of current research on a selected topic related to K-12 teaching practice.
Quarter Credit Hours: 4 | Prerequisite: None

ED531: Secondary Student Assessment
This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.
Quarter Credit Hours: 4 | Prerequisite: None

ED532: 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

ED533: Perspectives on Diversity
This course explores the various issues of student diversity and challenges you to examine and define your own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.
Quarter Credit Hours: 4 | Prerequisite: None
ED543: Education and Psychology of Exceptional Children
This course focuses on preparing you to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, culturally or socioeconomically diverse students, and students with limited English proficiency. The course examines a range of learning, emotional, and physiological disabilities, the history of attitudes toward those disabilities, and the federal mandates governing them. You will develop a classroom environment to support the diverse students within the general student population using strategies and methodologies. Additionally, the course addresses individualized education programs, 504 plans, and the role you will play in implementing them.
Quarter Credit Hours: 4 | Prerequisite: None

ED552: 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: 5 | Prerequisite: None

ED553: 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 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 classrooms rules, consequences, and rewards. Coursework will include practical and reflective components, and will culminate with the design of a personal Classroom Management Action Plan, which could be easily implemented in your future classroom.
Quarter Credit Hours: 4 | Prerequisite: None