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