

**EDUC 607                      Educational Research: Principles and Practices                      3 hours**

It is important that teachers are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted within the classroom setting. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions and a broad view of the literature. The culminating assignment will be a research proposal to be implemented and then presented in EDUC 696. The content focus will be current issues, trends, and organizational frameworks affecting education and the impact on teaching as well as learning and by what means they can be improved upon.

**EDUC 609                      Habits of Exemplary Teachers                      3 hours**

Exemplary teaching is a lifelong journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The candidate explores his/her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course explores the pedagogical and curricular requirements for each level of learning and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at every level of student learning.

**EDUC 614                      Integrating Technologies                      3 hours**

Today's teachers must have a working knowledge of how to integrate technologies into their teaching routines. This "hands-on" course provides that knowledge. The course includes a review of technology trends in education and an overview of the uses of technology in today's workplace. The candidate practices using technologies to create instructional resources for use in the classroom. Additionally, the candidate will learn the power of technology by actually "plugging in" and communicating with each other, the instructor, and contacts worldwide through the online tools.

**EDUC 616                      Understanding Today's Children                      3 hours**

This course explores the unique composite of P-12 students in today's classroom. To develop the best learning environment and curriculum for student diversity, this information is the foundation for effective teaching and student learning. The course will cover this diverseness through the study of ethnicity, race, gender, and socioeconomic status of P-12 students who are a part of the American education system. The topics that will be interconnected with these types of diversity include the impact of home, society and school on the youth's attitudes and behaviors, and especially on academic behavior.

**EDUC 632                      Integrating the Curriculum                      3 hours**

The world in which we live is a global one which is characterized by the technological advancements, vast explosions of knowledge and changing societal and economic realities. In order for students in the United States to be able to compete in such a complex and ever-changing environment, educators must develop curriculum that encourages the intellectual preparation of our P-12 students to meet the challenges of this new and exciting world. This course will explore the interrelationship of the academic disciplines and how their integration can lead to a better intellectual understanding and growth of students in the classroom as well as in the world in which they live. The candidate, in the course, will examine instructional designs and how to use them in integrating curriculum.

**EDUC 646                      Applied Learning Theory                      4 hours**

This course examines applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his/her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational theorists; apply the theories and concepts in a practical teaching setting; reflect upon the outcome; evaluate and design instructional strategies to meet the needs of the P-12 students in the classroom; and critique new ideas and proposals related to applied learning.

**EDUC 647                      Assessing for Student Achievement                      4 hours**

The purposes and methods of formal and informal assessment are introduced, and the direct relationship that assessment has to curriculum and instruction will be examined. The candidate will analyze, evaluate, modify and design assessments for specific content areas and purposes. The candidate will also align assessments to standards-based curriculum and instruction as a part of the design of instructional units and lessons. The course continues through the exploration of effective practices for record keeping, grading, and reporting, use of assessment data, and preparing P-12 students for testing. Issues related to accountability, planning, and collaboration will be addressed.

**EDUC 649****Exceptional Learners****3 hours**

One of the most challenging tasks facing teachers today is to substantially increase the achievement of exceptional learners. The central theme of this course is to help teachers, in the "regular classroom," make a difference in the lives of P-12 students, who face limitations with the English language, and who have physical, mental, and/or emotional disabilities. The exploration of talented and gifted students is included. This course will provide specific instructional practices used in educating English Language and exceptional learners at both ends of the educational continuum. The candidate will also be provided with step-by-step procedures on how to implement curriculum adaptations in the classroom. The candidate will develop an understanding of the legal and moral obligation of teachers and schools to meet the needs of all learners.

**EDUC 656****Critical Issues in Education****3 hours**

Issues of critical importance to teachers make the news almost every day. Teachers must work collaboratively in recognizing the issue(s) that impact teaching and learning, what foundational causes are present, and the solution(s) to restore the order of the educational environment. Understanding the arguments, pro and con, that drive these issues is part of what it means to be a professional educator today. This course is designed to assist candidates in identifying issues in schools, researching the cause or causes, and developing possible solutions in response to those issues. The candidates will also explore the concept of change and being a change-agent in the school.

**EDUC 696****Creative Project****4 hours**

Practice is the best tool for learning. This course is designed to give the candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is student and overall school achievement in a P-12 learning environment. In this course, candidates will complete and then present research findings from their research projects begun in EDUC 607.