



## Education (EDUC)

### Courses

#### **EDUC 610. Research in Education. 3 Credits.**

An overview of research techniques and methodologies. This course covers measurement concepts and statistical analysis in educational research, current theory, and practice of qualitative and quantitative research design, and research-based applications to improve student learning.

**Typically Offered:** Fall, Spring, Summer.

#### **EDUC 611. Foundations of Teaching for Learning. 3 Credits.**

The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a field experience in secondary classroom.

**Typically Offered:** Summer.

#### **EDUC 612. Human Development and Learning Needs. 3 Credits.**

A survey of the psychology of human life span development and learning needs.

**Typically Offered:** Spring.

#### **EDUC 613. Reading and Multiple Literacies. 3 Credits.**

A study of reading in the content areas. Methodology, organization of classroom, study skills, and strategies for dealing with the culturally different student are emphasized.

**Typically Offered:** Spring.

#### **EDUC 614. Secondary Methods and Assessment. 4 Credits.**

Focused on strategies used in exemplary secondary school teaching that are appropriate for adolescent and young adult learners. The course provides students with an opportunity to learn and develop the knowledge and skills necessary to achieve teaching competency.

**Typically Offered:** Fall.

#### **EDUC 615. Learner Centered Systems. 3 Credits.**

Learner-centered practices can be leveraged in the effort to transform education systems to ensure they prepare all students for college, career, and life. In this course, learners will work with a team to develop their definition of learner-centeredness and understand how it supports a more equitable environment for all learners. Throughout the course, learners will explore the systems and structures that are necessary to support and sustain a learner-centered system in service of deeper learning and increased agency for students.

**Typically Offered:** On sufficient demand.

#### **EDUC 616. Performance Assessments. 3 Credits.**

Educators, like student learners, often learn best by doing - which learners in this course can expect to experience. The performance assessment cycle is just that - a cycle - inclusive of assessment design, validation, rubric design, and calibration. This course's guiding principle is that it takes completing the entire cycle of creating and refining a performance assessment to fully understand performance assessment and realize its full potential as a means to gather evidence of learner mastery.

**Typically Offered:** On sufficient demand.

#### **EDUC 617. Capacity to Transform. 3 Credits.**

This course gives educational leaders an understanding of best practices in professional learning that support continuously improving practice. Learners in this course reflect on the role a strong sense of belonging plays in staff culture while taking learners through educator learning theory. By the end of the course, learners will produce a comprehensive analysis of their school or district's existing professional learning culture and a plan for how to strengthen professional learning practices.

**Typically Offered:** On sufficient demand.

#### **EDUC 618. Personalized Learning in Practice. 3 Credits.**

Personalized Learning is a model in which students drive their learning through a flexible curriculum, in an environment that builds relationships and values their voice. In this course, learners will explore the what and why of Personalized Learning as well as how to design a more holistic Learner-Centered ecosystem. Learners in this course will design systems for learner profiles, data collection, and student conferencing, and reimagine classroom spaces to support flexible grouping.

**Typically Offered:** On sufficient demand.

#### **EDUC 619. Designing for Deeper Learning. 3 Credits.**

This course is designed to build learners' understanding of what the tenets of Deeper Learning are and how to realize it. Learners will explore key systemic, dispositional and instructional conditions that enable Deeper Learning. To demonstrate competency, learners will evaluate their current context in terms of barriers and levers to implementing a Deeper Learning experience and create a plan to make necessary changes.

**Typically Offered:** On sufficient demand.



**EDUC 620. Leadership, Planning and Organizational Behavior. 3 Credits.**

A study of leadership theory and organizational behavior in education. This course provides school leaders with preparation in leadership theory, shaping positive school culture, leading school improvement and the development of a shared strategic vision, organizational behavior and managing conflict.

**Typically Offered:** On sufficient demand.

**EDUC 621. School Law and Organizational Structure of Education. 3 Credits.**

This course is designed as a beginning law course for school teachers. Topics include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education.

**Typically Offered:** On sufficient demand.

**EDUC 622. Personal Communication and Ethics in Education. 3 Credits.**

This course prepares aspiring school leaders to understand and use effective personal communication and ethical practice. Topics include articulating a professional code of ethics, developing a plan for their personal and professional development, community and media relations, and principles of effective communication skills.

**Typically Offered:** On sufficient demand.

**EDUC 624. Leadership in Public Schools. 3 Credits.**

This course addresses current topics related to district level issues including curriculum and instruction leadership, technology, accreditation, staff-personnel, capacity building, community partnerships, ethics, and legal issues appropriate to leadership at the district level.

**Typically Offered:** On sufficient demand.

**EDUC 625. Issues in School, Community, and Family. 3 Credits.**

An exploration of the shaping of education in America by law and the legal system. This course covers the current legal and educational issues of equal educational opportunities, treatment of students with disabilities, English Language Learners, school effectiveness and reform, school finance, and philosophy. Focuses on administrative leadership and technologies that develop, maintain, and enhance effective approaches in working with schools, faculty and staff, students, parents, and community members from diverse backgrounds.

**Typically Offered:** Fall, Summer.

**EDUC 630. Principles of Teaching and Learning in Secondary. 3 Credits.**

An examination of several models of instruction for building effective teaching practice to meet diverse learning needs. The focus of the course is the psychological aspects of teaching and how effective teaching assists the learning process. It also explores and integrates multiple intelligences, learning styles, and cooperative learning with technology in the context of implementation into instruction, curriculum, and assessment.

**Typically Offered:** On sufficient demand.

**EDUC 631. Principles of Teaching and Learning in Elementary. 3 Credits.**

An examination of several models of instruction for building effective teaching practice in the elementary classroom to meet diverse learning needs. This course covers the psychological aspects of teaching in the elementary classroom and how effective teaching assists the learning process. It explores multiple intelligences, learning styles, and cooperative learning integrated with technology.

**Typically Offered:** Summer.

**EDUC 635. Technology for Learning. 3 Credits.**

An overview of the knowledge and skills necessary for effective use of current instructional technologies in order to enhance learning and contribute to positive school change that supports a learner-centered environment. The course focus is on applying theory, research, and practice to instruction planning and curricular improvement within the context of the learning community, as well as examining related social, equity, ethical, and legal issues.

**Typically Offered:** Spring.

**EDUC 640. Supervision and Assessment of Teachers and Learners. 3 Credits.**

Provides multiple means of assessing and evaluating diverse student learning including technology, theory, and practice. Explores types of assessments that motivate students to learn, as well as approaches to planning, managing, delivering, and assessing instruction that draw on social, cultural, and historical foundations. Prepares educators for leadership roles in schools.

**Typically Offered:** Spring, Summer.

**EDUC 642. Supervision of Student Teachers. 3 Credits.**

A guide for K-12 classroom teachers to successfully mentor teacher candidates with an emphasis on applying co-teaching strategies. The course emphasizes state administrative rules and university expectations, as well as the role of the university supervisor, cooperating teacher, and teacher candidate. The course provides experiences designed to help teacher candidates become effective elementary and secondary school teachers.

**Typically Offered:** Summer.



**EDUC 650. Field Design and Implementation. 3 Credits.**

An exploration of ways to integrate technology into K-12 classrooms and develop projects that use technology to improve student learning. The course allows students to plan the implementation of a field experience of an engaged project in their classroom that applies and reflects on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings.

**Typically Offered:** Fall.

**EDUC 657. Exceptionality, Diversity, and Differences. 3 Credits.**

A study of exceptionality, diversity, and difference that exists in P-12 classrooms, including issues of socio-economic status, gender, and ethnicity. Explores related strategies for developing appropriate learning environments, instructional modifications, intervention alternatives, teaching styles, and alternative delivery systems, as well as addresses professional networking and collaboration in order to enhance the learning experience for all students.

**Typically Offered:** Fall, Spring.

**EDUC 660. Assessment Strategies for EL. 2 Credits.**

This course is designed to guide K-12 classroom teachers to successfully differentiate their assessment practices for linguistically diverse student populations and addresses student monitoring of academic mastery, English language proficiency, instructional and assessment accommodations, and stakeholder reporting.

**Typically Offered:** Fall, odd years.

**EDUC 663. Methods of Teaching EL. 2 Credits.**

An examination of the structured strategies for effectively supporting the learning of English learners in their classroom through effective planning of language objectives and building academic vocabulary development in all lessons. The course supports the learning of students through comprehensive input on these cross-curricular strategies.

**Typically Offered:** Spring, even years.

**Prerequisite:** EDUC 660.

**EDUC 664. Literature and Literacy for Children and Young Adults. 3 Credits.**

An examination of literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child/adolescent development, censorship, literary value, and lifelong reading/learning. Cross-referenced with ENGL 664 and LMIS 664.

**Typically Offered:** Fall.

**Same As:** EDUC 664/ENGL 664/LMIS 664.

**EDUC 665. Learning Theory and Instructional Design. 3 Credits.**

An overview of learning theories instruction design models. The course focuses on curriculum design for educators using the Backward Design model within behavioral, cognitive information processing, and constructivist approaches.

**Typically Offered:** Fall.

**EDUC 667. Literacy as Communication in Elementary. 3 Credits.**

A focus on ways to integrate effective reading strategies into all subject areas of the curriculum. Participants learn strategies for supporting the comprehension of nonfiction texts and the development of content-area vocabulary, as well as motivational techniques for reluctant learners. This course also expands background experience in literacy including study skills, vocabulary development, reading comprehension, and written, oral, and listening communication.

**Typically Offered:** Spring.

**EDUC 670. Second Language Acquisition. 2 Credits.**

Examines and applies theories and models of second language acquisition for EL students to include the emotional, social and intellectual implications of learning a second language in a cross-cultural setting.

**Typically Offered:** Fall, even years.

**EDUC 673. Foundations of Bilingual Education. 2 Credits.**

Examines and applies theories and models of bilingual education for EL students from a cross-disciplinary perspective to include individual and societal concepts in minority and majority languages and childhood developmental perspectives as well as the psychological and sociological aspects of bilingualism.

**Typically Offered:** Summer.

**EDUC 675. Teaching with 21st Century Tools. 3 Credits.**

A study of the tools teachers will need to help students master the learning skills of a digital world. The participants will acquire a knowledge of information and communication technologies, an understanding of the relevance of teaching with real world examples, and the importance of involving students in areas of communication and collaboration.

**Typically Offered:** Summer.

**EDUC 676. Internship/Student Teaching. 6 Credits.**

Observation, teaching, and other experiences related to teaching. The student in secondary education spends twelve weeks of student teaching or successful completion of transition to teaching phase one.

**Typically Offered:** Fall, Spring.

**Grading:** S/U only.

**EDUC 681. Continuous Enrollment. 1 Credit.**

An option for graduate students who must remain continuously enrolled during the graduate studies process.

**Typically Offered:** Fall, Spring, Summer.

**Grading:** S/U only.

**Repeatable:** Up to 15 Credits.



**EDUC 685. Action Research in Education. 3 Credits.**

A study of the action research process. This course covers how to conduct, analyze, and reflect upon action research. Topics include the action research process, IRB paperwork, data collection, data analysis, and reflection.

**Typically Offered:** Fall, Spring.

**Prerequisite:** EDUC 610.

**EDUC 686. Integrative Capstone Project. 2 Credits.**

A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and values in this standards-based digital portfolio. Previously Teaching for Learning Capstone (TLC) will be showcased.

**Typically Offered:** Fall, Spring, Summer.

**EDUC 688. Leadership Capstone. 2 Credits.**

The leadership capstone is a supervised administrative experience in several role specialization areas. The general purpose of the practicum is to give students an opportunity to implement the theories and principles acquired in class, complete portions of the portfolio competencies, and experience diverse working situations.

**Typically Offered:** On sufficient demand.

**EDUC 689. Research Application. 1 Credit.**

Preparation for completing individual action research topic on the graduate level. The course directs the student in completion of M.Ed. research requirement. Cross-referenced with ENGL 689, LMIS 689, and TECH 689.

**Typically Offered:** Fall, Spring, Summer.

**Same As:** EDUC/ENGL/LMIS/TECH 689.

**EDUC 693. EL Teaching Practicum. 2 Credits.**

An outline for candidates to demonstrate their proficiency at planning implementing and managing curriculum and instruction for EL students. The students will acquire the eight (8) essential elements of the Sheltered Instruction Operational Protocol and demonstrate them during the final evaluation of the practicum.

**Typically Offered:** Fall, Spring.

**Prerequisite:** EDUC 663.

**EDUC 694. Independent Study. 1-3 Credits.**

A student initiated course to provide expanded offerings to meet a special need. The student effort may be a major project or an additional research activity.

**Typically Offered:** On sufficient demand.

**Repeatable:** Up to 6 Credits.

**EDUC 698. Capstone. 2 Credits.**

A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and in this standards-based digital portfolio. Previously developed publishable action research effort is showcased. Cross-referenced with ENGL 698, LMIS 698, and TECH 698.

**Typically Offered:** Fall, Spring, Summer.

**Same As:** EDUC/ENGL/LMIS/TECH 698.

**EDUC 699. Special Topics. 1-3 Credits.**

An advanced study covering topics not regularly taught in the Master of Education program. The course provides learners with the flexibility to investigate topics of interest.

**Typically Offered:** On sufficient demand.