

Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6080 THEORY TO PRACTICE for SECOND LANGUAGE ACQUISITION 3 cr.

Theory to Practice for Second Language Acquisition introduces the work of teaching children and adolescents English as a New Language (ENL). The course begins with background on how one learns a single native language or bilingualism in early childhood. It continues with an exploration of who the students are and how the acquisition of their first language factors into that of their second. There is an introduction to theories of second language acquisition followed by a focus on practices supported by research and theories. The course ends with a final project that connects theories and research with practice.

EDUC-6082 RESEARCH-BASED METHODS FOR TEACHING ENGLISH LANGUAGE LEARNERS 3 cr.

Research-based Methods for Teaching English Language Learners introduces the goals and strategies of effective teaching for learners of English as a New Language (ENL). The course begins with a focus on the students and their educational needs. It continues with an introduction to methods for effective teaching based on research. Field observations provide opportunities to connect practices with theories and research. Projects include individual lesson planning.

Master of Arts in Teaching in Adolescent Special Education and Master of Education in Adolescent Special Education

SPED-6010 CHILD DEVELOPMENT 3 cr.

This course will focus on physical, cognitive, social and emotional development of children and young adolescents in grades 1-6. The course explores theories of development within the contexts of families, cultures, communities and schools. It prepares prospective teachers to understand the needs, abilities and behaviors of children in middle childhood and young adolescence. The course content will address theories of learning and teaching; genetic and environmental factors affecting child development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching and assessment. Teacher candidates will learn strategies in creating a positive and motivating learning environment in grades 1-6 classrooms. MAT special

education teacher candidates will be required to complete 10 classroom observation hours with a certified special education teacher in a grade 1-6 classroom.

SPED-6055 TEACHING EXCEPTIONAL CHILDREN IN INCLUSIVE SETTINGS 3 cr.

This course is designed to prepare teacher candidates in instructional planning, management, and delivery of instruction to students with disabilities in grades 1-6. It also addresses classroom management and organization practices designed to establish optimal learning environments for all students. Teacher candidates will learn about instruction planning utilizing evidence-based practices in special education, universal design principles and assistive technology, providing meaningful access to general education classrooms and curriculum for students with disabilities. The candidates will learn about designing and delivering appropriate accommodations and modifications to students with disabilities in grades 1-6. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice in special education. Teacher candidates will explore historical and current research in special education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of the development of children with disabilities and the creation of inclusive learning opportunities for all children. The course will address the collaborative roles of a multidisciplinary approach to supporting children with disabilities in inclusive or self-contained classrooms. Teacher candidates must complete a minimum of 10 hours in a classroom observing or assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate instructional planning and evidence-based practices in special education. Prerequisites: SPED 6025.

Master of Education in Curriculum and Instruction

CURI-6005 INTRODUCTION TO CRITICAL PEDAGOGY 3 cr.

This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender, and class, developing layered analysis of principles, theorists, and views

CURI-6010 NEW MEDIA AND NEW LITERACIES 3 cr.

This course is designed to explore the implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning-making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often overlapping, and at times juxtaposed, communities of practice. Rather than focus on producing new media, this course will explore the impact new media and the resulting new literacies have on membership in existing and emerging communities of practice.

CURI-6015 LEADING IN A LEARNING ENVIRONMENT 3 cr.

This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles alone and in relationship to curricular planning, professional development, and community outreach. Students will examine learning environments to develop strategies and programs around leadership that coincide with the needs of contemporary learners.

CURI-6050 LITERACY ASSESSMENT 3 cr.

In this course, students will explore a variety of intervention and assessment models for reading, writing, speaking, listening, and viewing as they apply birth - grade 12 learners. Response to Intervention (RTI) across grade levels, with particular attention to implementing RTI with English learners, will be a primary focus of the course. Case studies will be used to familiarize students with the assessment, diagnosis, and remediation process. Students will administer an informal reading inventory (IRI) to a K- high school student and use the information to pair students with appropriate instructional materials. The literacy portion of the Common Core State Standards (CCSS), as well as the International Literacy Association (ILA) standards for assessment and evaluation will be examined as they pertain to curriculum, evaluation, and assessment. Course learning outcomes reflect ILA Literacy Standard 3.

Master of Arts in Learning and Emerging Technologies

EDET-6005 LEARNING WITH EMERGING TECHNOLOGIES: THEORY AND PRACTICE 3 cr.

This course examines and applies the research, theory and practice of using innovative technologies for improving teaching, learning, and communications. Educators and communicators from government and industry can explore education, sociology, and instructional design literature related to technology-supported learning and 21st century skills, developing reports and papers that analyze and then apply this knowledge to their particular interests. Assistive technologies and instructional design considerations for learners with disabilities, as required by the American Disabilities Act, are addressed as well. Participants will also develop various emerging technologies (tutorials provided within the course), practicing and applying learning and design principles in nascent technology efforts geared towards their intended learners. Throughout the course, participants will share their works and ideas with colleagues in a professional, supportive environment. The course concludes with a collaborative project that previews the role of curriculum and assessment using the context of planning for a virtual environment. (Occasional synchronous meetings.)

EDET-6010 MEDIA LITERACIES IN EMERGING TECHNOLOGIES 3 cr.

This course is designed to explore emerging technologies and implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning-making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often overlapping, and at times juxtaposed, communities of practice using emerging technologies. This course will explore the impact new media and the resulting new literacies have on membership in emerging communities of practice

EDET-6015 INSTRUCTIONAL DESIGN FOR ONLINE LEARNING ENVIRONMENTS 3cr.

The collaborative potential of online tools requires instructors to consider shifts in their pedagogy - to more mindfully plan, facilitate and guide. This represents a change in the roles and relationships between teachers and learners, and requires more attention to the instructional design and interactive communicative strategies of virtual learning experiences. In this course, students are introduced to instructional and digital design principles in order to apply them in a project that can be used as a component for their advanced design portfolios, or final capstone projects. Consideration is given to effective visual communication in digital environments. The course explores stages of the instructional systems design (ISD) process, and strategies for designing and developing multimedia instructional materials. An important aspect of online instructional design is understanding and responding to the context in which instructional materials will be delivered, and the needs, expectations and capacities of the participants. Students will explain their thinking during the creation of a project and demonstrate their understanding of these expectations.

EDET-6020 ISSUES AND ETHICS IN THE DIGITAL AGE 3 cr.

In this course students will explore major issues related to knowledge production and learning in our digital age. Students will be introduced to pressing issues in the use of technology in various learning environments, and reflect on the assumptions we make about knowledge, creativity, and social dynamics based on our choices. Any one of the topics raised is suitable for more in-depth study as an elective. Topics will include: privacy and security, intellectual property rights, the nature of creative commons, access and equity, ethics and legal challenges, digital democracy. Students will consider these concerns as they move into discussions on future trends by reading a variety of current reports, such as: MIT's Technology Review, and the New Media Consortium Educause's annual Horizon Report.

EDET-6035 ADVANCED INSTRUCTIONAL DESIGN WITH MULTIMEDIA 3cr

This course focuses on the advanced instructional design techniques and related practices necessary to complete an independent online project in collaboration with a subject-matter-expert. The course will also consider approaches to organizing, scaling and administering instructional design with content developers. The culminating project will demonstrate capacities to work with a subject-matter-expert and to provide potential learners with a collaborative learning environment. Instructional design, project planning, accessibility and universal design principles will be covered and applied in the development of a pilot version of the project. In addition, the project will be contextualized within a larger environment of managing multiple instructional design projects. For students without a connection to a subject-matter-expert, opportunities will be provided for projects

EDET-6045 DIGITAL GAMES SIMULATION AND LEARNING 3cr

Games, simulations, game elements and playful learning provide different ways to think about how, when and what we learn. Students will explore the research and theory in game and simulation based learning as well as the related fields of game design, psychology, instructional design and education. This will include the analysis and evaluation of when games and simulations are most effective for learning and the associated recommended supportive practices. The theory and practice of game design will be introduced and applied in the development and creation of digital game and simulation prototypes for instruction and learning. Students will have the opportunity to pursue individual areas of interest in digital game or simulation development.

EDET-6080 EVALUATION ASSESSMENT & DATA DRIVEN LEARNING DESIGN 3cr

Due to shifting and emerging professional standards, educators and administrators will need to use tools that will better allow them to gauge the effectiveness of instruction at the student, course, program and institutional level. This often requires the use of data collection or mathematical models and measures to assess effectiveness an educational activities. This course will address the tools instructors and educational assessment professionals use to assess learning, processes for evaluating educational programs, and resources to help make data driven educational decisions with particular emphasis on technology mediated learning environments and tools. This course will also provide an overview the 'big data' driven field of learning analytics and how this may shape the field of educational assessment.

EDET-6150 STEM TOOLS, DEVICES & SIMULATIONS 3cr

STEM approaches (science, technology, engineering, mathematics), possibly expanded to include arts (STEAM), create problem-solving environments that are often cross-disciplinary, where technology tools can support, share and accelerate learning and where the arts can add to creativity and innovation. Application areas can range from K12, to higher education, to corporate, to healthcare. Students start by overviewing a variety of STEM / STEAM approaches, tools and projects in multiple disciplines. Then selecting several tools relevant to their learner or client needs, they will design an environment that employs the relevant STEM or STEAM tools and that articulates the conceptual, educational, design, and assessment principles employed. Students must have a laptop or desktop computer, a Webcam, and a good Internet connection. Three online synchronous meetings are conducted at pre-announced times; for tools that are not web-based applicants must supply their own devices