

## Master of Art in Teaching: Curriculum and Instruction (32 s.h.)

**EDU 5050 American Education: Historical, Social, and Political Perspectives 3 s.h.**

A focus on the historical events, ideological controversies, and political and social forces that have shaped the American education system from the colonial period to the present. Designed to develop in educational leaders an understanding of the relationship between schooling and society.

**EDU 5060 Research & Educational Practice 3 s.h.**

A focus on the knowledge and skills needed by educators to understand, evaluate, and use research. Critical analysis of the major principles of teaching and classroom learning. Applying research skills to researching and critically analyzing recent trends and traditional theories in the field of education. Prerequisite: permission of advisor.

**EDU 5070 Schooling In Comparative and International Perspectives 3 s.h.**

Provides an overview of education systems and developments in selected countries; describes major similarities and differences among these systems of education; and delineates exemplary practices of some countries that may be worth emulating by others. Particular attention is given to assessing Americans' education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

**EDU 5240 Application of Technology in P-12 Schools 3 s.h.**

Exploration of the historical and social context of current technology and project future roles and trends based on published research. Discussion of issues relating to professional development, resources evaluation, professional empowerment, and diversity. Examination of social and ethical issues facing P-12 schools. Students survey the software and hardware available to support teaching, communication, and multimedia.

**EDU 5510 Innovations in Classroom Literacy 3 s.h.**

The study of current issues and best classroom practices that inform the ongoing evolution of reading/writing education. The course emphasizes the theoretical perspectives of each practice, and the implications for program development. Best practice research is drawn from the areas of reading and writing across the curriculum. Students will complete a theory-to-practice study of literacy that will demonstrate their professional growth.

**EDU 5650 Education and the Community 2 s.h.**

The development of the knowledge and competencies needed by educational leaders to work professionally with their communities, including communication, community organizations and structures, role of key community actors and parents, volunteerism, and the community education concept.

**EDU 5710 Change in Educational Organizations 3 s.h.**

Recommended to be taken early in the master's program. Important components of educational change and collaborative leadership are explored. The course emphasizes methods for fostering analysis and communication necessary for changing standards of practice. A field component encouraging participation as an educational change agent will be a vital part of this experience, enabling students to make connections to holistic evaluation, program improvement and community involvement.

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**EDU 5820 Diversity in the Classroom 2 s.h.**

The study of factors which contribute to diversity in modern classrooms and the implications for practice. The course focuses on a critical theory interpretation of inclusion, multiculturalism, power relations and changing demographics. Connections are made to wider sociological issues. A field component consisting of a classroom case study will be integrated into this course.

**EDU 5950 Curriculum Leadership 3 s.h.**

Examines a broad perspective of leadership in instructional areas, current issues in the educational field, and processes of change and reculturing in teaching and learning based on the latest research. Focus on leaders in the field of educational change and curriculum theory; managing change within the committee infrastructure and collaborative process to improve student instruction; communication processes; the restructuring movement; and leadership qualities of teachers and administrators involved in systemic change. Emphasis on the concept of the coherent curriculum and the interconnection of teaching and learning standards, as well as the "best practices" research. Learning opportunities are kept flexible to reflect current issues in instructional leadership, student growth, and staff professional development.

**EDU 6240 Information Management in the Classroom 3 s.h.**

The study of technology-based strategies for the collection, management, and analysis of classroom information to enhance learning and increase teacher productivity. Students will learn to develop web-based resources for instruction and communication with parents. The course will emphasize the use of both generic and education specific applications for data management and statistical computation. Connections are made to student motivation, holistic evaluation, program improvement and parental involvement.

**EDU 6360 Motivation for Achievement 2 s.h.**

The study of contemporary motivation theories and the potential application of this knowledge in educational settings. The course stresses the costs of competitive learning environments that emphasize performance goals and the benefits of learning environments that maximize learning goals and students' intrinsic interest in learning. The relationships between achievement goals, social goals, cognition, and assessment will be highlighted throughout.

**EDU 6610 Best Practice Classrooms 2 s.h.**

The study of best practice in classrooms involves a critical analysis of current best instructional practices. The course emphasizes an investigation of the research and theoretical foundations of each practice, as they relate to practical applications in the classroom. A field component, consisting of classroom observations focusing on comparative analyses of each practice will be a vital part of this experience. Connections are made to student motivation, program improvement and enhanced pedagogy.

**EDU 6950 Project in Teaching and Learning: Seminar 3 s.h.**

Provides a synthesis of course work and professional experiences as students near completion of their program. Action research topics will be classroom-centered and drawn from the professional experiences of the students. The culminating portfolio assignment consists of an oral presentation and a written report of a classroom-based or school district-based action research project.