

# GRADUATE COURSES FOR MAED

## EDUCATION (EDUC)

- EDUC 500: Advanced Studies in Human Development and Educational Psychology 3 credit hours  
An advanced study and application of the physical, cognitive, emotional and social development of diverse children and adults utilizing current theories of development and research implications for teaching and learning to ensure achievement by all students.
- EDUC 502: Intro to Research/Professional Writing 3 credit hours  
Introduces qualitative and quantitative research methodology, with emphasis on collecting and analyzing data through basic research techniques. Includes critical reading and evaluation of the educational research literature. Focused by program emphasis.
- EDUC 503: Educational Technology 3 credit hours  
An overview of educational technology competences, the NET Standards for teachers and students, and an introduction to effective Online Teaching and Learning, and the development of 21st Century learning experiences based upon best practices and the effective integration of technology in a variety of instructional settings. Instructional modules incorporating varied strategies in a student-centered learning environment supported through best practices of technology integration designed to meet the needs of diverse learners will be developed.
- EDUC 511: Instructional Design 3 credit hours  
The development of 21st Century learning experiences based upon best practices and the effective integration of technology in a variety of instructional settings. Drawing upon the work of Marzano, instructional modules incorporating varied strategies in a student-centered learning environment will be designed to meet the needs of diverse learners will be developed.
- EDUC 512: Assessment, Analysis & Evaluation for the Teaching-Learning Environment 3 credit hours  
An advanced study of the development and application of assessments in the educational environment along with the analysis of data to improve teaching and learning for all learners. Current legal and ethical issues, as well as limitations, relating to the application of assessments will be examined in context of current research.
- EDUC 520: Trends and Issues in Education 3 credit hours  
Professional education is continually influenced by issues both inside and outside the field. Individuals interested in the growth and development of children should be involved in these issues in order to better meet children's needs. The specific content of this course will vary as the issues surrounding education change, but it will always reflect current topics affecting the initiation, implementation and evaluation of education.
- EDUC 522: Teacher-Leader in the School Community 3 credit hours  
Students will learn the foundational skills necessary for successful coaching and how the coach works to mediate another's perceptions, knowledge base and decisions as well as when and how to incorporate consulting and collaboration in their work, distinguish between coaching and evaluation, and will practice a variety of learning styles in an educational setting.
- EDUC 524: Technology Systems: Human and Electronic 3 credit hours  
A study of hardware and software management, legal and ethical considerations, and contemporary issues in technology integration.

EDUC 532: Curriculum Development 3 credit hours

A content area specific review of national, state, and local standards and their implications for instruction. Focus is given to integration of all component parts in curriculum development for the 21st Century learning.

EDUC 534: Contemporary Applications of Educational Technology 3 credit hours

In depth examination of instructional applications incorporating visual design, multimedia including digital imagery, audio, and video for face-to-face and online teaching and learning for the 21st Century student and classroom.

EDUC 542: Action Research 3 credit hours

Focuses on developing professional educators who understand the role of research and can use data to drive their decision making as well as how effective teachers use leadership and management skills to set high and appropriate goals for student learning and adjust strategies and plans in response to data.

EDUC 544: Collaborative Support for Technology Integration 3 credit hours

Designed to assist professional development practitioners in gaining knowledge and tools necessary to design, implement and evaluate programs for professional growth in an educational context. Provides an understanding of the theories and practices related to change as it impacts decisions about professional development in formal organizations such as educational settings. A case study format is incorporated. Exploration of the role of a technology teacher in the P-12 school with focus on collaborative development of technology-rich student-centered learning experiences for teaching and learning in the 21st Century.

EDUC 552: Reflective Teaching and Professional Growth 3 credit hours

Examination of personal practice and the development and implementation of an individualized plan for professional growth.

EDUC 578: Special Topics in Education 1-3 credit hours

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of the instructor.

EDUC 579: Special Problems in Education 1-3 credit hours

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of the instructor.

EDUC 580: Student Teaching for Graduate Education 3 credit hours

Student teaching course for graduate students needing to complete a clinical practice in a teaching field. Prerequisites: Completed all published requirements for eligibility.

EDUC 581: Capstone Experience 3 credit hours

This course is designed to provide students with a culminating masters level project with course specifics varying by program emphasis. Students will design and carryout the project to be completed in a PK-12 school environment. To enroll one must complete a minimum of 24 credit-hours, including 15 credit-hours of the common CORE.

## **READING (READ)**

READ 512: Advanced Reading Intervention 3 credit hours

Advanced study of the causes of reading difficulties and procedures used to support students with reading difficulties, emphasizing those with learning disabilities, behavior disorders, and mental impairments. Approaches reading difficulty from a holistic view. Attention is given to assessment strategies and the Response to Intervention (RTI) paradigm to organize tiers of instruction. The course is grounded in scientifically based reading research.

## **SPECIAL EDUCATION (SPED)**

### **SPED 501: Autism I: Characteristics of Autism**

This course provides an overview of Autism including the characteristics of individuals with autism, tools used to diagnose autism, and common behavioral characteristics of individuals with autism. This course includes a 30-hour field experience with autistic clients in an approved setting. Prerequisite: Teaching certification in Behavior Disorders or Multi-categorical Special Education or special permission.

### **SPED 502: Autism II: Autism Assessments and Interventions**

This course provides specific strategies for teaching individuals with autism. Emphasis is put on assessments and interventions used with individuals with autism. This course includes a 40-hour field experience with autistic clients in an approved setting. Prerequisite: Teaching certification in Behavior Disorders or Multi-categorical Special Education or special permission.

### **SPED 520: Collaborative Teaching**

Application of collaborative strategies to ensure effective teaching for diverse learners including students with special needs. Focus is given to collaboration with community, family, and school resources and personnel. Strategies for communication and team teaching along with compliance with individual educational plans are addressed.

### **SPED 541: Characteristics of Students with Special Needs**

Advanced study of foundations of special education and the psychological characteristics of the mild/moderately impaired client. Emphasis is placed on PL94-142, IDEA, etiology, historical, legal, social, educational, vocational, and familial impact of the MI, LD, BD client.

### **SPED 548: Assessment and Instruction E/BD                      3 credit hours**

The study of assessment techniques, writing IEP's, choosing appropriate behavioral objectives in appropriate curricular areas, construction of materials, test administration, and behavioral intervention are focus areas. Includes a significant clinical component. (30 hours of field based experiences)

### **SPED 551: Proactive Approaches to Classroom Management and Support                      3 credit hours**

Provides educators with an understanding of principles of social and learning behaviors across school contexts and ways in which these principles can be utilized to enhance learning. A second focus is on the use of positive behavior support systems for meeting the behavioral and emotional needs of all students and to establish a safe, positive and supportive learning environment for students with a wide range of special needs. Emphasizes cultural, social, mental health, mobility, and health concerns. Includes exploration of assistive technology and environmental adaptations to enhance learning opportunities.

### **SPED 555: Assessment and Instruction MI/LD                      3 credit hours**

The study of classroom teaching strategies, curriculum design, and assessment techniques for mild and moderately mentally impaired learners and learners with moderate learning disabilities. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a significant clinical component. (30 hours of field based experiences)

## **LEADERSHIP STUDIES (EDL)**

EDL 500: Organization and Administration 3 credit hours

This course provides an overview of social and educational philosophies and concepts which are basic to understanding the expectations, tasks and administrative methods for those in leadership roles in both public and non-profit educational organizations.

EDL 520: Resource Management 3 credit hours

This course is designed to provide the knowledge and skills necessary to efficiently and effectively develop policies and procedures for the management and evaluation of human, physical and fiscal aspects within leadership roles.

EDL 589: Community and Media Relations 3 credit hours

A study of organizational systems that interact with its community and the public. Emphasis will be given to marketing, recruitment, advisory boards, and development work.

EDUC 532: Curriculum Development 3 credit hours

The review of national, state, and local standards and their implications for instruction. Focus is given to integration of all the component parts in curriculum development.

Elective:

EDL 533: Education Law 3 credit hours

This course is designed to influence the policies and practices of future school administrators through the practical application of the knowledge of school law including state and federal regulations, and court decisions.

## **SPORTS LEADERSHIP AND COACHING**

SLC 500: Foundations of Coaching                      3 credit hours

Synthesizes material covering the numerous responsibilities of coaches and presents method of effective coaching at the youth, interscholastic, intercollegiate, and professional levels. General topics covered include developing a coaching philosophy, self and program evaluation, professional accountability, communication skills, management techniques, and practice planning.

SLC 520: Athletic Administration                      3 credit hours

Principles of planning, administration, and the conduction of an athletic program. Topics include budgeting, scheduling, and facilities management.

SLC 530: Psychosociology of Sport                      3 credit hours

The exploration of how psychological and sociological factors and theories impact involvement, enjoyment, and performance in sports.

SLC 540: Conditioning Principles                      3 credit hours

The application of conditioning principles and theories for specific sports. Instruction provides the background for development of pre-season, in-season and off-season conditioning programs for athletes at all ages.

Elective:

SLC 550: Injury Prevention and Safety                      3 credit hours

A presentation of factors contributing to sports injury prevention. Also included is an introduction to basic care and treatment of athletic injuries and first aid treatment procedures including asthma attacks, *anaphylactic* shock, and insulin shock.