

## **Master of Arts in Teaching Program of Study**

### **EDUC 500 Teaching Mentorship Clinical Experience – 6 SH**

This teaching experience requires a full-time placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist students to further develop the knowledge, skills, and dispositions necessary for teaching 5-12 students. (offered Fall, Spring)

### **EDUC 550 Foundations of Education and Leadership – 3 SH**

This course examines the historical, philosophical, social and psychological foundations of education and discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems and cultural diversity in education, current trends in curriculum and instruction, professionalism in practice and teacher leadership.(offered Fall, Spring)

### **EDUC 592 Theories of Learning and Management – 2 SH**

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. Participants will study the learning process, student learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Understandings of individual strengths and needs of learners will guide growth in instructional decision making while motivating and engaging students to build competencies in self-directed learning behaviors. Students will research optimal learning environments to meet students' needs (offered Fall, Spring, Summer)

### **EDUC 555 Child and Adolescent Development – 3 SH**

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. (offered Fall, Summer)

### **EDUC 580 Instructional Strategies for the Classroom Teacher – 4 SH**

This course prepares students to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet standards. Students will learn how to implement instructional strategies that support STEM learning and the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving.

Pre-requisites: EDUC 550, 572, 592 (offered Spring)

### **EDUC 526 Foundations of Practices in Reading Instruction – 3 SH**

This course is grounded in the theoretical bases of balanced literacy instruction and constructivist learning. Students will build competencies in reading instruction and planning literacy-based lessons to support standards-based practice.(offered Summer)

**EDUC 572 Instructional Resources and Technology - 2 SH**

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support 7-12 learners' engagement and motivation is explored while building 21<sup>st</sup> Century skills. (offered Fall, Spring)

**EDUC 581 Human Relations and Diversity – 3 SH**

This course will study the theoretical and practical issues of diversity in classroom settings related to disabilities, culture, race, gender, ethnicity, language, and socio-economic levels. The student will examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the behaviors and characteristics in a diverse classroom to provide a supportive educational environment. (offered Summer)

**EDUC 593 Inclusive Classroom – 2 SH**

This course assists teachers when identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course. (offered Summer)

**EDUC 522 Educational Assessment – 3 SH**

This course will study formal and informal assessment tools for desired learning results and multiple sources of evidence of student learning. Emphasis with the identification of learning goals and purpose for assessment so students may: diagnosis diverse student needs, learn to use formative assessment and feedback, critique existing assessment tools, design, adapt and select a range of multiple evaluation, use technology to support assessment practices, communicate standards-based results, and use assessment results to improve the teaching and learning process through data-based decision-making. (offered Spring, Summer)

**EDUC 595 Comprehensive Capstone Project – 1 SH**

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will indicate a discipline to focus their research emphasis. A self-directed study on ethics in education is included in this course. (Arranged)