

Master of Arts in Teaching: Early Childhood Education (30 s.h.)

EDU 5000 Current Developments in Teaching and Learning Theory 2 s.h.

A critical analysis of the major principles of teaching and classroom learning. An investigation of the theoretical, sociological, and philosophical foundations of various theories of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

EDU 5050 American Education: Historical, Social, and Political Perspectives 2 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 5070 Schooling In Comparative and International Perspectives 2 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 5080 Instructional Research and Evaluation 2 s.h.

A focus on the knowledge and skills needed by educational leaders to evaluate programs within the areas of their professional responsibility. Evaluation of research activities and examination of when and how the contributions of more advanced evaluation professionals should be consulted.

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.

EDU 5820 Diversity in the Classroom 2 s.h.

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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 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.

CD 5120 Trends in Early Childhood Curriculum 2 s.h.

The in-depth study of innovations, research and controversies in early childhood curricula. The emphasis is on learning to integrate best practice with community curricula expectations and to adapt learning tasks in light of learning styles and developmental challenges

CD 5160 Assessment of the Young Child 2 s.h.

The study of theoretical foundations and procedures appropriate for evaluating the development and learning of the young child. Special considerations given to the assessment of young children with special needs and diversity issues. Connections are made between understanding and appropriate usage of formal and informal assessment, current assessment issues and assessment strategies.

CD 5520 Leadership in Early Childhood 2 s.h.

The study of the conditions necessary for developing skills of advocacy for children and families based on an understanding of social policy and how it is influenced. Questions of child development are emphasized in relation to these conditions and understandings. Linkages are made between advocacy skills and skills of collaboration with members of the professional community.

CD 6950 Action Research Problems and Proposals 1 s.h.

Application of theoretical understandings gained throughout the Early Childhood program and applied to students' teaching practice. May be taken with CD 6960.

CD 6960 Implementation of Action Research Proposal 1 s.h.

Prerequisite or co-requisite: CD 6950. Application of theoretical understandings gained throughout the Early Childhood program and applied to students' teaching practice.

CD 6970 Action Research Results and Conclusions 1 s.h.

Prerequisite or co-requisite: CD 6950 and CD 6960. Application of theoretical understandings gained throughout the Early Childhood program and applied to students' teaching practice.