EDUCATION M.S. (MSED)

MSED 601 Contemporary Issues in Education (1-2)
Investigates issues and struggles that have led educational movements and change, identifies how ideas of individuals and groups have contributed to the social context of education and the teaching profession, and analyzes the political relationships between the ideologies and practices in the development of American public education. Educational practices, institutions, and philosophies reflect ideals and experiences which have grown from America's need to adapt to public demands and societal change.

MSED 602 Survey of Gifted Education (3)
Focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today's schools and communities.
Restrictions: Enrollment is limited to Graduate level students.

MSED 603 Instructional Leadership (3-4)
Examines the role of instructional leaders in making decisions, collaborating with teachers, and developing a school climate and culture that supports student learning and achievement. A major focus is on the process of developing, presenting, implementing, and evaluating a school improvement plan that results in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy. Effective instructional leadership is studied based on current literature, best instructional practices, and the Illinois Professional Teaching Standards. The importance of balancing management and instructional leadership priorities is taught through a servant leadership perspective.
Restrictions: Enrollment is limited to Graduate level students.

MSED 604 Curriculum Design and Applications for Gifted Students (3)
Focuses on how to apply the principles and knowledge obtained from an introductory gifted course. Candidates will learn curriculum philosophy, do research on curriculum, and study three theoretical curriculum models for gifted and talented students. In this course, the emphasis will be on the three theoretical models involving content mastery, process/product research, and the epistemological concept.
Restrictions: Enrollment is limited to Graduate level students.

MSED 608 Cultural Awareness (1)
Enables educators to explore the relationship between culture and education. Emphasis is placed on examining perspectives of self, society, and culture; broadening the understanding of diversity within the school setting; and recognizing that diversity augments personal growth and development. Educators will reflect upon and discover culturally relevant professional practices that enhance student engagement and learning.

MSED 609 Introduction to Service Learning (1)
Provides an overview of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. Candidates will explore research-based methodological principles and apply them by developing plans for implementation. The intent of this course is for candidates to examine some of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. The primary goal of the course is for candidates to develop plans for integrating and implementing service learning in their curriculum.

MSED 610 Methods of Educational Research (3)
Provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 611 Serving English Language Learners with Special Needs (3)
Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge, guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs will be emphasized. The legal and educational issues that relate to English language learners with special needs will be explored.

MSED 612 Techsplorations: Technology Awareness for Today's Students (1)
Candidates will examine various careers in technology as they relate to helping students explore career paths. Participants will explore various interactive presentation tools in order to create an interactive, promotional presentation geared towards inspiring students to explore various technology career options. Investigating ways to provide students with opportunities to examine statistics related to a technology-based career of their choice will be a key focus.

MSED 613 Differentiated Instruction (3)
Provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.
Restrictions: Enrollment is limited to Graduate level students.

MSED 614 Behavior Strategies for Heterogeneous Classroom (3)
Offers research-based classroom management instructional strategies that can be utilized to enhance student achievement and engagement while proactively addressing disruptions in the learning process. Practical methods that generate a high level of student focus and positively manage individual and group behaviors that support academic, behavioral, and social learning will be analyzed.
Restrictions: Enrollment is limited to Graduate level students.

MSED 615 Learning Theory: Advanced Educational Psychology (4)
Analyzes the theories, experimentation and conclusions in psychology with attention to motivation, intelligence, learning and personality. It includes detailed investigation of major research in educational psychology. Also addressed are topics of multiple intelligence, constructivism, and brain-based learning.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 616 Restructuring Schools (3)
Examines education reform from A Nation at Risk to the present. Candidates will assess current and likely impacts of Goals 2000 and its progeny, including establishment of national, state, and local standards. Candidates will investigate why and how current schools need to be reshaped. Alternative management and leadership visions, scenarios, and plans for school reform and restructuring will be assessed. Candidates will do an information search project using various kinds of computing and telecommunications equipment and applications.
Restrictions: Enrollment is limited to Graduate level students.

MSED 617 Restructuring Schools (Advanced) (3)
Focuses on ways to assist candidates in identifying the new roles, knowledge, values, and attitudes needed by professionals and non-professionals in restructured schools. Candidates will examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention will be given to the implications of restructuring for professional educators.
Restrictions: Enrollment is limited to Graduate level students.

MSED 618 Successful Methods of Restructuring Schools (3)
Candidates explore several different models of school change that have been successfully used to restructure schools in Chicago. Students will visit school sites and interact with the practitioners involved.
Restrictions: Enrollment is limited to Graduate level students.

MSED 619 Organizational Issues in Restructuring Schools (3)
Candidates identify the new roles, knowledge, values and attitudes needed by professional and non-professionals in restructured schools. Candidates examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention is given to the implications of restructuring for professional educators.

MSED 620 Data Driven Decision Making (3)
Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; evaluating intangible outcomes; as well as utilizing data to improve instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 621 Engaged Learning Community (4)
Prepares teachers to integrate technology and curriculum in order to create meaningful and motivating interdisciplinary learning experiences. Characteristics of engaged learning will be analyzed, and existing projects will be critiqued. Students will develop an engaged learning project, consistent with learning standards for use in the classroom. The roles of teachers and students in the learning process will be examined in light of current research.

MSED 622 The Digital Classroom (3)
Surveys how technology impacts instruction and learning. Various digital tools will be explored and evaluated for their impact on learning. Topics included: engaged learning, informational literacy, software tools to support instruction, standards for learning, and future focused instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 623 Instructional Strategies and Design (4)
Explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.
Restrictions: Enrollment is limited to Graduate level students.

MSED 624 Digital Authoring and Learning (4)
Explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.
Restrictions: Enrollment is limited to Graduate level students.

MSED 625 Instructional Technology (4)
Provides an overview of the emerging technology for supporting and enhancing instruction. It includes investigation of issues and research related to instructional technology; instruction and performance in using technologies for instruction; and practice in reviewing and evaluating educational software and hardware. Students examine computers, telecommunications, multimedia, the Internet and technology-enhanced curricula.
Restrictions: Enrollment limited to students in the Education college.

MSED 626 Facilitating Staff Development (3)
Examines the characteristics of effective staff development programs focusing on technology and the best instructional practices to help promote student learning. Candidates will have various opportunities and learn a variety of strategies to create, implement, evaluate, and reflect on various types of professional staff development programs.
Restrictions: Enrollment is limited to Graduate level students.

MSED 627 Informational Literacy and Online Learning (4)
Explores learning to use the Internet in a better way. Teaching, learning, practicing, and mastering information management skills are the essential skills needed to be successful in the Communication Age, an era of high-tech, high-speed, digital fingertip data. Candidates learn how to access and validate information and understand the organization of information.
Restrictions: Enrollment is limited to Graduate level students.

MSED 628 Advanced Technology for Teachers (4)
Designed to provide candidates with the necessary technological and instructional background knowledge expected of today's classroom teacher. Candidates will explore and investigate the real and potential role technology has on student learning. The course focus is on candidates acquiring the skills and knowledge to move from using technology as a productivity and management tool to using technology as a tool to support, enhance, extend, or enrich instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 630 Nature and Needs of Early Adolescents (3-4)
Promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services.
Restrictions: Enrollment limited to students in the Education college.

MSED 631 Theoretical Foundations of Bilingual and ESL (4)
Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

MSED 632 Methods and Materials for Teaching English as a Second Language (4)
Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

MSED 633 Assessment of Bilingual and ESL Students (3)
Considers the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented.

MSED 634 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)
Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

MSED 635 History and Philosophy of Middle School Education (4)
Presents a sound philosophy of middle grades education and a history of its development; provides a study of the organizational structures appropriate for middle grades students (interdisciplinary teaming, block-time, teacher as advisor and cross graded groupings); and introduces an examination of future development of middle grades education.
Restrictions: Enrollment limited to students in the Education college.

MSED 636 Linguistics (4)
Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

MSED 637 Methods and Materials for Teaching Bilingual Students (3)
Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

MSED 638 Supporting Multilingual Learners in the Inclusive Classroom (1)
This course provides a deeper understanding of how to support and effectively teach English learners in the monolingual classroom. Candidates will be introduced to the foundations of language development with a special focus on the implementation of instructional strategies, tools, and assessments that allow for differentiation and instructional support for English learners.

MSED 639 TESOL and the Adult ELL (4)
Provides the competencies needed for ESL endorsed teachers to effectively instruct adult ELLs. The competencies are specific to adult TESOL and include information regarding: 1) the backgrounds of adult ELLs as well as common barriers they experience while living in the U.S.; 2) the structures and services of adult education (AE); 3) adult TESOL resources within and beyond AE departments; 4) the specific structures and services of ESL programming within AE; 5) the importance of the relationship between the adult ELLs and their child/ren as educational partners through AE's family literacy services; 6) the best practices and standards needed while lesson planning for the instruction of adult ELLs; 7) the importance of balance within the application of testing, assessment and the evaluation of the adult ELL; 8) the significance of advocating for the field of adult education and its two major stakeholders – the students and their instructors. This course is a requirements for Adult TESOL Certification and is uniquely designed to function for candidates who are ESL endorsement holders.

MSED 640 Middle School Curriculum and Instructional Strategies (4)
Promotes understanding and implementation of a balanced and integrated middle school level curriculum; provides understanding of interrelationships among fields of knowledge; explains adapting instruction to learning patterns of students; introduces the employment of a variety of classroom grouping patterns; and presents methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction.
Restrictions: Enrollment limited to students in the Education college.

MSED 641 Foundations of Literacy (3)
Focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.
Restrictions: Enrollment is limited to Graduate level students.

MSED 642 Literacy Assessment and Diagnosis (3)
Examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.
Restrictions: Enrollment is limited to Graduate level students.

MSED 643 Exploration of Literature Strategies and Materials for Student Achievement (3)
Explores research based, exemplary techniques and materials to help students with literacy needs. Candidates will have the opportunity to implement and reflect upon various strategies throughout a range of grade levels, grouping options and diversities.
Restrictions: Enrollment is limited to Graduate level students.

MSED 644 Utilizing Literature in the Classroom (3)
Explores a wide variety of literature, including informational text; and provides opportunities for locating and evaluating texts appropriate for grade and reading levels of students. Extensive reading of texts from multiple genres and their connection to Common Core Standards is emphasized.
Restrictions: Enrollment is limited to Graduate level students.

MSED 645 Organization and Development of Curriculum (3)
Addresses the foundations, principles and issues of curriculum, the authentic assessment of student work, and collaboration with teachers in improving the curriculum. This course focuses on the role of the principal in the design, development, implementation, and evaluation of curriculum and assessment that support plans that result in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 646 Reading Specialist Practicum (4)
Prepares the future Reading Specialist by providing the candidates with opportunities to collect, interpret and present data in order to effectively consult and collaborate with all professional and stakeholders at the building level. Special emphasis on supporting students with exceptionalities is explored.
Restrictions: Enrollment is limited to Graduate level students.

MSED 647 Literacy and Diverse Learners (3)
Addresses specific literacy needs for diverse learners. Best practice considerations for students with exceptionalities; low socio-economic students; and student with religious, linguistic and multicultural needs are emphasized. Analysis of school demographics and connections to outside resources allow a more comprehensive understanding of students in the 21st century classroom.
Restrictions: Enrollment is limited to Graduate level students.

MSED 648 Developing Competent Writers (3)
Focuses on the instructions of writing as part of developing a competent 21st century writer in light of the emphasis on writing in the English Language Arts Common Core Standards. Emergent writing through proficient writing is emphasized as well as the role of instruction in this literacy component.
Restrictions: Enrollment is limited to Graduate level students.

MSED 649 Literacy Coach Practicum (4)
Prepares the future Reading Specialist by exploring various roles and responsibilities of this multi-faceted leadership role at the building and district level. Curricular emphasis focuses on practical strategies and coaching duties to support teachers required to address programming needs across all levels of the educational community.
Restrictions: Enrollment is limited to Graduate level students.

MSED 650 Designing Effective Instruction (3)
Focuses on both the theoretical and practical approaches to improving classroom instruction and organization through a review of recent literature and research and an analysis of methods and in-service programs. Candidates will compare their own current teaching with theories and research findings discussed in class.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 651 Reading Teacher Practicum (1)
Provides multiple opportunities to plan and participate in professional and practical literacy activities in order to promote life-life learning and a professional literacy model to colleagues and students.

MSED 652 Autism Spectrum Disorders (1)
An introductory course on Autism Spectrum Disorders. The goal of the course is to provide an overview of Autism Spectrum Disorders, with an emphasis on understanding the characteristics and origin responding to the increasing numbers of students diagnosed with Autism Spectrum Disorders (ASD). The course will provide evidence-based practices for those who educate ASD students, as it is imperative for all teachers to be prepared with research-based strategies for effective instruction. Candidates will explore working with families of children with Autism and using Assistive Technology for learners with Autism Spectrum Disorders.

MSED 653 Methods and Materials for Teaching Adult English Language Learners (4)
Provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

MSED 654 Educating for Character (3)
Prepares candidates to develop character in pre-K to 12th grade students by implementing instructional methods and techniques that integrate character education throughout the curriculum. Good character means to understand, care about, and do the good. In our pluralistic and diverse society, respect and responsibility are basic, shared values that promote equity. Candidates will learn strategies to create a caring classroom community and help students utilize decision-making skills, display responsible behaviors, and demonstrate the ability to respect the rights of self and others in their personal, school and community environments.
Restrictions: Enrollment is limited to Graduate level students.

MSED 655 Supervisory Behavior (3)
Focuses on current theory, practice of supervision in educational settings, and the importance of collaborating with teachers in the development of professional growth plans. The course introduces principles related to supervision and management of educational personnel focused on school improvement, student achievement, and the Illinois Professional Teaching Standards. The focus of supervision of personnel is the improvement of student learning for all P-12 students including special needs students.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 656 Ethical Decision-Making and Virtue Education (3)
Studies ethical theory and moral decision making in order to prepare educators to engage thoughtfully with ethical challenges encountered in school settings and enable them to teach ethical decision-making to students. Educators can affect character growth by helping students evaluate the virtues of honesty, respect, fairness, and compassion for others when making moral decisions. Case studies and moral dilemmas will be used to model instructional strategies utilized to assist students in developing moral reasoning skills.
Restrictions: Enrollment is limited to Graduate level students.

MSED 657 Promoting Healthy Lifestyles (4)
Investigates the use of athletics, sports, drug, sex and health education to promote character development in students including the adoption of a healthy life style that respects self and others. Character growth and sportsmanship are examined from the perspective of demands for excellence. Methodologies to effectively teach these subjects to students so that they internalize character qualities of self-control, good decision-making and courage will be identified. Students will learn teaching strategies that promote learning for all P-12 students regardless of culture, class, race and ability.
Restrictions: Enrollment is limited to Graduate level students.

MSED 658 Social and Emotional Education (4)
Examines ways of fostering effective social and emotional learning in children so that they can develop the skills and knowledge necessary to lead healthy, caring, responsible and productive lives. Emotional intelligence will also be studies showing how it helps in the development of character traits. Focus will be on creating a supportive, nurturing climate and a non-threatening environment in the classroom to enhance learning and the development of pro-social traits. Conflict management and peer mediation programs will also be examined.
Restrictions: Enrollment is limited to Graduate level students.

MSED 659 Evaluating Character Education Initiatives (3)
Provides educators with the evaluation techniques necessary for developing assessment and evaluation instruments to measure the effectiveness of social and emotional and/or character education initiatives in a classroom and/or school setting. Candidates will plan, implement, and evaluate a social and emotional and/or character education initiative in order to determine its effectiveness in promoting student growth in the affective domain and improving school climate. Candidates will also examine methods of reporting results to stakeholders and planning for initiative improvements.
Restrictions: Enrollment is limited to Graduate level students.

MSED 660 Selected Topics in Education (1-4)
Provides opportunity for examination of relevant problems and issues in the field of education which are not covered in the regular course offerings. Candidates formulate a problem or issue to explore on an individual basis under the direction of a faculty member. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.
May be repeated for up to 3 hours
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 661 School Community Relations (3)
Focuses upon the process of planning, creating a vision, utilizing the internal and external resources, and use strategic planning strategies to improve P-12 regular and special needs student achievement, effectively manage school systems, and promote a positive learning and working environment. Collaboration with stakeholders to develop and sustain a learning community also is a focus of this course, as well as working with the media to report school progress to the public.
Restrictions: Enrollment is limited to Graduate level students.

MSED 662 School Finance (3)
Addresses financial and facility management systems within the district and school. The focus of analysis of each of these systems is on student achievement and how to align these systems to result in improved student achievement for regular and special needs students. Candidates will become familiar with monetary issues facing P-12 public schools in the 21st Century. The candidate will analyze a school district budget and prepare a simulated school building budget.
Restrictions: Enrollment is limited to Graduate level students.

MSED 663 School Law (3)
Addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the P-12 principal and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. Included in the course are legal school issues involving bullying, ethnicity, race, gender, exceptionality, religion, language and multiethnic/multicultural education. The rapidly changing area of special education is examined.
Restrictions: Enrollment is limited to Graduate level students.

MSED 664 Educational Organization and Administration (3)
Examines the school leadership principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on P-12 schools in Illinois. In addition, candidates will provide evidence of teacher leadership activities, successful communication skills, and developing skills to maintain positive and collaborative relationships with others.
Restrictions: Enrollment is limited to Graduate level students.

MSED 665 Directed Study (1-6)
Provides an academic learning experience that is designed by a faculty member. Faculty members direct students in examining relevant problems and issues in the field of education which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.
Restrictions: Enrollment is limited to Graduate level students.

MSED 668 AP Rigor in All Secondary Classrooms (1)
Candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

MSED 669 Planning Rigorous Lessons at the Secondary Level (1)
Focuses on how to plan for and execute unites and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

MSED 670 Serving Special Populations (3)
Focuses on role of the principal and school leaders to ensure a free and appropriate public education for all students. Key topics are understanding of the scope of special needs and related services, legal obligations of schools, and rights of special student populations (including early childhood, English as a Second Language, differentiated instruction, special education (RTI, 504, IFSP), social and emotional issues, school improvement plans and gifted students. Appropriate placement and services for students with special needs is emphasized.

MSED 671 Principal Internship I (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 672 Principal Internship II (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 673 Principal Internship III (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 674 Teacher Leader Practicum (3)
Provides the candidate with an on-site cooperating administrator in. a P-12 public or private school with the support of a faculty supervisor . The candidate will have both school leadership and supervision responsibilities. The candidate will review and discuss the approved teacher leader projects with the faculty supervisor and mentor school leader in regularly scheduled conferences. The candidate will share experiences in seminars with other members of the practicum.

MSED 675 Foundations of Educational Technology (3)
Serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

MSED 676 Collaborative Web Tools in Education (3)
In this course candidates will explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications, and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members, and other various stakeholders in order to have a positive impact on teaching and learning.

MSED 677 Multimedia Tools in Education (3)
In this course candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson, or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students, and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored.

MSED 678 Effective Technology Integration Into Lessons and Curriculum (3)
This course will prepare candidates to seamlessly integrate technology into current units of study to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

MSED 679 Assessing and Improving Student Achievement with Technology (3)
In this course, candidates will utilize technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instructional and student achievement.

MSED 680 Educational Technology Coaching (3)
How do educators stay current with evolving research and trends in instructional technology? Candidates will investigate how technology leaders share ideas and leverage resources to further a district's technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future of technology education.

MSED 681 Directed Practium (0-1)
Provides teachers the opportunity to gain experience in an educational setting and reflect on best teaching practices.

MSED 682 (BYOT) Bring Your Own Technology Lesson Strategies and Management Issues (1)
Prepare candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student technology within schools. Candidates will examine potential student technology tools (iPads, tablets, smart phones, netbook, laptops), software they may own, and apps. Issues concerning security, data protection, and compliance with the Children's Internet Protection Act (CIPA) will be examined. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

MSED 683 Using Technology to Flip Learning (1)
Prepare candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms on increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting, and more to create their own artifacts for student use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

MSED 684 Dissecting Math Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

MSED 685 Dissecting Reading (Literacy) Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, kill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

MSED 688 Assessment of the Adult English Language Learner (ELL) (3)
Provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L = A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

MSED 689 Disciplinary Literacy (3)
Focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction. **Restrictions:** Enrollment is limited to Graduate level students.

MSED 690 Administrative Internship I (3)
Entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 691 Administrative Internship II (3)
Entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 692 Culturally Responsive Instruction: Elements for Success (1)
Introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

MSED 693 Using Domains to Frame Instruction (1)
Provides candidates the opportunity to reflect upon and enhance their instructional practices in order to better serve their students' needs. Candidates will examine student data to set instructional objectives that align with their district/state/national learning goals and discover resources to assist them in achieving those objectives. Through the thoughtful designing of optimum learning environments, instructions objectives, and multiple assessment tools, will seek to help their student achieve in the area(s) of determined need. Finally, candidates will develop multiple ways to reflect upon their instruction, including participation in professional learning communities and will develop a variety of ways to enhance school/home communication.

MSED 694 Selected Topics (0-4)
Provides for course of study of selected topics in education not included in the regular curriculum.
May be repeated for up to 24 hours
Restrictions: Enrollment is limited to Graduate level students.

MSED 696 Diversity Issues in Education (3)
Examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.
Restrictions: Enrollment is limited to Graduate level students.

MSED 697 Becoming a School of Character (3)
Organized around the 11 Principles of Effective Character Education which are a researched-based framework for school success that help a school to develop a comprehensive, intentional and proactive character development program or assess and improve their current program. Various Schools of Character programs for teaching core values such as respect and responsibility in the classroom will be studied so that the participants can see how they can integrate character education in their curriculum, promoting academic integrity, creating a caring community and combating bullying. Educators will review and assess their school's character education program and complete the application to become a School of Character.

MSED 699 Managing Education Tech Services (3)
Candidates will learn about selecting, installing, managing and maintaining educational technology services for individuals, classrooms, and schools. They will research and make hardware/software recommendations for computing devices, applications, software libraries, network configurations, web technologies and emerging technologies. In support of an instructional technology reform project, candidates will assume the role of an implementation leader developing a project plan and securing necessary human, funding and technology resources to ensure success.

MSED 700 Close Reading for Common Core (1)
Provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student's reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

MSED 701 Literary Texts for Common Core (1)
Provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled tests, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

MSED 702 Text Dependent Questions Common Core (1)
Provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students' close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students' analytic and critical thinking skills.

MSED 703 Navigating PARCC ELA Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

MSED 704 Navigating PARCC Math Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

MSED 705 Creating Common Core IEPs (1)
Provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

MSED 706 Navigating PARCC for Students w/Disabilities (1)
Participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

MSED 707 Dealing with Stress in Education (3)
Creates interactive examination of the circumstances and conditions that cause stress to become a person impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects of stress on our bodies, minds, contentment, and productivity.

MSED 708 Heart of Teaching (3)
Focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator's personal preparedness for the classroom as compared to universal norms for quality teaching.

MSED 709 Attitude of Leadership (3)
Assists educators in gaining an awareness of the elemental nature of attitude as a factor in effectiveness. This course will encourage and assist students in a personal examination of their character, personality and behavior as measured against the time-tested "ingredients" of attitude and stress. This personal examination will lead to an understanding of how they can employ methods to improve themselves not only as professional but also as personal ambassadors in their world. Participants will examine their attitudes and actions and the effected each has on other people. This inward examination and subsequent discussions reveal the value of a healthy attitude in wellbeing and personal effectiveness.

MSED 710 Understanding and Applying Emotion Intelligence (3)
Provides a journey to understand the scientific insights into emotions and their impact in our personal and professional lives. One of the main objectives of the course is to gain better insight into personal levels of emotional intelligence. Preliminary self-scoring "tests" generate an initial interesting in the concept of emotional intelligence. This data will introduce the role emotions play in our everyday effectiveness both personal and professional. The five commonly recognized areas of emotional intelligence will be introduced and examined along with expert explanation by the course's primary author, Daniel Goleman. From these five areas, student will be able to gauge their own self-mastery in each as well as means of improving areas they choose. An emphasis of this course it to help teachers understand how this information can be transmitted to students so they can gain from its value.

MSED 711 Classroom Applications of Differentiated Instruction (3)
Assists teachers in the classroom setting. Of primary importance is helping educators understand the concept of individualized instruction and its value to the learning process. This will include a reflection on the educator's learning style and how it can increase his or her effectiveness in educating children.

MSED 712 Humor in the Classroom (3)
Candidates will learn creative instructional strategies to incorporate humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content better. Candidates will be introduced to brain research that supports the concept that student retain more when information is presented in was that promote fun and laugher. Additionally, humor is one of the of the best healing agents knows to medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

MSED 713 Engaging e-Learning (3)
Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

MSED 714 Dynamics of Student Motivation (3)
Is designed for educational professionals in both classroom and leadership positions. The main objective of the course is to develop an understanding of students who do not seem to care and to learn strategies for use in schools and classrooms that will stimulate students to become engaged in the learning process. During the class we will work to understand the unmotivated student and the reasons for their disengagement. This will be done with interactive activities and discussions. Practical approaches and activities that encourage engagement of all students will be shared each week.

MSED 715 Teacher Component in Learning (3)
Is a personal journey and examination of the elements of humanity that define a great teacher. It is based on the work of Eckhart Tolle's, A New Earth and offers unlimited opportunities to learn about or improve upon the skills required to reach the pinnacle of effective teaching.

MSED 716 Remote Learning: the Basics and Beyond (1)
Candidates will explore remote learning basics, tools, and activities that enhance teaching and learning in an online environment. Candidate will explore best practices to benefit students and teachers, including strategies of how to empower learners and measure student growth.

MSED 717 Remote Learning Through a Special Education Lens (1)
Learning management systems and tools will be explored to enhance the online educational experience for students with special needs. Ongoing development of meeting IEP/Eligibility standards and requirements will be examined.

MSED 718 Curriculum and Instruction for Gifted and Talented Students (3)
Introduces the theory and research-based models of curriculum and instruction related to gifted and talented students. Provides candidates with the knowledge and skills to select, adapt, design, and deliver appropriate curriculum for academically gifted and talented students. Current methodologies and resources developed to enrich and accelerate the learning of gifted and talented students will be explored.

MSED 719 Social Emotional Development for Gifted and Talented Students (3)
This course addresses the social and emotional characteristics and needs of gifted and talented students. Candidates will develop an understanding of the social and emotional issues (e.g., perfectionism, anxiety, underachievement) gifted and talented learners may experience. Candidates will develop strategies and tools to support the affective needs of gifted and talented students and learn how to create a safe, inclusive learning environment.

MSED 720 Disciplinary Literacy for Common Core (3)
Provides middle and secondary grades educators with a full and complete understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards. Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

MSED 721 Creating Strong and Powerful Writers for the Common Core (3)
Provides educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards. Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however, narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing process to help students become better writers. The relationship between the PARCC assessment and writing will also be stressed.

MSED 722 Advancing to the Next Generation Science Standards (3)
Designed for K-8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science teaching and learning with the NGSS.

MSED 723 Common Core Math (K-5) (3)
Provides K-5 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the K-5 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades K-5.

MSED 724 Common Core Math (6-12) (3)
Provides 6-12 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the 6-12 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades 6-12.

MSED 725 Legendary Teacher Traits (3)
Legendary teaching is a life long journey that requires an understanding of oneself, a constant refining of instructional skills and practices, and an ongoing quest for information to enhance knowledge. Candidates will learn how to implement effective instructional strategies intended to enrich the classroom environment and promote positive social emotional growth among students. Research-based instructional practices and professional educational philosophies will be explored.

MSED 726 Practices Leading to High Student Achievement (3)
Examine current practices in education and identify instructional methods to enhance learning environments that promote higher academic achievement. Candidates will explore research-based practices to enrich the culture of the classroom environment and increase student social emotional growth.

MSED 727 Creating Successful Teaching and Learning Environments (1)
Emphasizes the fundamental tenants of successful learning environments. Candidates will explore research-based pedagogy to establish classroom policies and procedures that create a safe, respectful, and engaged classroom.

MSED 728 Social – Emotional Learning: Principles and Practices (3)
Addresses the foundations, principles, and standards of Social-Emotional Learning (SEL); the theoretical and practical approaches to integrating SEL into curriculum and classroom instruction through a review of current literature and research; the improvement of instruction based on the research and effective SEL practices that support increased student learning; the design, development and application of effective SEL classroom methods and teaching practices that result in improved SEL for all P-12 students; reflection and enhancement of instructional practices in order to better serve their students' SEL needs; and collaboration with teachers in integrating SEL into curriculum, including participation in professional learning communities.

MSED 729 Strategies to Support Blended Learning (3)
Emphasizes the fundamental strategies of implementing successful blended learning environments. Candidates will explore research-based pedagogy to establish classroom strategies, policies, and procedures to enrich the learning experiences of students with a blended format of instruction.

MSED 730 School Health Curriculum and Evaluation (3)
Prepares health educators in the methods and procedures of health education assessment and evaluation. Candidates will focus upon the development of a comprehensive school health education program through unit planning with effective inclusion of technology. National, state and local standards will be used to create a comprehensive scope and sequence of curriculum including measurable assessments of learning outcomes.

MSED 731 Mental and Emotional Health in Education (3)
Examines mental and emotional development through a lifetime. Candidates will learn how to gauge and/or identify stress levels and mental/emotional disorders and will learn how to facilitate prevention/awareness programs and identify school and community resources. Candidates will learn about mental health self-evaluation and emotional coping strategies designed to develop skills that will foster mental/emotional health.

MSED 732 Nutrition in Education (3)
Course focuses on current concepts of nutrition and the integration of these concepts into human health. Candidates will conduct an examination of daily nutrition behaviors and their direct impact at each stage of development. Through self-evaluation and analysis of government supported daily food guidelines, candidates will recognize the distinct correlation between sound nutrition choices and an overall healthy lifestyle. Other current topics such as youth and obesity, fad dieting, and obesity prevention programs will be examined.

MSED 733 Drug Education (3)
Focuses upon the development and evaluation of drug education curricula. Emphasis will be placed on issues, techniques and resources necessary for the health educator to positively impact and inform the school, community and home environments. This course is designed to provide a historical background and understanding of the origins of drug use as well as current information about the use and abuse of common legal and illegal drugs. Content will also center on drug tolerance, withdrawal, medical uses and the effects drugs have on the human body.

MSED 734 Teaching Personal Health (3)
Focuses upon personal fitness and wellness. Candidates will apply strategies gained through the study of nutrition, weight control, stress management, fitness assessment, and consumer facts on exercise and fitness to assist individuals in developing personal health plans. Candidates will learn strategies for planning personal, lifelong fitness programs based upon individual needs, abilities, and interests.

MSED 735 Environmental Health in the Classroom (3)
Examines the human impact upon our world and how, in turn, the environment impacts humans. Candidates will analyze contemporary environmental problems and issues related to public health. Topics will include principles of environmental toxicology, environmental risk assessment and communication, food safety, air quality, water contamination, solid and hazardous waste management, occupational injuries and diseases, and environmental health legislation and policy. The course will provide a strong emphasis on factors and influences that result in true environmental literacy.

MSED 736 Disease Prevention in Education (3)
Provides an overview of the principles and practices related to the cause, prevention, and control of disease. Emphasis will be placed upon understanding the occurrence and distribution of disease, risk factors for disease, and how to gauge and track incidence and prevalence disease rates. Candidates will be introduced to the major causes of morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented.

MSED 737 Teaching Human Sexuality In Education (3)
Prepares educators to develop students' skills in making informed and responsible decisions related to their development and sexuality over their life spans. Topics of discussion will include an overview of human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage; prevention and control of disease; and the transmission and spread of AIDS, as identified as part of a comprehensive health education program.

MSED 738 Assessment and Evaluation in Physical Education (3)
Focuses on developing the skills and knowledge necessary to effectively create and administer various forms of authentic assessment that will allow educators to assess standards-based practices in a physical education setting. Candidates will gain the knowledge to structure engaging lessons, develop effective assessments, and collect data that will monitor student progress and growth as it relates to the Physical Education curriculum.

MSED 739 Restorative Practices in the Classroom (3)
Introduces candidates to Restorative Justice concepts and strategies. Candidates will explore culturally appropriate restorative practices to create a culture of care in the classroom. Candidates will learn to facilitate circles, integrating an applied understanding of conflict resolution and mediation principles to help students learn self-awareness and self-management skills needed to achieve school and life success.

MSED 741 Instructional Coaching and Professional Development (3)
Examines instructional coaching practices utilized within professional development emphasizing the presentation, collaboration and follow-up feedback models. Candidates will be introduced to research-based practices for supporting adult learners through instructional coaching.

MSED 742 Dyslexia & Reading Disabilities: 1 in 5 (1)
Provides candidates an overview of Dyslexia and other reading disabilities. Candidates learn how to identify the signs and symptoms of Dyslexia and explore teaching strategies, resources, and tools to address the needs of struggling readers. Elements of multi-sensory structured learning are introduced, and candidates will learn how to apply these elements to reach and teach struggling readers in the areas of phonemic awareness, phonics, fluency, comprehension, vocabulary and spelling.

MSED 743 Dyslexia Reading Disabilities II: Multi-Sensory Structured Language Education Teaching Strategies (1)
Multisensory teaching is one important aspect of instruction for all students, especially with dyslexia and other learning difficulties. Candidates will gain knowledge and understanding of learning techniques that involve the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of the written language. This course will include research-based content and the application of the multisensory structured language education approach in the areas of phonological awareness, phonics and fluency.

MSED 744 Dyslexia and Reading Disabilities Part III: Foundations and Structure of Oral and Written Language (1)
Provides explicit instruction of the structure of oral and written language. Candidates will discover the origins of English, the components of language, and the stages of reading development. Candidates will explore the reasons why children who have Dyslexia or other learning disabilities struggle in these areas. This course also includes foundational knowledge to better understand the structure of language in the components of phonological awareness, phonics, orthography, and morphology.

MSED 745 Literacy Instructional Support (3)
This course examines materials and resources to support instruction of developing readers and writers. Candidates will be introduced to grade appropriate strategies, materials, and interventions that are research based and selected for specific literacy needs.

MSED 746 Instructional Coaching Cycle (3)
Examines the development and implementation of various instructional coaching cycles. Candidates will be introduced to research-based practices used to create an effective, equitable, and customized support system for teachers.

MSED 747 Data Informed Instructional Coaching (3)
Examines how to collect and analyze various forms of data for the purpose of improving instructional practices that result in student success. Candidates will use different forms of data to support teachers in the identification of instructional needs and the creation of data driven goals that positively impact student learning.

MSED 748 Instructional Coaching Practicum (3)
Offers candidates the opportunity to apply knowledge, skills, and dispositions needed to be an effective Instructional Coach. Research and practical based experiences are completed to support teacher development and student growth.

MSED 749 Student-Centered Instructional Coaching (3)
Examines instructional coaching practices that specifically focus on student learning and achievement. By focusing on student needs instead of fixing teachers an Instructional Coach can impact instruction and learning. Candidates will be introduced to this research-based model for supporting teachers through examining student data.

MSED 750 Foundations of Biliteracy Education (3)
Introduces theory and application of planning, self-reflection, and continual improvement of dual language programs including interdisciplinary curriculum and instruction, teacher preparation, and family engagement. Candidates will identify the pedagogical and organizational principles of dual language education based upon relevant literature and research. Using this knowledge, candidates will analyze and evaluate existing dual language programs and identify areas of growth for effective program implementation.

MSED 751 Instructional Practices for Biliteracy Education (3)
Introduces instructional methods, approaches, strategies and materials for teaching dual language learners. Candidates will investigate and evaluate the use of first language in bilingual education classrooms and study the effective instructional strategies in first and second language literacy development and content learning.

MSED 752 Dyslexia Awareness and Best Practice (2)
This course provides an overview of Dyslexia and other reading disabilities. Current research on best practice to teach literacy including content and the application of multi-sensory teaching strategies in the areas of phonological awareness, phonics and fluency.

MSED 753 Retrieval Practices to Enhance Learning (1)
Explores the elements of retrieval practice, a research-based strategy utilized to enhance student long-term learning. Candidates will explore neuroscience and classroom strategies to improve student metacognition and create more effective learning experiences through efficient retrieval practice, spacing, interleaving, and feedback.

MSED 754 Encouraging Student Creativity and Critical Thinking (3)
Explores strategies and best practices for meeting the advanced learning needs of students. Emphasis will be placed on enhancing student creativity and critical thinking skills. Candidates will explore how to identify and encourage students' intellectual, artistic, vocational, and interpersonal talents and reinforce each talent in a learner-centered classroom.

MSED 755 Strategic Collaborations for the Classroom (1)
Prepares candidates to plan and implement a variety of strategic collaborative group activities to enhance student achievement. Candidates will explore research-based practices to assist students to develop interpersonal skills needed to work effectively with others.

MSED 756 Methods of Teaching Literacy and Content Area Literacy for School Personnel (3)
This course introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching, and on the relationship between the language arts disciplinary literacy, and specific content area and discipline literacy appropriate for school personnel. Content includes theories, approaches and materials for supporting student in reading, language arts, and disciplinary literacy in today's diverse classrooms. They will explore engaging strategies for instruction that will increase reading, writing, and disciplinary literacy strategies for all learners. Techniques for incorporating state standards and new technologies into literacy development are also studied. This course is designed for school personnel, in support of the classroom teacher, working with individual and/or small groups of students.

MSED 757 Identification and Assessment of Gifted and Talented (3)
Introduces the instruments and procedures used in identifying gifted and talented students. Candidates will deepen understandings of assessment techniques and build an awareness of the influences of diverse backgrounds on identification processes. Current methodologies and resources to gauge ongoing academic growth of gifted and talented students will also be explored.

MSED 758 Gifted and Talented Educator Practicum (3)
Provides candidates an opportunity to utilize and observe instructional strategies promoting the growth and development of gifted and talented students. Candidates will engage in professional activities that provide opportunities to interact with classroom educators and high achieving learners in the P-12 school setting.

MSED 759 Planning and Assessment in the Early Years (3)
Explores current theory and practice regarding assessment including formal, standardized, and information tests and inventories for students' birth to 8 years old. Selection, evaluation and interpretation of assessments used in educational settings will be examined. Candidates will plan instruction, prepare assessments and utilize data to improve instruction across the curriculum.

MSED 760 Acquisition and Assessment of Spoken and Written Language (3)
Increase understanding of evidence-based instructional methods for sustaining early literacy with practices and processes to monitor and assess development. Definitions of literacy, culture, and principles of culturally sustaining early literacy pedagogies, as well as a model and interpretive framework for cultivating language in the areas of listening, speaking, reading and writing will be explored. Elevating literacy development in young children (ages 0-8) will foster spoken and written language skills that can be embedded in everyday instruction.

MSED 761 Pedagogy and Practice of Play in Childhood Education (3)
Examines how children learn through play and how play-based learning can support children's development in a the physical, cognitive, social, emotional, and language domains. Candidates will delve into the theoretical foundations of play and examine the works of theorists such as Piaget, Vygotsky, and Erikson, to gain insights into the various stages of play development. Practical aspects of the course will focus on creating play-rich environments that stimulate creativity, problem-solving, and collaboration among young learners. Candidates will explore the role of the educator in facilitating play-based learning, including how to observe and assess children's play, how to scaffold children's learning through play, and how to integrate play into the curriculum. Best practices in play-based learning, as well as discussions on the cultural and societal factors that can impact play in early childhood education will take place.

MSED 764 Implementing Student Learning Communities (3)
Emphasizes the fundamental strategies of implementing student learning communities to increase student engagement. Candidates will explore collective learning methods that foster academic, social, and emotional development and encourage learners to collaborate, seek, give, and receive

MSED 765 Welcoming Newly Arrived EL Students (1)
Examine how educators can positively impact recently arrived multilingual students by incorporating funds of knowledge pedagogy. Methods supporting instructional practices to engage families and the acculturation process of newcomer students will be explained to assist in the adjustment to a new cultural and educational environment.