MA Education Trauma and Resilience in Educational Settings

For

This program is designed to support educators and other professionals who work with students in and out of the classroom setting learn effective responses to student trauma, and how to help instill resiliency skills for the students, school, and themselves.

What you Learn

More than 25 percent of American youth experience a serious traumatic event by age 16 and many children suffer multiple and repeated traumas. This trauma affects children's learning.

A trauma-informed care approach in schools is sweeping the nation, as student needs change and schools seek to address – and overcome – barriers to learning. When teachers learn effective responses to student trauma, and how to help instill resiliency skills necessary to thrive in the classroom, children have better learning outcomes – in school and in life.

How you Learn

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Trauma and Resilience. Students also have the option to take a subset of courses (denoted by an asterisk) that lead to the Trauma and Resilience Certificate only.

Degree Requirements

Master of Arts in Education Trauma and Resilience in Educational Settings		
EDU 505*	Trauma and its Impact on Child Development	3
EDU 506*	Trauma-Informed Practices and Resilience	3
EDU 507*	Trauma-Informed Classroom Teachers	3
EDU 508*	Creating a Trauma-Informed School	3
EDU 509*	Trauma-Informed Intervention for the Education Professional	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-22. This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the Trauma and Resilience Certificate only.

MA Education Literacy (Including K-12 Reading Endorsement)

For

Individuals who hold a valid Minnesota teaching license and who wish to further develop their skills in literacy and methods.

What you Learn

The Master of Arts in Education Literacy including K-12 Reading Endorsement is designed to prepare teachers to meet the learning needs of today's K-12 students. Emphasis is placed on literacy development.

How you Learn

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education Literacy including K-12 Reading Endorsement. MN educators will be eligible to apply for their K-12 Reading Endorsement. The endorsement is added to your initial teaching license

Prerequisites

You must hold a current and valid Minnesota teaching license to enroll in the Master of Arts in Education Literacy including K-12 Reading Endorsement.

Degree Requirements

Master of Arts in Education Literacy - Including K-12 Reading Endorsement		
RDG 560*	Literacy Foundations (K-12)	3
RDG 561*	Literacy Essentials for K-5	3
RDG 562*	Literacy Essentials for 6-8	3
RDG 563*	Literacy Essentials for 9-12	3
RDG 564*	Assessment, Evaluation, and Supervision in Literacy Programs (K-12)	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Applications	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-22. This is not an official schedule and your cohort may take these courses in a different order.

The state of Minnesota requires the completion of 110 clinical hours across the K-12 grade span to complete the K-12 Reading Endorsement. These hours are embedded in the coursework. The total hours are made up of 8 hours of volunteer time in grades 6th-8th (middle school), 8 hours of time in grades K-5th (elementary school), 8 hours of time in 9th-12th (high school), and 6 hours shadowing a literacy specialist in the district. The hours will need to be completed outside of the teacher's regular classroom during the regular school year (not during summer school). Please make sure to allow for personal time to complete these hours prior to starting the program. In addition, the Final Clinical/District level experience includes 80 hours in the teacher's own classroom (approximately 2 weeks of teaching) so students can demonstrate the application of their literacy instruction and assessment learning.

*Courses denoted with an asterisk are the courses required to complete the Reading Endorsement only.

CSP GLOBAL | CONCORDIA UNIVERSITY, ST. PAUL

For

Individuals working in various contemporary classroom settings. Students in the program will enhance their knowledge and ability to assist PK-12 students learning needs across the content areas.

What you Learn

The Master's of Arts in Differentiated Instruction is designed to assist PK-12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 8 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 8 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education in Differentiated Instruction.

Degree Requirements

Master of Arts in Education in Differentiated Instruction		
DI 594	Effective Practices in Differentiated Instruction	3
DI 536	Inclusion: Effective Practices for All Students	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiating Instruction Across Content	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-22. This is not an official schedule and your cohort may take these courses in a different order.

MA Education - Educational Leadership

For

Individuals who want to start the path to becoming a school administrator or school principal.

What you Learn

The Master of Arts in Educational Leadership is designed to prepare teachers to meet the learning needs of today's K-12 students from an administrative role.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 8 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 8 weeks.

Career Outcomes

Upon completion of the program as outlined below, you will earn a Master of Arts in Education in Educational Leadership.

Degree Requirements

Masters of Arts in Education in Educational Leadership		
EDL 540	Pedagogy: Curriculum and Instructional Leadership	3
EDL 550	Leadership and Human Resources Management in Education	3
EDL 553	Educational Policy and Administration	3
EDL 556	Supervision and Improvement of Instruction	3
EDL 557	Financial Resources	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-22. This is not an official schedule and your cohort may take these courses in a different order.

For

Experienced educators who wish to expand their teaching skills and enhance the classroom experience by utilizing innovative approaches to technology.

What you Learn

The Master of Arts in Educational Technology is designed to prepare teachers to utilize technology most effectively to enhance student achievement.

How you Learn

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Educational Technology. Students also have the option to take a subset of courses (denoted by an asterisk) that lead to the Educational Technology Certificate only.

Degree Requirements

Master of Arts in Classroom Instruction with Educational Technology		
*ET 500	Principles of Digital Teaching and Learning	3
*ET 505	Exploring Classroom Technology Tools	3
*ET 510	Virtual Classroom	3
*ET 515	Professional Development and Leadership in Educational Technology	3
*ET 520	Field Experience: Course Development	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-22. This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the Ed. Technology Certificate only.

MA Education - Special Education

For

Individuals who hold a valid Tier 3 or Tier 4 Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students with specific learning disabilities, emotional and behavioral disorders, and autism spectrum disorders.

What you Learn

The Master of Arts in Special Education is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication, standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management and academic competence.

How you Learn

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

Program options are outlined below. Students can choose to earn a Master of Arts in Special Education w/Specific Learning Disabilities (SLD) Licensure (30 Credit Hours), a Master of Arts in Special Education w/Emotional Behavioral Disorders (EBD) Licensure (33 Credit Hours), or a Master of Arts in Special Education w/ Autism Spectrum Disorders (ASD) Licensure (36 Credit Hours). Students who are not looking to earn a Master's degree can choose from the following options: Specific Learning Disabilities (SLD) licensure without a Master's degree (24 Credit Hours), Emotional Behavioral Disorders (EBD) licensure without a Master's degree (27 Credit Hours), or Autism Spectrum Disorder (ASD) licensure without a Master's degree (30 Credit Hours).

Degree Requirements

M.A. in Special Education with ASD Licensure	SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
	SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
	SPED 583	Collaborative Teaching in Inclusive Settings	3
	SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
	SPED 573	Fundamentals: Autism Spectrum Disorders	3
	SPED 596	Behavior Management	3
	SPED 586	Learners with Disabilities: Educational Assessment	3
	SPED 574	Communication and Social Skills Training	3
	SPED 575	Interventions: Autism Spectrum Disorders	3
	SPED 593	Applied Experience in Autism Spectrum Disorders	3
		Total Credits for Licensure Program:	**30***
	ED 521	Educational Research and Applications	3
	ED 590	Conducting Research and Completing the Capstone	3
		Total Credits for Licensure and MA Program:	**36***
M.A. in Special Education with EBD Licensure	SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
	SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
	SPED 583	Collaborative Teaching in Inclusive Settings	3
	SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
	SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
	SPED 596	Behavior Management	3
	SPED 586	Learners with Disabilities: Educational Assessment	3
	SPED 599	Adolescents with Emotional and Behavioral Disorders	3
	SPED 595	Applied Experience in Emotional Behavior Disorders	3
		Total Credits for Licensure Program:	**27***
	ED 521	Educational Research and Applications	3
	ED 590	Conducting Research and Completing the Capstone	3
		Total Credits for Licensure and MA Program:	**33***
M.A. in Special Education with SLD Licensure	SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
	SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
	SPED 583	Collaborative Teaching in Inclusive Settings	3
	SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
	SPED 590	Teaching Students with Math or Language Difficulties	3
	SPED 596	Behavior Management	3
	SPED 586	Learners with Disabilities: Educational Assessment	3
	SPED 591	Applied Experience in Specific Learning Disabilities	3
		Total Credits for Licensure Program:	**24***
	ED 521	Educational Research and Applications	3
	ED 590	Conducting Research and Completing the Capstone	3
		Total Credits for Licensure and MA Program:	**30***

*Supplemental Courses ED 548 Literacy I: Content and Methods for Teaching K-6 Literacy and ED 558 Literacy II: Content and Methods for Teaching K-6 Literacy (3 credits each for total of 6 credits) is required unless candidates can verify equivalent coursework addressing comprehensive scientifically based reading instruction including reading foundations and assessment.

NOTE: Course descriptions for the courses listed above can be found on Pages 19-22. This is not an official schedule and your cohort may take these courses in a different order.

For

Individuals who want to earn their initial teaching license (K-6).

What you Learn

The Master of Arts in Education in Teaching provides an initial teaching license for K-6 grade levels.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 8 weeks. Face to face meetings are not required; however, a weekly 90 minute synchronous audio/visual chat is required. You will still complete one 3 credit course every 8 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Teaching and a K-6 licensure.

Prerequisites

Your bachelor's degree must be earned from an accredited institution and your cumulative GPA must be a minimum of 3.0.

Degree Requirements

Master of Arts in Teaching (MAT) w/ K-6 Licensure		
ED 535*	Introduction to Teaching Children	3
ED 514*	Psychology of Learning and Teaching in Schools	3
ED 549*	Effective Teaching	3
ED 552*	Content & Methods for Teaching K-6 Health and Movement Education	3
ED 551*	Content & Methods for Teaching K-6 Science	3
ED 553*	Content & Methods for Teaching K-6 Social Studies	3
ED 548*	Content & Methods for Teaching K-6 Literacy	3
ED 550*	Content and Methods for Teaching K-6 Mathematics	3
ED 558*	Content and Methods of K-6 Literacy II	3
ED 537*	Inclusion in Diverse Classrooms	3
ED 560*	Clinical Experience and Professional Foundations	6
	Total Credit Hours:	**36**

NOTE: Candidates may earn an initial license or add the K-6 license to an existing license. (Please see your enrollment counselor for additional details on the add-on license.)

MA Education – English as a Second Language

For

Individuals working in contemporary classroom settings. Students in the program will enhance their knowledge and ability to assist K-12 students learning needs across the content areas.

Pre-Kindergarten through Grade 12 licensed teachers who desire to become better prepared for working with children who speak a first language other than English.

What you Learn

The Master of Arts in Education in English as a Second Language is designed to prepare teachers to be highly effective professional decision-makers, reflective leaders, and adaptive experts and to apply purposeful and dynamic strategies to empower all learners whose first language is other than English.

How you Learn

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education with an emphasis in English as a Second Language. MN educators will be eligible to apply for their K – 12 ESL Endorsement.

Degree Requirements

MA in Education with emphasis in English as a Second Language + K–12 ESL Endorsement		
ESL 520*	Language and Society	3
ESL 531*	Second Language Acquisition	3
ESL 540*	Foundations for Instructional Strategies for English Learners	3
ESL 541*	Instructional Strategies for English Language Learners	3
ESL 550*	Assessment of English Learners	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Hours: 30	

MA in Education with emphasis in English as a Second Language		
ESL 520*	Language and Society	3
ESL 531*	Second Language Acquisition	3
ESL 540*	Foundations for Instructional Strategies for English Learners	3
ESL 541*	Instructional Strategies for English Language Learners	3
ESL 550*	Assessment of English Learners	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Hours: 30	

NOTE: This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the ESL Endorsement only.

**Courses denoted with an asterisk are the courses required to complete the ESL Certificate only.

CI 525– Innovation in Learning and Teaching - Learners explore the science of learning, the curriculum for K-12 educational environments, and theories and innovation for teaching in diverse classrooms.

CI 560 Curriculum and Instruction in Literacy - An examination of the history of the school curriculum, the fundamentals of curriculum.

CI 561 Foundations of Literacy (K-12) - A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher. Includes an 8 hour clinical experience in a grade 6-8 classroom setting.

CI 562 Literacy Strategies for Grades K-6 - An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563 Literacy Strategies for Grades 7-12 - A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12) - Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress. Includes a 6-hour clinical experience in a district setting.

CI 570 Writing Across the Content Areas - This course focuses on understanding the writing process in order to effectively teach and develop K-12 writers. Instructional methods for incorporating writing across the curriculum, including strategies for writing instruction with English language learners and diverse populations, are emphasized to support student literacy learning.

CI 575 Teaching Literacy for Diverse Learners - This course focuses on the culturally and linguistically responsive teaching of English language learners that will promote efficacy and proficiency in speaking, listening, reading, and writing in Standard English.

CI 585 Educational Assessment - Curriculum, instruction, and assessment work together to support student learning. In this course, learners develop the knowledge and skills to practice effective assessment of student learning and program quality in educational settings.

CI 587 Reading across the Content Areas - This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum.

ED 502 Educational Issues - A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

ED 507 Diversity in Education - A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508 Legal and Ethical Issues in Education - A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 512 Ethical Issues for Professional Educators - A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

ED 514 Psychology of Learning and Teaching in Schools - An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

ED 521 Educational Research and Applications - A survey of qualitative and quantitative research methods and their applications to educational research.

ED 535 Introduction to Teaching Children - Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

ED 537 Inclusion in Diverse Classrooms - Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

ED 548 Methods for Teaching Literacy - The focus is on the important connection between all literacy skills – reading, writing, listening, thinking, and speaking. Emphasis is placed on a balanced reading approach including methods of embedding a variety of children's literature. A case study with a student in reading is completed.

ED 549 Effective Teaching- This course is designed to provide pre-service elementary teachers with the opportunity to acquire skills for effective planning, implementing, and evaluating instruction. It examines the skills needed for effective organization of the elementary classroom learning environment. Students are introduced to standards-based education.

ED 550 Content and Methods for Teaching Mathematics, K-6 - This course is an opportunity to learn and apply the content, conceptual framework, and theories of learning and teaching of mathematics at the K-6 level. A case study with a student in mathematics is completed.

ED 551 Methods for Teaching Science - A study of the philosophy, content, materials, research, and strategies related to the teaching of science in the elementary classroom.

ED 552 Methods for Teaching Health and Movement - A study of the philosophy, content, materials, research, and strategies related to the teaching of health and movement in the elementary classroom.

ED 558 Content and Methods of K-6 Literacy II - A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

ED 553 Methods for Teaching Social Studies - A study of the philosophy, content, materials, research, and interdisciplinary strategies related to the teaching of social studies in the elementary classroom.

ED 554 Curriculum and Instruction - An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

ED 560 Clinical Experience and Professional Foundations: K-6 - This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. Seminars are focused on communication and interaction with parents or guardians, families, school colleagues, and the community to support student learning and well-being. An eFolio presentation is required.

ED 590 Conducting Research and Completing the Capstone - A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

EDL 540 Pedagogy: Curriculum and Instructional Leadership - A review of the arts and science of teaching and learning, educational issues, curriculum, and instructional leadership in the contemporary K-12 settings. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession, and the future of American education.

EDL 550 Leadership and Human Resources Mangement in Education - A study of school leadership, and human resources on the impact of successful learning of all students in an educational setting.

EDL 553 Educational Policy and Administration - A study of the educational leader's role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

EDL 556 Supervision and Improvement of Instruction - A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

EDL 557 Financial Resources - A study of leadership and management of the fiscal resources of contemporary schools.

ESL 520 Language and Society - This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnics, regional, and gender differences in the classroom is examined and strategies to involve the families and communities of English language learners are explored.

ESL 531 Second Language Acquisition - This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and program models and strategies for second language instruction.

ESL 540 Reading Instruction for Linguistically and Culturally Diverse Learners - This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

ESL 541 Instructional Strategies for English Language Learners - This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL 550 Assessment of English Learners - This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

ET 500 Principles of Digital Teaching and Learning - A survey of the historical and theoretical development of educational technology and an examination of further trends in K-12 education.

ET 505 Exploring Classroom Technology Tools - An examination of how to best enhance and assess student achievement through effective incorporation of various software and hardware.

ET 510 Virtual Classroom - The study of various social media modes to engage the online and face to face learner and enhance instruction.

ET 515 Professional Development and Leadership in Educational Technology - A focus on leadership and professional development in planning and integrating educational technology.

ET 520 Field Experience - Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting

DI 509 Application of Differentiated Instruction in Gifted Education - This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

DI 516 Family Systems for Educators - Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

DI 532 Collaboration in Inclusive Settings - A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.

DI 534 Teaching Students with Mental Health Needs - A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

DI 536 Inclusion: Effective Practices for all students - Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

DI 538 Differentiating Instruction Across Content Areas - This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

DI 594 Effective Practices in Differentiated Instruction - An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

RDG 560 Literacy Foundations (K-12) - A survey of the historical and theoretical development of literacy education and the current research-based best practices in literacy instruction.

RDG 561 Literacy Essentials for K-5 - An examination of the research-based components of structured literacy instruction for the elementary classroom. (8-hourElementary K-5 Clinical)

RDG 562 Literacy Essentials for Grades 6-8 - An examination of research-based literacy practices for preadolescent learners in grades 6-8. (8-hour Middle School/ Gr. 6-8 Clinical)

RDG 563 Literacy Essentials for Grades 9-12 - An examination of research-based literacy practices for adolescent learners in grades 9 through 12. (8-hour HSI Gr. 9-12 Clinical)

RDG 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12) - Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress. (6-hour Literacy Specialist shadowing/ 80 hour Final Clinical with a continuous group of students)

SPED 573 Fundamentals: Autism Spectrum Disorders - An introduction to the dynamics of autism spectrum disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 574 Communication and Social Skills Training - A study of strategies and interventions for promoting the development of communication skills and social skills.

SPED 575 Interventions: Autism Spectrum Disorders - Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorders.

SPED 580 Ethical Issues for Professional Educators - A study of ethics and moral philosophy with application to the field of special education. Current educational issues will be examined in the context of the lives and careers of the PK-12 special educator.

SPED 581 Instructional Strategies: Mild/Moderate Disabilities - An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.

SPED 582 Teaching Students with Linguistic Differences or Difficulties - A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583 Collaborative Teaching in Inclusive Settings - A study and applied practice in collaborative teaching between general educators and special educators and paraprofessionals in both settings.

SPED 584 Interventions for Students with Emotional and Behavioral Disorders - Application of evidence-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.

SPED 586 Learners with Disabilities: Educational Assessment - Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.

SPED 591 Applied Experience in Learning Disabilities - Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting.

SPED 595 Applied Experience in Emotional Behavior Disorders - Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting.

SPED 593 Applied Experience in Autism Spectrum Disorders - Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

SPED 596 Behavior Management - An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.

SPED 598 Fundamentals: Emotional and Behavioral Disorders - An introduction to the dynamics of emotional and behavioral disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 599 Adolescents with Emotional Behavioral Disorders - An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.

EDU 505 Trauma and its Impact on Child Development -Learners will examine the impact trauma, abuse, and neglect has on childdevelopment. Topics include the adverse childhood experiences (ACEs) research, bonding and attachment, prenatal and perinatal forms of trauma, and trauma's impact on the emotional, neurological, social, and physical health of the developing child.

EDU 506 Trauma-Informed Practices and Resilience - Learners develop an understanding of what trauma is and how it influences children socially, emotionally, physically, and academically. Topics include indicators of trauma, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, strategies to support teachers, and resilience as a response.

EDU 507 Trauma-Informed Classroom Teachers - Learners learn to recognize and respond to trauma and toxic stress and develop strategies for trauma-informed classrooms and behavioral spaces. Trauma-informed approaches to fostering student, teacher, and family relationships are explored.

EDU 508 Creating a Trauma-Informed School - Learners explore the characteristics of school environments that are sensitive and responsive to trauma and toxic stress, professional development for all school caregivers, and the role of families and community partners. The trauma-informed school is envisioned.

EDU 509 Trauma-Informed Intervention for the Education Professional - Learners examine and apply trauma-based, empirically supported interventions, supports, and strategies appropriate for children impacted by various forms of trauma (e.g., prenatal, maltreatment, complex, PTSD, and traumatic grief and loss) and learn how to work effectively with and communicate with trauma-exposed children who are impacted by various emotional, behavioral, learning, social, and physical health challenges.

ED 201 Foundations of and Introduction to Education - This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

ED 336 Educational Psychology - This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

ED 330 Human Diversity and Relations - Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

ED 470 Health Education for Teachers - This course investigates personal and community health issues facing today's school-aged children and adolescents.

ED 448 Teaching Methods for Elementary/Middle School Movement Education - In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

ED 344 The Effective Teacher - The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

ECE 324 Language Development and Emergent Literacy - This course prepares educators and allied professionals to guide young children through the process of language acquisition and emergent literacy.

ED 203 Principles of Elementary Mathematics - This course gives students the mathematical foundation necessary to teach K-6 mathematics. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques.

ED 357 Teaching Elementary Social Studies - This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

ED 342 Teaching Literacy - A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

ECE 427 Authentic Assessment and Guidance in ECE - Students will examine the various methods of authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

ED 356 Teaching Elementary Science and Environmental Education - In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science. (Prerequisite: ED 344)

ED 360 Content and Methods for K-6 Mathematics - This course provides the opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: ED 344)

ED 371 Teaching Practicum - This course provides an early field experience for students prior to student teaching.

ED 439 The Inclusive Classroom - Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

ED 471 Student Teaching - Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.