

EDUCATION (EDUC)

Courses

EDUC 517 CHILDREN'S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL (3)

Study of literature, texts and technology of reading and language arts instruction. Attention to authors, illustrators, awards and criteria for selection and importance in curricula. Prerequisite: Two English courses.

EDUC 570 SPECIAL TOPICS IN EDUCATION (1-3)

In-depth study of a selected topic in education. The specific requirements and prerequisite will vary with each topic and will be designated by the department each time there is an approval of the graduate program director. Each topic may be taken as a separate course.

EDUC 594 TRAVEL AND STUDY EDUCATION (1-6)

Study abroad of educational facilities, programs or practices or selected projects in educational topics. By specific arrangement with program chairperson and sponsoring instructors. Consent of graduate program director required for graduate degree credit.

EDUC 595 INDEPENDENT STUDY IN EDUCATION (1-4)

An opportunity for specially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. Prerequisite: Approval of appropriate program chairperson. Graduate credit by consent of graduate program director only.

EDUC 601 CONCEPTS AND ISSUES IN EDUCATION (3)

Social, economic, historical, political and technological trends that shape educational policy and programs. Prerequisite: graduate standing.

EDUC 605 INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE (3)

Introduction to research approaches and fundamentals of doing research. Opportunities to develop an area of research interest, critically review the literature relevant to research interest and examination of how research findings are useful in forming an understanding of the practice. The emphasis is on locating, reading, and critiquing scholarly articles with an aim towards furthering new understandings towards improving practice.

EDUC 610 THEORY, RESEARCH AND PRACTICE IN TEACHING COMPOSITION (3)

Addresses the theory, research, and practice of teaching composition across all levels (prekindergarten to adult) and disciplines. Prepares participants to be Teacher Consultants of the Maryland Writing Project. Prerequisites: Bachelor's degree and teaching experience; consent of Maryland Writing Project director.

EDUC 611 MENTORING THE PRE-SERVICE CANDIDATE: EFFECTIVE PRACTICES (3)

An analysis of the roles of the cooperating teacher, college supervisor and student teacher; current practices, issues, problems, trends and evaluation in laboratory experiences and current research. Prerequisite: teaching experience.

EDUC 613 MORAL QUESTIONS IN THE CLASSROOM (3)

Develop an understanding of competing models of moral education models that include: a virtues approach, cognitive developmentalism, and care ethics. Consider practical ways to teach texts in a variety of subjects to foster moral development as well as consider school-wide applications of moral education such as character education, discipline, and addressing bullying. Not open to students who have successfully completed LJEC 615.

EDUC 630 ACADEMIC WRITING FOR GRADUATE STUDENTS (3)

Develops and refines graduate students' academic writing skills, with a focus on identifying and applying disciplinary norms; utilizing effective strategies for researching, drafting, revising, and editing written work; producing academic genres; and writing with an academic style, conventional grammar, and appropriate citation. Enables graduate students to produce the writing expected in graduate-level courses and in their disciplinary communities.

EDUC 651 INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS (3)

Course participants will be invited to critically examine approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Class members will read professional literature framing second language acquisition and discuss strategies for implementing sound theoretical practice within the classroom. How to provide appropriate instruction based on informal and formal assessment results for PreK-12 English Language Learners will be the major focus of this course.

EDUC 660 MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES (3)

Past and current trends in equity and inclusive education, underlying theories and relationship to teaching in culturally diverse classrooms. Nature of bias and impact on learning environments. Evaluation and development of culturally relevant curriculum and instruction.

EDUC 670 SPECIAL TOPICS IN EDUCATION (3)

In-depth study of a selected topic in education. The specific requirements and prerequisite will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the appropriate graduate program director is required. Each topic may be taken as a separate course. Prerequisite: varies with each topic.

EDUC 695 INDIVIDUALIZED STUDY (1-6)

Individually planned programs which will permit the student to engage in research and/or field experiences relative to the student's professional growth. Admission by application to the graduate program director only.

EDUC 715 STATISTICAL PRINCIPLES OF RESEARCH DESIGN AND ANALYSIS (3)

An intermediate level statistics course focusing on the statistical principles and research designs in the field of education. Course covers from single factors through higher-order factorial experiment design, as well as multiple regression modeling. Advanced skills of statistical analysis, calculation, and uses of contemporary statistics software will be developed. Prerequisite: EDUC 615 or equivalent.

EDUC 717 CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING (3)

An in-depth examination of a variety of texts for teaching reading, with particular emphasis on children's literature and reading software; strategies for selecting and evaluating texts. Review of current research. Prerequisite: Admission to M.A.T. program or permission of the graduate director.

EDUC 730 PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY (3)

Current theories and research on the nature of learning, development and diversity and its relationship to classroom practice. Prerequisite: Admission to the M.A.T. program.

EDUC 731 CURRICULUM AND ASSESSMENT (3)

Principles and practices of curriculum development, actual school practice and the teacher's role as a curriculum developer. Prerequisites: EDUC 730 and admission to the MAT program.

EDUC 734 THE TEACHER AS RESEARCHER (1-3)

Theory and methodology for conducting classroom research with an emphasis on descriptive research approaches. Prerequisite: Admission to M.A.T. program.

EDUC 738 THE TEACHER AS RESEARCHER - PART II (1)

Theory and methodology for conducting classroom research with an emphasis on descriptive research approaches. Students will evaluate and share results of action research projects. Prerequisite: requires admission to M.A.T. program and EDUC 734 (2 units) in the Fall semester.

EDUC 755 ADULT LEARNING THEORIES (3)

Examination of principles of adult learning and andragogy theory. Specific emphasis is on the application of adult learning theories and approaches in the design, development, and implementation of education and training programs.

EDUC 761 INQUIRY FOR PRACTICE (3)

Theory and methodology of educational research. Prerequisite: EDUC 605.

EDUC 765 QUALITATIVE METHODS IN EDUCATION (3)

Qualitative research traditions, methods, theoretical and philosophical perspectives in education are included. Methods of conducting fieldwork, data collection and analysis required for original qualitative research studies are examined from an educational perspective. Prerequisites: students should have successfully completed EDUC 515 or its equivalent; admission is by permit only.

EDUC 770 SPECIAL TOPICS IN EDUCATION (1-3)

In-depth study of a selected topic in education. The specific requirements and prerequisite will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the appropriate graduate program director is required. Each topic may be taken as a separate course.

EDUC 787 LITERACY INSTRUCTION AND ASSESSMENT I (3)

Research-based instructional strategies for teaching reading and language arts in the elementary classroom. Includes planning for effective instruction utilizing a balance of phonics, semantics, and syntactics; teaching reading as a strategic process; utilizing developmentally appropriate word recognition and comprehension strategies; and designing instruction on evidence of individual need. Corequisites: EDUC 797 and ELED 621.

EDUC 789 RESEARCH METHODS, DESIGN, AND ANALYSIS (3)

Designed to provide an overview of the philosophical and epistemological underpinnings of research methods, as well as an introduction to the theory and practice of qualitative, quantitative, and mixed methods. Prepares students to complete more advanced coursework in qualitative and quantitative research methods and applications. Prerequisite: program admission.

EDUC 790 ADVANCED MEASUREMENTS AND STATISTICS IN EDUCATION (3)

An advanced statistics course for doctoral students focusing on using multivariate statistics in educational research designs. Course covers statistical analyses ranging from multiple regressions, canonical correlation through multivariate analysis of variance and covariance, as well as discriminate function analysis. Advanced skills of experimental and nonexperimental designs, and uses of contemporary statistics software will be developed. Prerequisites: EDUC 715 or EDUC 776.

EDUC 791 ADVANCED QUALITATIVE RESEARCH METHODS (3)

Focus on developing in-depth knowledge and skills in the use of qualitative methodology. Designed for doctoral students and includes philosophical foundations of qualitative inquiry, building the conceptual framework for a study, the methodological issues of research design, issues of validity and logic, as well as data analysis and representation. Through intense reading and writing, students will examine the advances and challenges presented by recent developments and new applications in qualitative research methodology. Prerequisite: EDUC 765.

EDUC 797 INTERNSHIP I WITH SEMINAR (1-6)

Best practices for creating and maintaining a positive and productive learning environment will be explored. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, and geographic regions, as appropriate for age/grade level and professional specialization. Participants complete extended field experience (as determined by appropriate program director). May be repeated for a maximum of 6 units. Corequisite: Taken concurrently with EDUC 734 in the semester prior to the practicum (student teaching) semester. Prerequisite: Consent of graduate program director, who may require other prerequisites. Internship/Practicum fee will be assessed.

EDUC 798 INTERNSHIP II WITH SEMINAR (6)

Supervised teaching experience at the appropriate school level for students in M.A.T. program. Seminar will provide participants with theory-practice connections. Prerequisite: Approval of early childhood education, elementary education or secondary education departments and the graduate program director. Internship/Practicum fee will be assessed.

EDUC 897 MASTER OF EDUCATION THESIS (6)

Investigation of selected topics in education. Graded S/U.

EDUC 898 THESIS (3)

The previous course, EDUC 897, taken over two consecutive semesters. Graded S/U.