

# EDUCATION (ED)

## ED-507 Issues and Problems in Education

Credits: 3

Term Offered: Spring Term

Course Type(s): None

Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

## ED-524 Research in Teaching Practice

Credits: 3

Term Offered: Spring Term

Course Type(s): MAT

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include: literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner. For Education majors only.

## ED-528 Middle Level Learning and Teaching

Credits: 3

Prerequisite(s): ED-550 and EDS-500

Term Offered: Spring Term

Course Type(s): None

The candidate will examine aspects of middle level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments that are structured for the diverse students that we encounter in our public schools and to create and implement learning experiences that effectively promote academic achievement and personal growth for all middle grade students. Clinical hours required.

## ED-529 Content Literacy & Assessment

Credits: 3

Course Type(s): MAT

Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

## ED-533 Contemporary Issues in Science Education

Credits: 3

Course Type(s): None

Examines current topics of special interest in science content and curriculum to a variety of students. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.

## ED-536 Applied Linguistics for Language Teaching

Credits: 3

Term Offered: Summer Term

Course Type(s): None

Designed to introduce students to the concepts of linguistics as related to bilingual education and the teaching of English as a second language. Students will also learn structural aspects of linguistics, including morphology (words), syntax (sentence patterns), semantics (the meaning of words), phonetics and phonology (the sounds of language), pragmatics (the way language works in the world), and English grammar. Students will gain familiarity with important theories, research, and how the English language works. Education majors only.

## ED-537 Science and Society in the Twenty-First Century

Credits: 3

Course Type(s): None

Examines the developments in science knowledge and their impact on society over the last century and predicts changes that might occur in the twenty-first century. We are the only species on earth that has the power to change our environment and the ability to comprehend the universe. Students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about the history and sociology of science.

## ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom

Credits: 3

Term Offered: All Terms

Course Type(s): MAT, SJEDU

Offered to address issues and research-based pedagogical strategies of teaching emergent bi/multilingual learners (EMLs) in today's inclusive classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching EMLs. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction.

## ED-552 Child and Adolescent Development

Credits: 3

Term Offered: All Terms

Course Type(s): EDFOU

Provides an introduction to the field of human development. The content covers the major concepts and theories of child and adolescent growth and developmental from the prenatal period through the teenage years. The purpose of the course is to discuss the historical, cultural, and philosophical groundings of the concepts and practices of children's learning and development and to promote the student's critical thinking skills with respect to those concepts. Through research, educational activities, and observations the course is designed to provide students a framework for promoting a holistic view of development and learning in infants, children, and adolescence, while considering how to nurture diversity and equity. This course includes utilizing data to inform instruction. For Education majors only.

## ED-554 Supplemental Instruction in Reading and Mathematics

Credits: 3

Prerequisite(s): ED-556 and EDL-575

Course Type(s): MAT

Focuses on supplemental instruction for reading and mathematics in educational settings from grades 6-8 but draws heavily on assessment and analysis of student errors from Pre-K to grade five as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided.

**ED-556 Teaching Elementary Mathematics in Inclusive Settings****Credits: 3**

Prerequisite(s): ED-550 and EDS-500, Minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): MAT

ED-556 is designed to provide a profound understanding of the concepts taught in elementary school mathematics. Teacher candidates participate in activities and learn techniques to foster conceptual development in young learners, thus producing confidence and success in the learning of mathematics. The essential elements of instruction, assessment, grouping strategies and effective questioning are illustrated and honed when planning mathematics lessons to address the instructional needs for diverse learners and students with disabilities. This course contains foundational knowledge that will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students, those with special needs, using instructional and assistive technology, and using data to inform instruction. Clinical Practice hours required.

**ED-562 Methods of Teaching Science at the Elementary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): None

Science methods for elementary education students is designed for those without a strong background in science (although those with a strong background will also benefit greatly from this course). The intent of this course is to provide an integrated perspective of teaching science from pre-kindergarten through grade 5. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Core Curriculum Content Standards for science, this course will utilize projects, cases and problems in real world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical practice hours required. Education majors only.

**ED-563 Assessment and Treatment of Literacy Problems Credits: 3**

Prerequisite(s): EDL-503

Term Offered: Spring Term

Course Type(s): None

Focus is on authentic assessment and corrective teaching strategies to address literacy problems from a developmental perspective. Techniques and methods for at-risk learners will be emphasized. Strategies that guide students to self-monitor their literacy acquisition will be addressed.

**ED-564 Methods of Teaching Mathematics at the Secondary Level****Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): MAT

Focus is on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only. Clinical practice hours required.

**ED-566 Methods of Teaching Science at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

Science methods at the secondary level is designed for those with a background in science. The intent of this course is to provide an integrated perspective of teaching science from grade 7-12. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning Standards for science, this course will utilize projects, cases, and problems in real world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Education majors only.

**ED-578 Methods of Teaching English at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

This course provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Field hours are required. Education majors only.

**ED-579 Methods of Teaching Social Studies at the Secondary Level****Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

The course will introduce students preparing for middle and secondary level teacher certification to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education across the traditional social science discipline. The course will also explore the philosophical and theoretical foundations of social studies education. It provides the candidate with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, using instructional technology, research, and assessment data to inform instruction in the context of social studies. Education majors only.

**ED-582 World Language Education****Credits: 3**

Prerequisite(s): ED-529, ED-550, and FO-599

Course Type(s): None

Issues and practices in world language education. Fieldwork is required.

**ED-583 Theories and Practice of ESL Instruction Part I****Credits: 3**

Prerequisite(s): ED-529, ED-550, and EN-563

Term Offered: All Terms

Course Type(s): MAT

With an emphasis on teaching English as a Second Language through content, Part I of this two-semester course will introduce the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, instructional technology, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined. Clinical hours required.

**ED-584 Theories and Practice of ESL Instruction Part II****Credits: 3**

Prerequisite(s): ED-583

Term Offered: All Terms

Course Type(s): None

A continuation of ED-583, this course examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies, techniques and instructional technology for teaching specific language skills in a standards-based content and ESL teaching program. Reflective practice is an integral part of this course. Limited to Education majors only. Clinical hours required.

**ED-586 Bilingual Education: Theories and Practices****Credits: 3**

Prerequisite(s): ED-583

Term Offered: Spring Term

Course Type(s): None

Emphasis on teaching content in bilingual/bicultural education, an understanding of bilingual development and available dual-language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined. Clinical experience hours required.

**ED-587 Integrated Teaching Methods in K-12 Inclusive Settings****Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

The course intends to deepen future K-12 teachers' understanding of the complexities of the curriculum and build their competencies at the level of instructional implementation in specific subject areas (e.g., music, arts, world languages). It focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and which address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse learning needs, using instructional technology, and using data to inform instruction. Education majors only. Clinical Practice hours required.

**ED-593 Clinical Practice****Credits: 9**

Co-requisite(s): ED-EDTPAGR

Term Offered: All Terms

Course Type(s): None

This full-time, full-semester clinical practice in a school setting required clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

**ED-594 Supervised Clinical Practice****Credits: 9**

Co-requisite(s): ED-EDTPA

Term Offered: Spring Term

Course Type(s): None

This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

**ED-596 Methods of Teaching Elementary Physical Education and Health** Credits: 3

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: Spring Term

Course Type(s): None

Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey State statutes. Education majors only.

**ED-597 Methods of Teaching Secondary Physical Education and Health** Credits: 3

Prerequisite(s): ED-550 and EDS-550 and a minimum G.P.A. of 3.00

Term Offered: Fall Term

Course Type(s): None

Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for 6th-12th grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey State statutes. Education majors only.

**ED-598 Special Topics in Education** Credits: 3

Term Offered: Spring Term

Course Type(s): None

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required. If a prerequisite is required it will be announced in the course schedule.

**ED-599 Independent Study in Education** Credits: 1-3

Term Offered: All Terms

Course Type(s): MAT

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course.

**ED-601 Principles of Technology and Theoretical Foundations for Instructional Technology** Credits: 3

Course Type(s): OL, EDFOU

The purpose of this course is to explore the broad and dynamic field of educational technology and how to meaningfully, purposefully, and effectively enhance learning experiences through technology integration. Specifically, the course will examine educational technology plans, current theories, recent research, and trends in the field while also exploring challenges to effective educational technology programs in K-12 settings. This course will also provide an overview of effective technology integration frameworks (SAMR, TPACK, the Digital Use Divide, etc.) used by educational technology specialists/leaders to design transformative learning experiences that enhance instruction.

**ED-606 Diversity in Education** Credits: 3

Term Offered: All Terms

Course Type(s): MAT, SJEDU

In this course, students will explore the field of multicultural education. The nature of the school as a social system will be analyzed and the diversities of various cultures, communities, and ways of thinking will be examined. Professionals will engage in self-reflection related to racism and other forms of discrimination in order to better understand how identities and ideologies impact everyday school practices and the educational experiences of all students, especially those from culturally and linguistically diverse backgrounds. The course also includes research-based pedagogical strategies for teaching culturally and linguistically diverse students, incorporating instructional technology into the classroom and utilizing data to inform instruction. Education majors only.

**ED-608 Curriculum in the Classroom** Credits: 3

Course Type(s): EDCUR

Today's practitioners must strike a balance between state and national curriculum standards and the needs and expectations of their own classroom. Candidates will examine various facets of curriculum specific to their professional environment.

**ED-610 Education in a Democratic Society** Credits: 3

Term Offered: Spring Term

Course Type(s): None

Critical examination of ideas, purposes, and aims of schooling in historical and cultural contexts; explores ethical and research issues related to teaching and learning in ways that enhance democratic practices.

**ED-612 Teacher Leadership** Credits: 3

Term Offered: Spring Term

Course Type(s): EDCUR

This course is designed to provide an examination of teacher leadership as an opportunity for distributed, school- and district-wide leadership. The course will allow teachers opportunities to develop their own practice and the practices of their colleagues through an understanding of how to use the various leadership lenses of organizational design, strategic decision-making, interpersonal relationships, instructional leadership, and both adaptive and motivational approaches to guiding educators as a teacher to inform the school-improvement work of professional learning communities and job-embedded professional development.

**ED-615 Empowering Students and Educators Through the Design of Blended Learning Opportunities** Credits: 3

Course Type(s): OL

This course explores the application of theory and research in pedagogy and curriculum design to empower learners through strategic blended learning experiences. Topics include Incorporating Blended Learning into Educational Programs, Streamlining Education Workflow, Technology-Integrated Learning Environments, Video-based Social Learning Platforms, Graphic Visual Representations, Video Screen Capturing, Digital Assessment, eCoaching for Impactful PDs, ISTE standards, Personal Learning Networks, using technology to support personalized learning, and Digital Leadership. The course will be taught in a hybrid format at which students will have experiences with specific instructional technologies and reflect upon the utilization of such innovations for coaching, school transformation, and professional development activities.

**ED-616 Fundamentals of Curriculum Studies** Credits: 3

Term Offered: Spring Term

Course Type(s): None

The emergence of the field from the early twentieth century. Surveys the foundations of the field of curriculum studies at large, examines the standardization movement of the institutional curriculum and culminates in a critical examination of No Child Left Behind (NCLB). Candidates will consider the importance of study tied to socially responsive curricular design.

**ED-618 Survey of Curricular Paradigms** Credits: 3

Term Offered: Spring Term

Course Type(s): None

Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.

**ED-620 Philosophy and Curriculum** Credits: 3

Course Type(s): None

Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants' analysis of various influential voices in the field. Primary goals are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.

**ED-624 Research in Teaching Practice** Credits: 3

Term Offered: All Terms

Course Type(s): EDRES

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include literature reviews, analysis and implication of existing research, classroom observation skills and the role of the teacher as reflective practitioner.

**ED-625 Technology Trends in a Global Society** Credits: 3

Course Type(s): OL

This course will examine how advances in technology have created a global learning environment for today's students. Technologies such as virtual reality (VR), augmented reality (AR), video conferencing, artificial intelligence (AI), smart technologies, online gaming/esports, social media platforms, etc. are connecting people at a global level and allowing educators to bring the world into their classrooms. This course will also provide an overview of crucial skills for success in our global society including coding, robotics, design thinking, digital citizenship, maker education, digital media design, and global competencies.

**ED-626 Assessment Practice Now and When** Credits: 3

Term Offered: Spring Term

Course Type(s): EDAST

Theory and practice of educational testing, development of and use of tests and alternative forms of assessment, analysis and interpretation of assessment results to monitor student progress, inform instruction, evaluate student achievement, and evaluate programs. Emphasis is placed on alternative and authentic forms of assessment that complement and support the standardized testing system. Through examination of techniques and strategies that characterize quality assessment, students will develop a philosophy of assessment supportive of classroom evaluation and understanding that fosters student growth and learning.

**ED-630 Research in Curriculum Studies** Credits: 3

Prerequisite(s): ED-624

Term Offered: Spring Term

Course Type(s): None

The possession of effective research skills is an integral and necessary proficiency for success in the field of Curriculum Studies. Candidates will engage in the exploration of both qualitative and quantitative research methodologies. They will then design an investigation, apply for Institutional Research Board approval, and conduct a study relevant to their professional milieu and the field.

**ED-632 Classroom Technologies and Educational Media** Credits: 3

Term Offered: All Terms

Course Type(s): None

Aims to introduce students to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on students' exploration and evaluation of technology-enhanced applications. Students learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative, and summative assessment techniques, and communicate professionally.

**ED-645 Theories and Practice of ESL Instruction** Credits: 6

Course Type(s): None

With an emphasis on teaching English through content, this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies and assessment measures will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined.

**ED-655 Leveraging Technology to Support the Inclusive Classroom** Credits: 3

Course Type(s): OL

The purpose of this course is to understand how to effectively use technology to create an equitable classroom environment that thoughtfully approaches students' individual communication and learning differences. The primary focus of this course will be to discover, examine, and utilize strategies, tools, and resources to increase educational access and improve learning for all students. This course will explore adaptive and assistive technologies, as well as various digital resources needed to support students' social, emotional, linguistic, and behavioral needs in an effort to maximize student success.

**ED-658 Advanced Curriculum Studies** Credits: 3

Course Type(s): EDCUR

A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.



**ED-667 Leading Technology Transformation****Credits: 3**

Course Type(s): OL

This course will prepare educators to effectively create an instructional technology vision and plan for their school/district. Specifically, this course will address the processes of analyzing and vetting out educational technology hardware and software, creating a technology budget and cost-effective analysis, determining return on instruction, designing innovative learning spaces, and understanding data security and privacy best practices. This course will also prepare future educational technology specialists/leaders to develop a virtual learning and communication plan to build capacity and maintain transparency in their school communities.

**ED-670 Qualitative Research: Principles and Practices****Credits: 3**

Course Type(s): None

An introduction to the methods of qualitative research. A reading-based discussion/seminar focusing on methodological issues and an exploration of the variety of methods used in executing qualitative studies. Offers students a theoretical foundation for this form of inquiry and an opportunity to engage in research. Applicable to a variety of social inquiry disciplines.

**ED-678 Practicum in Educational Technology Supervision****Credits: 3**

Course Type(s): HY

In this course, you will be guided through all aspects of the practicum experience including project pitch, developing a project proposal, project management, project completion, and project presentation. Each student will individually research, propose, develop, implement, and evaluate an educational technology initiative to support student achievement. Each class will cover specific topics to help you achieve the completion of your practicum while guiding you through the project research and implementation process.

**ED-680 Advanced Professional Development Seminar for Teachers****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

This capstone seminar will support candidates for the degree in producing electronic portfolios, teacher research plans for teaching improvement, presentation of research, and self-reflection for future professional growth.

**ED-698 Special Topics in Curriculum and Instruction****Credits: 3**

Course Type(s): EDCUR

The subject matter varies with the interest of the candidates and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated on the candidate's transcript. The course curriculum will include a variety of readings, as well as a research-based summative course assessment. Permission of the program director is required to take this course.

**ED-699 Independent Study in Education****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

**ED-821 Teaching and Learning Theory Practice****Credits: 3**

Prerequisite(s): OTDP-705

Course Type(s): OL

A study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. It is designed to introduce both the new instructors and the experienced instructor to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

**ED-822 Instructional Design, Strategies and Delivery Methods****Credits: 3**

Prerequisite(s): ED-821

Course Type(s): OL

Designed to create a framework for your understanding of instructional strategies and their effective application in a classroom. The course is based and links to previously acquired knowledge in learning theories and evidence-based teaching. Students will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio.

**ED-823 Online Learning: Culture and Theory****Credits: 3**

Prerequisite(s): ED-822

Course Type(s): OL

Designed to give adult educators a robust overview of theory-based techniques for teaching online or technology-enhanced courses. The course covers all aspects of online for teaching and reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques.