

EDUCATION (EDUC)

EDUC 5070 Teachers as Leaders for a Changing Society – 4 credits

In this writing-intensive course, students will examine historical and emerging issues that impact experiences of children, families, and teachers in U.S. public elementary or secondary schools. Students will learn about promoting social justice in school settings and teaching as a career choice. Graduate students synthesize literature from multiple theoretical perspectives to comment on current issues in education. Fieldwork required. Check the class schedule for hours required. Prerequisite for all education courses. Required for elementary, secondary and K-12 licensure.

EDUC 5100 Early Childhood Practical Life – 1 credit

The goals of coordination of movement, independence, concentration and development of the sense of order as approached through Montessori practical life pedagogy. Emphasis on the cycle of activity and its process, and the analysis of movement involved in the area of practical life.

EDUC 5150 Early Childhood Sensorial Education – 1 credit

Rationale and techniques necessary to ensure development of sensory growth. Introduction of materials in sequential order with emphasis on refinement of sensory perception, repetition, control of error and language (three period lesson). Distinct training in presentation techniques.

EDUC 5260 Early Childhood Art – 1 credit

Art is presented as exploration of media and a means to self-expression with an emphasis on variety. The process of an art activity rather than the product is emphasized. A cultural and historical component is included.

EDUC 5290 Methods and Materials in Elementary Music and Movement – 1 credit

The study of music and movement is presented as a developmental process of exploration, absorption and self-expression, with an emphasis on various present and historical cultures. Montessori materials and theory are utilized. Movement includes the development of the body through exploration, games, cooperative play, rhythms and dance.

EDUC 5360 Early Childhood Mathematics – 2 credits

Presenting the basic skills of mathematics using developmental materials. Emphasis on process: from the numbers 1-10 through the decimal system, the operations of arithmetic and memorization of basic facts. Includes supervised practice with materials.

EDUC 5370 Early Childhood Language Arts and Literacy – 2 credits

Analysis of language as spoken and written communication. Rationale for the sensory-motor involvement with emphasis on the sequence of skills to be developed to assist the child's natural growth toward effective spoken and written communication. Oral language, phonetic analysis, initial writing, handwriting skills, early literacy and beginning grammar skills are taught as a foundation for total reading.

EDUC 5380 Early Childhood Social Studies – 1 credit

Social studies includes exposure to geography and history from the Montessori perspective. An emphasis is placed on the holistic approach.

EDUC 5420 Methods and Materials in Elementary Art – 1 credit

The study of art is presented as a developmental process of exploration, absorption and self-expression, using an approach emphasizing various present and historical cultures.

EDUC 5440 Methods and Materials in Elementary Mathematics I – 2 credits

Teaching of the basic skills and nomenclature of mathematics, including arithmetic and geometry, using the Montessori materials. Includes a study of numbers, the decimal system, the four operations, fractions, some algebra, a sensorial introduction to shape, a thorough study of geometric shapes, especially plane and other topics accompanied by theory and rationale. Emphasis is on curriculum development, materials, methodology and the development of mathematical literacy.

EDUC 5470 Methods and Materials in Elementary Biology I – 1 credit

This course provides thorough coverage of the Montessori biology curriculum including a division into botany and zoology, and the methods and materials for teaching. Emphasis is on curriculum development, materials, methodology and understanding of biology.

EDUC 5490 School Health and Chemical Health – 1 credit

A two-module online course for prospective teachers, pre-primary through grade 12, that considers student health issues in the classroom; the teacher's role in observing, responding, referring and reporting; support services in the school; alcohol, tobacco and other drug use in society; approaches to and resources for chemical health promotion and positive youth development; and legal considerations for teachers.

EDUC 5540 Methods and Materials in Language Arts and Literacy I – 2 credits

This course explores the Montessori curriculum, materials and methodology for language arts and literacy. The course includes an analysis of language as spoken and written communication. Reading, writing, grammar and speaking skills are taught in a developmental sequence.

EDUC 5561 Inclusion of Special Needs Students in the Classroom – 3 credits

This course is designed to enable teachers to work successfully in classrooms that include learners who have special physical, emotional and/or learning needs. The teacher will learn to identify characteristics of special needs students, become familiar with legal requirements and acquire strategies for differential instruction and assessment.

EDUC 5720 Early Childhood Projects II – 1 credit

Individualized work on preparing assigned Montessori albums and materials in the areas of practical life, mathematics, sensorial, language, geography and others as assigned.

EDUC 5730 Early Childhood Projects III – 1 credit

Individualized work on preparing assigned Montessori albums and materials in the areas of practical life, mathematics, sensorial, language, geography and others as assigned.

EDUC 5740 Elementary Observation – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child. During the first academic year (following the first summer of the course), students will observe in pre-selected AMI classrooms. Students will observe full time for two consecutive weeks.

EDUC 5741 Early Childhood Observations – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child. During the first academic year (following the first summer of the course), students will observe in pre-selected AMI classrooms. Students will observe full time for two consecutive weeks.

EDUC 5750 Elementary Observation – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The ability to observe is twofold: first to develop the skill of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child.

EDUC 5751 Early Childhood Observation – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child. During the first academic year (following the first summer of the course), students will observe in pre-selected AMI classrooms. Students will observe full time for two consecutive weeks.

EDUC 5761 Early Childhood Observation – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child. During the first academic year (following the first summer of the course), students will observe in pre-selected AMI classrooms. Students will observe full time for two consecutive weeks.

EDUC 5771 Early Childhood Observations – 1 credit

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing elementary child. During the first academic year (following the first summer of the course), students will observe in pre-selected AMI classrooms. Students will observe full time for two consecutive weeks.

EDUC 5800 General Methods: Elementary – 2 credits

In General Methods, students focus on essential elements in standards based classrooms: planning, instructional strategies, differentiated instruction, assessment and grading. This is the foundation course in educational methods. Fieldwork required. Check the class schedule for hours required.

Prerequisite with concurrency: EDUC 5070.

EDUC 5841 Supervised Practice Lab: Early Childhood – 2 credits

Weekly supervised practice lab with materials, including spontaneous problem solving and support sessions throughout the school year. Required attendance. (Out-of-town students must arrange supervised practice each week.) This course also includes individualized work on preparing assigned Montessori albums and materials in the areas of practical life, arithmetic, geometry, language, biology, social studies and others as assigned.

EDUC 5860 Elementary Supervised Practice Lab – 2 credits

Weekly supervised practice lab with materials, including spontaneous problem solving and support sessions throughout the school year. Required attendance. (Out-of-town students must arrange supervised practice each week.) This course also includes individualized work on preparing assigned Montessori albums and materials in the areas of practical life, arithmetic, geometry, language, biology, social studies and others as assigned.

EDUC 5863 Supervised Practice Lab: Early Childhood – 3 credits

Individualized work on preparing assigned Montessori albums and materials in the areas of practical life, mathematics, sensorial, language, geography and others as assigned to use for weekly supervised practice lab with materials. Practice lab includes spontaneous problem solving and support sessions throughout the school year. Required attendance. (Out-of-town students must arrange supervised practice each week.)

Prerequisite: Admission to Montessori program.

EDUC 5880 Elementary Supervised Practice Lab – 2 credits

Weekly supervised practice lab with materials, including spontaneous problem solving and support sessions throughout the school year. Required attendance. (Out-of-town students must arrange supervised practice each week.) This course also includes individualized work on preparing assigned Montessori albums and materials in the areas of practical life, arithmetic, geometry, language, biology, social studies and others as assigned.

EDUC 6141 Theories of Montessori Education – 2 credits

This course provides the historical and philosophical foundations for understanding Montessori's view of human life and development: physical, intellectual, emotional, social and spiritual, with emphasis on the child from ages 6-12. The course includes the aspects of Cosmic Education and child development from birth through adulthood.

EDUC 6142 Practical Aspects of Montessori Education – 2 credits

The course includes the aspects of Cosmic Education with the practicalities of Montessori classroom management, based on freedoms and responsibilities; the prepared environment; going out; and the preparation of the adult. This course also includes the submission of final curriculum albums for the cultural areas, namely geography, biology, and history.

EDUC 6210 Critical Studies in Montessori Education – 3 credits

The critical examination of problems and issues that relate to the present and future of education, including Montessori, are at the core of this course. The course brings together experience and Montessori methodology to address issues and problems that can relate to the roles of course participants. Responsiveness to variable subject matter, issues and purposes is incorporated in a framework of interwoven modes of thinking. This course explores some of today's educational issues which may include intelligent design and evolution, standardized curriculum, testing, charter and home schools, zero-tolerance policies, religion and schools, compulsory attendance, multiculturalism, public Montessori, inclusion, mixed-age grouping and looping and class size.

Prerequisite: Admission to MAED AM2 program.

EDUC 6220 Holistic Practices for Community & Self – 3 credits

This class explores professional development strategies for teachers. Like young students, teachers move through different stages of professional development, using reflective methods of actively conceptualizing, applying, analyzing, synthesizing and/or evaluating. Students will also discuss and understand five major aspects of teachers' professional growth - intellectual, physical, didactic, moral, and spiritual.

Prerequisite: Admission to MAED AM2 program.

EDUC 6230 Education Leadership – 3 credits

Students will integrate foundational principles and strategies for leadership in the classroom, based on universal intellectual values that transcend subject matter divisions. Specific areas addressed include management of the environment, work, time, behavior and records. Students also will learn to establish classroom rules and procedures, and to enlist parent support for their leadership-management efforts. A framework for fostering cooperation, social skills and a sense of community in the classroom is generated, and guidelines for peace education are included – with an emphasis on never thinking simplistically about complicated issues and always considering the rights and needs of others.

Prerequisite: Admission to MAED AM2 program.

EDUC 6420 Designing for Online Instruction – 3 credits

Instructors at all levels will develop improved efficacy in technologies that improve student learning in online environments. Students learn instructional designs that facilitate success for diverse learners' needs using free online tools. This course introduces participants to "curating" as a fundamental skill needed for proficient use of online resources, and to other technology-based tools and media that: enhance curriculum, extend communication, facilitate reasonable management of online learners' work, perform administrative routines more effectively, and increase productivity in daily tasks. Teachers create a portfolio across the course to document their competencies in the five core ISTE Standards for Educators. This course is designed for practicing teachers.

EDUC 6440 Methods and Materials in Mathematics II – 2 credits

Students will learn elementary skills, ideas and nomenclature of mathematics using the advanced Montessori elementary materials, which includes a thorough study of numbers, the decimal system, the four operations, fractions, some algebra, geometric equivalence, area, volume and other topics accompanied by theory and rationale. Emphasis is on curriculum development, materials, methodology and the development of mathematical literacy.

Prerequisites: EDUC 5440, EDUC 6141.

EDUC 6470 Methods and Materials in Elementary Science – 1 credit

Topics from chemistry, physics, astronomy and earth sciences is included and approached with an emphasis on the integration of subject matter with the Montessori materials. Human geography and our many interconnections and interdependencies will be covered.

Prerequisites: EDUC 5470, EDUC 6141.

EDUC 6540 Methods and Materials in Elementary Language Arts and Literacy II – 2 credits

Advanced analysis of spoken and written language. Grammar, literacy, literature and writing skills are taught in a developmental sequence with a grammatical emphasis.

Prerequisites: EDUC 5540, EDUC 6141.

EDUC 6600 Pathways to Equity Project – 3 credits

In this hybrid course, initial licensure students will evaluate their practicum or student teaching experiences to identify pedagogical opportunities for improving their students' or families' access to equitable education. Students will use information from educational literature to guide their development of a project to address the equity issue you identify. Examples of projects students might develop include (but are not limited to): a comprehensive plan for restorative justice classroom management, researching and evaluating innovative strategies for connecting families and educators, or creating literacy centers to promote equitable learning opportunities for students with accelerated academic needs. After developing her or his project, the student will complete a formal paper, which will include a description of the equity issue, a literature review, and an explanation of how her or his work will promote transformational educational experiences for children and families. The course culminates in a public sharing of the student's project in a professional setting.

EDUC 6670 Introduction to Action Research – 3 credits

This is the first course in the action research sequence. Students identify critical elements of the action research process and then shape their own research project. Having identified an area for improvement in their own practice, students conduct a literature review, formulate a research question, design an intervention that aligns with findings in their literature review, and determine methods for collecting data to analyze outcomes from their intervention. Students design and submit their research proposals to the Institutional Review Board for consideration after an iterative review process with their course instructor and advisor.

Prerequisite: Enrollment in a post-licensure MAED program or the AM2 program.

EDUC 6750 Introduction to Educational Research – 3 credits

This course provides the fundamental concepts, principles and methods for understanding, evaluating, and conducting educational research. Successful students will gain mastery of the conceptual foundations of educational research, critically read exemplars of published research in several research traditions, and learn aspects of writing literature reviews. The goals of the course are to enable students to become literate in the concepts, principles, and techniques of educational research; appreciate the underlying cognitive processes involved in conducting educational research as a form of thinking and problem solving; acquire the skills associated with the critical reading and evaluation of the educational research literature; use discipline-based writing to communicate with immediate and wider professional community; and develop an understanding of how research is used to inform significant issues in education.

EDUC 6760 Advanced Action Research – 3 credits

This is the second course in the action research sequence. Students review strategies for analyzing and interpreting their collected data. Each week students write a first draft of a chapter for their final report, and submit for feedback to course instructor. Advisors give feedback on copies that have already been reviewed by the instructor. Completing the action research project report and determining appropriate "actions" from the research are foci of this course.

Prerequisite: Enrollment in a post-licensure MAED program, the AM2 program, or the Montessori diploma program.

EDUC 7290 Methods and Materials in Kindergarten Education – 2 credits

In this methods course students will study early childhood growth and development with an emphasis on the five- and six-year-old child. Students will study the child in relation to modes of learning, appropriate management and guidance strategies, and program scheduling. Students will build competency in these areas through observations and experiences that expand and make practical the knowledge and understandings gained from lectures, discussions, class assignments and fieldwork. Criteria for developing effective kindergarten programs is based on these learnings and experiences. Fieldwork required. Check the class schedule for hours required.

Prerequisite with Concurrency: EDUC 5800.

EDUC 7490 Literacy Methods for Teaching the Intermediate Grades – 4 credits

Literacy Methods for Teaching the Intermediate Grades is a course that explores theories, methods, and materials used to develop children's literacy, with an emphasis on reading, writing, and speaking in grades 3 through 6. The course assumes that effective teachers of language arts are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students learn together. Throughout the term, in traditional class meetings as well as in the field-based Literacy Lab, the learning emphasis is placed on assisting students to use listening, speaking, reading and writing for acquiring information, developing understandings, constructing responses to texts in various forms, thinking critically about language, participating in self-assessment, and developing social interactions that support learning.

Prerequisites: Admission to the Education Department, EDUC 5070, EDUC 5800, INDI 5440.

Corequisite: EDUC 7550.

EDUC 7540 Classroom Management and Assessment Techniques – 4 credits

This course is designed to give teacher candidates a broad overview of classroom leadership and management related to creating and sustaining positive, productive learning environments. It also explores assessment practices that contribute to effective management of instruction and behavior. Recognizing the connection between assessment-informed instruction and effective classroom management, this course also explores current practices and principles of assessment across the K-6 curriculum. The characteristics and uses of both formal and informal assessment tools and strategies will be studied with an emphasis on formative assessment.

Prerequisites: Admission to the Education Department, EDUC 5070, EDUC 5800.

EDUC 7550 Literacy in the Content Areas: Elementary – 2 credits

This class is designed to provide opportunities for pre-service teachers to investigate the role of literacy (reading, writing, listening and speaking) across the curriculum. Through readings, discussion, online activities, writing, and inquiry projects, students will learn about the discipline-specific demands of literacy in the content areas, in particular, how academic language supports reading comprehension and effective written communication. The course will also explore academic, personal, and social considerations that are particular to students in the upper elementary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Required for elementary education licensure.

Prerequisites: Admission to the Education Department, EDUC 5070, EDUC 5800, INDI 5440.

Corequisite: EDUC 7490.

EDUC 7551 Literacy in the Content Areas: Secondary – 2 credits

Literacy in the Content Areas is designed to introduce teacher candidates to theories and research-based practices that support K-12 students' literacy development across the curriculum. The emphasis of the course is on helping teacher candidates use literacy (reading, writing, listening and speaking) as a tool to support students' learning in every discipline, while exploring the academic, personal, and social considerations that are particular to adolescents, especially the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. To this end, students in EDUC 7551 learn about basic literacy development, adolescent English language learners, effective vocabulary instruction, the role of academic language in successful reading comprehension and effective written communication, and how to integrate high-quality texts from a variety of media to create engaging, relevant learning experiences for all learners. Throughout the semester, teacher candidates study the Literacy Design Collaborative framework and create a module, based on a topic in their content area, that uses literacy as the foundation for discipline-based learning. Fieldwork required. Check the class schedule for hours required.

Prerequisites: Admission to the Education Department, EDUC 5070, EDUC 5090.

EDUC 7750 Secondary Communication Arts and Literature Methods – 2 credits

This course examines best practice teaching techniques and methods for the secondary communication arts and literature classroom. Secondary Communication Arts and Literature Methods will address current trends and issues related to the discipline of language arts. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in communication arts and literature. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisites: Admission to the Education Department, EDUC 5070, EDUC 5090.

EDUC 7993 Montessori Certification Credit – 3 credits

Credit awarded to students in the Acknowledging Montessori for a Master's (AM2) degree program who have earned a Montessori credential in a Montessori school setting. Credit is awarded by the program director upon review of the student's credential.

EDUC 7999 Montessori Certification Credit – 9 credits

Credit awarded to students in the Acknowledging Montessori for a Master's (AM2) degree program who have earned a Montessori credential in a Montessori school setting. Credit is awarded by the program director upon review of the student's credential.

EDUC 8920 Action Research Project – 1 credit

Taken concurrently with EDUC 6760, students work with their advisor to complete their action research project, present their findings to a group of colleagues, and complete revisions on their assembled projects.

EDUC ELEC Education Elective – 1-5 credits**EDUC ELEC Education Elective-Upper Div – 1-6 credits**