

EDUCATION (EDU)

EDU 501 Topics in Teaching Writing Credits: 1-2

Typically Offered: Departmental Discretion.

Course Description: Writing seminar for teachers or pre-service teachers with senior standing at MWSU which addresses a particular issue related to literacy teaching. May be repeated for a total of four credits.

Prerequisite(s): Senior standing at MWSU with successful completion of EDU Junior Experience or BS or BA degree.

EDU 502 Professional Learning Community Credits: 1-2

Typically Offered: Departmental Discretion.

Course Description: Professional Learning Communities emphasize enhancing student achievement by involving classroom teachers in a cycle of inquiry, reflection, and action in regard to a particular issue regarding literacy instruction. Teachers question common practice, explore specific problems, consider research and evidence that proposes solutions, try some of those solutions in their teaching, and evaluate the results, starting the cycle anew. May be repeated for a total of four credits. **Prerequisite(s):** Senior standing at MWSU with successful completion of EDU Junior Experience or BS or BA degree.

EDU 510 Introduction to Research in Education Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: This course is designed to acquaint the beginning graduate student with the methods professional scholars use to conduct their own inquiries in the field of education. Students will be introduced to major categories of educational policy, as well as the research that supports key pieces of current federal and state policy. Students will investigate different research designs, including qualitative, quantitative, single-subject, ethnography, survey and case study. To prepare students for the process of developing their capstone projects, the course will emphasize the rules and guidelines of APA format and style, including the basic features of technical and bias-free writing. This course might include one or two synchronous, on-line class meetings. The instructor will schedule these meetings at a time convenient to as many enrolled students as possible.

EDU 512 Teaching Writing with Technology Credits: 3

Typically Offered: Spring.

Course Description: In this course, participants will learn how to use technology to improve writing and learning in their classrooms. Students will investigate, experiment with and use word processing, spread sheet, electronic images, presentation software, and web pages. With these technologies, students will 1) Design writing assignments that follow the writing process; 2) Review software and Web design considerations; 3) Critique their own designs as well as existing software and Web programs for possible incorporation into their own curriculum; 4) Learn how to harness the power of the Internet to create writing and learning communities; 5) Develop a CD Portfolio of course lessons and assignments for use in their teaching. **Prerequisite(s):** Senior standing at MWSU with successful completion of EDU Junior Experience or BS or BA degree. Participants should have a basic understanding of computer applications.

EDU 520 21st Century Educator: Foundations of Professional Behaviors Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: How the philosophical, historical, and political foundations of education inform research. Special attention will be placed on understanding the theories, values, and assumptions that drive much of the current research base in American schools and to help the professional educator engage research practices with more rigor and understanding.

EDU 521 Teaching Students with Reading Deficits Credits: 3

Typically Offered: Fall.

Course Description: Literacy assessment techniques and interventions for upper elementary, middle and high school students with reading deficits. **Prerequisite(s):** EDU 311 or EDU 310 and credit or concurrent enrollment in EDU 360.

EDU 540 Current Barriers to Learning Improvement Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: A constructivist/research approach to identifying barriers to learning within P-12 classrooms and developing strategies to improve learning.

EDU 570 Seeking Support for Assessment: Funds, Partners, and Disseminating Results Credits: 3

Typically Offered: Fall, Spring, Summer.

Course Description: Exploration of the importance of partnerships to include funding opportunities and drafts of proposals to gain support. Attention will also be given to the importance of disseminating results and ways in which technology can assist.

EDU 571 Fundamentals of Autism Spectrum Disorder Credits: 3

Typically Offered: Fall.

Course Description: Provides an understanding of autism spectrum disorder (ASD) and its effects on life and learning (PreK-adulthood), as well as a comprehensive overview of history, issues, and practices. Topics include: the breadth and viability of ASD; educational criteria, identification, and assessment; interdisciplinary collaboration; learning, socialization, perception, communication, and sensory processing characteristics and teaching strategies; and the perspectives of individuals with ASD, as well as their family members.

EDU 572 Assistive Technology and Augmentative Communication in Inclusive Settings Credits: 3

Typically Offered: Spring.

Course Description: Focuses on current technology to support learners progress in the general curriculum in the areas of motor disabilities, sensory disabilities, reading and writing deficits, language disorders, and communication disorders. Includes theory and practical applications for students with and without identified disabilities in the context of universal design for learning.

EDU 573 Preparing Students and Families for Transitions and Careers Credits: 3

Typically Offered: Spring.

Course Description: Focuses on transition points for individuals with disabilities across, into, and out of their PreK-12 experience, from the initial identification or transition from early childhood services to the transition to postsecondary education or career. Emphasizes preparation at all grade levels for future career and employment, and identifying and preparing for postsecondary education options. Highlights ways to include parents and families in the process and provide them with resources.

EDU 574 Collaborating with Families and School Personnel for Inclusion Credits: 3**Typically Offered:** Fall.**Course Description:** Explores effective ways to work with parents/guardians and other family members as collaborators and to provide them with resources. Considers the collaborative relationships between school personnel: co-teachers; general educators; ancillary teachers, and consulting special educators; curriculum teams; teachers and paraprofessionals; teachers and related services personnel.**EDU 609 Educational Research Formation Credits: 3****Typically Offered:** Fall, Spring, Summer.**Course Description:** Using the essential content from EDU 510 as a foundation, this course will emphasize the selection of a narrowed topic for investigation. From this narrowed topic, students will develop an initial draft of the problem statement for the formal academic argument being developed by the student in his or her capstone project. To inform these efforts, this course will introduce students to appendices. Finally, the course will present important information about the Institutional Review Board and its procedures, and will challenge students to understand and to adhere to appropriate research ethics, this course might include one or two synchronous, on-line class meetings. The instructor will schedule these meetings at a time convenient to as many enrolled students as possible. **Prerequisite(s):** EDU 510 with a grade of C or better.**EDU 610 Prairie Lands Writing Project Invitational Institute Credits: 6**
Typically Offered: Summer.**Course Description:** This four-week writing workshop (plus spring orientation and fall reflection) brings together teachers, grades k-16, as they prepare to assume leadership roles that promote good writing in their own schools. Participants will 1) Write, revise, and publish their own writing; 2) Study current theory and research, especially research of teachers of writing; 3) Share classroom expertise, especially their most successful writing practices. **Prerequisite(s):** Admission into the Invitational Institute: at least one year of successful teaching experience; a commitment to writing as a way to learn and to communicate learning; recommendation from building administrator, department head or Prairie Lands Teacher Consultant; potential for leadership; successful meeting with Prairie Lands interview team.**EDU 611 Research Development and Literature Analysis Credits: 3****Typically Offered:** Spring.**Course Description:** This course focuses on the development of a research project from the initial selection of refined topic, first considered in EDU 609, to a definitive research proposal. Students will continue their exploration of the concepts and strategies of educational research and apply that information to their own planned research. Students will compare and contrast scholarly publications in order to refine their skills in synthesizing literature, and will participate in the peer review process by providing feedback to classmates regarding literature reviews that have composed. The authentic assessment woven throughout this course is the development of a preliminary presentation of the candidate's proposed capstone project for faculty members and colleagues. This course might include one or two synchronous, on-line class meetings. The instructor will schedule these meetings at a time convenient to as many enrolled students as possible. **Prerequisite(s):** EDU 510 with a grade of C or higher.**EDU 612 Seminar in Professional Writing for Teachers Credits: 3****Typically Offered:** Summer.**Course Description:** This capstone course is designed for participants to develop the dual roles of writer and teacher of writing. Although the course will work with both types of professional writing, each participant will choose one of two emphases: (1) research writing growing out of a classroom inquiry into an issue of the teaching of writing; (2) expository and creative writing growing out of an inquiry into his/her own evolution as a writer. At the heart of both projects is a study of what is involved in becoming a writer. The work may build on writing produced in the Prairie Lands Writing Project Invitational Institute. May be repeated once for a total of six credits. **Prerequisite(s):** Completion of ENG 510 or EDU 510 Prairie Lands Writing Project Invitational Institute.**EDU 615 Data Informed Analysis and Decisions Credits: 3****Typically Offered:** Fall, Spring, Summer.**Course Description:** This final course in the professional core sequence focuses on an examination for the various types of measurement scales (i.e., nominal, ordinal, interval, and ratio) and a discussion of which particular statistical analyses are appropriate for use with each type of data. Content of EDU 615 will include coverage of descriptive statistical measures and basic inferential statistics. Students will examine various data sets, master Excel database construction and use, and learn the principles of data-based decision-making. EDU 615 should prepare students with the essential tools they will need to develop the methodology and data analysis sections of the experimental capstone project. This course might include one or two synchronous, on-line class meetings. The instructor will schedule these meetings at a time convenient to as many enrolled students as possible. **Prerequisite(s):** EDU 510 and EDU 611 with grades of C or higher.**EDU 620 Applied Educational Research: Developing a Learning and Assessment Plan Credits: 3****Typically Offered:** Fall, Spring, Summer.**Course Description:** The development of an applicable knowledge base regarding learning and assessment that is based on current research and best practice. Prominent educational research regarding learning and assessment with an emphasis on validity, reliability, measurability, accountability, differentiation, and application will be key elements as well as traditional and non-traditional methodologies to learning and assessment. As a culminating activity for the course, a comprehensive learning and assessment plan for a classroom, building, or district will be developed.**EDU 630 Capstone Credits: 1-6****Typically Offered:** Fall, Spring, Summer.**Course Description:** This Culminating course in professional core sequence for the M.A.S. degree requires the graduate student to design, formally propose, implement, and prepare a scholarly write-up of an individual capstone project. Two options are offered: (a) a traditional thesis project, for which the student will write research questions, conduct a thorough literature review, determine methodology, collect all relevant data, and complete analyses and discussion; and (b) a capstone internship experience project, for which the student will seek out and identify a host site and on-site mentor, then complete an intensive field-based internship- which must be beyond the scope of the graduate student's current employment. **Prerequisite(s):** EDU 510, EDU 611, and EDU 615 with grades of C or higher.

EDU 640 Applied Research for School Improvement Credits: 3**Typically Offered:** Fall, Spring, Summer.**Course Description:** Refinement of the draft learning and assessment plan to include interaction with in-school professional school leaders and one-on-one mentoring by an education faculty member. This course provides students with an opportunity to examine their learning and assessment plan within the authentic context of the school.**EDU 651 Assessment and Planning for the Student with Autism Spectrum Disorders Credits: 3****Typically Offered:** Fall.**Course Description:** Students become competent in the identification and assessment of individuals with autism spectrum disorders. Research based best practices in assessment will be discussed. Students will effectively select, utilize, and report results on appropriate tools for evaluation of autism spectrum disorders. **Prerequisite(s):** Credit or concurrent enrollment in EDU 650.**EDU 652 Classroom Programming for Students with Autism Spectrum Disorders Credits: 3****Typically Offered:** Spring.**Course Description:** Students examine the design and implementation of effective classroom programs, such as those based on the TEACCH model, for students with autism spectrum disorder who differ in age and level of functioning. The course topics include classroom structure and organization, group instruction strategies, educational assessment and IEP development, record keeping, curriculum, instructional activities and materials, parent involvement, and staffing and support services. **Prerequisite(s):** Credit or concurrent enrollment in EDU 650.**EDU 653 Behavioral Interventions for Students with Autism Spectrum Disorders Credits: 3****Typically Offered:** Summer.**Course Description:** Students explore the growing body of research findings showing that students with autism spectrum disorders can derive significant and durable benefits from interventions based on the principals of applied behavior analysis. Strategies for conducting functional analysis of problem behavior and developing multidimensional intervention plans are reviewed. **Prerequisite(s):** Credit or concurrent enrollment in EDU 650.**EDU 654 Teaching Communication and Social Skills for Students with Autism Spectrum Disorders Credits: 3****Typically Offered:** Fall.**Course Description:** This course examines the assessment and instructional strategies that have been shown to be effective in promoting the development of cognitive, language, and social skills for students with autism spectrum disorders. Language development and communication strategies, augmentative and alternative communication systems (AAC), social deficits in autism, and approaching for teaching social skills will be addressed. Participants examine the instructional adaptations needed to promote the development of cognitive, communicative, and social skills in students with ASD, and review relevant empirical literature. **Prerequisite(s):** Credit of concurrent enrollment in EDU 650.**EDU 655 Intensive Early Intervention for Students with Autism Spectrum Disorder Credits: 3****Typically Offered:** Spring.**Course Description:** This course focuses on children with autistic spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of children with ASD birth to age six, the developmental implications for these children and their families, and research supported early interventions utilizing a family centered approach with an emphasis on natural learning opportunities.**Prerequisite(s):** Credit or concurrent enrollment in EDU 650.**EDU 675 Assessment and the Identification Process Credits: 3****Typically Offered:** Fall.**Course Description:** Follows the identification process from the first evidence of a student's distress to eligibility determination. Emphasizes the roles and procedures of the following teams: pre-referral, child study, eligibility, and individualized education program (IEP). Focuses on data-based decision-making in the response-to-intervention (RtI) process and using behavioral data. Includes discussion of achievement, adaptive, social, and behavioral assessments.**EDU 676 Behavioral Interventions Credits: 3****Typically Offered:** Summer.**Course Description:** Approaches behavioral interventions through the lens of practical and legal aspects. Concentrates on collecting observational data, such as for a functional behavioral assessment (FBA), and developing data-based interventions documented through behavior intervention plans (BIP). Includes behavioral methods for working with students with challenging behavior in all education settings, including positive behavior intervention support (PBIS), as well as the legal aspects of manifestation determination.**EDU 677 Advanced Methods, Differentiation, and Instruction Credits: 3****Typically Offered:** Summer.**Course Description:** Builds on students' existing knowledge of methods for teaching students with disabilities by focusing on current research in the field. Emphasizes evaluating educational methods for usefulness and evidence-base, highlighting incorporation of these methods in inclusive environments to differentiate and serve all students. Additional focus is on the individualized education program (IEP) and how to serve a student's individualized needs within the general education curriculum. **Prerequisite(s):** EDU 311, EDU 351, EDU 355, EDU 360, and EDU 411, or equivalents for each.