

WE RISE

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Continuing Education for Teachers

2016/2017 Academic Year



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Raise the bar in education.

Looking for the skills to make a bigger impact on student achievement — and your career? Our curriculum has been designed to help educators like you further develop your talents and expertise. Improve your classroom skills, master new instructional techniques and enhance your students' learning. Our courses equip you to pursue professional development, recertification, endorsements and administrative certifications.

Why University of Phoenix?

For 40 years, we've helped working adults pursue personal and professional growth without sacrificing their careers. In addition to degree programs, our College of Education offers a vast number of continuing education courses and professional development for teachers taught by highly experienced practitioner faculty.

Cutting-edge curriculum. Our coursework is regularly updated, providing teachers with access to the most current and relevant methods and curriculum available. This helps ensure teachers are prepared to meet evolving classroom demands.

Student-centric learning. More than 86,000 students have graduated from our College of Education. We are committed to our students' academic success through innovative and integrated technology. Courses range from three days to eight weeks in length and are offered online and/or on campus. This flexible approach enables students to take courses based on their schedules and needs.

Real-world instruction. You can learn a lot from experience — specifically, ours. College of Education instructors average 20 years of professional teaching experience. They work, or have worked, as superintendents, principals and teachers, and they bring that knowledge into their classrooms.

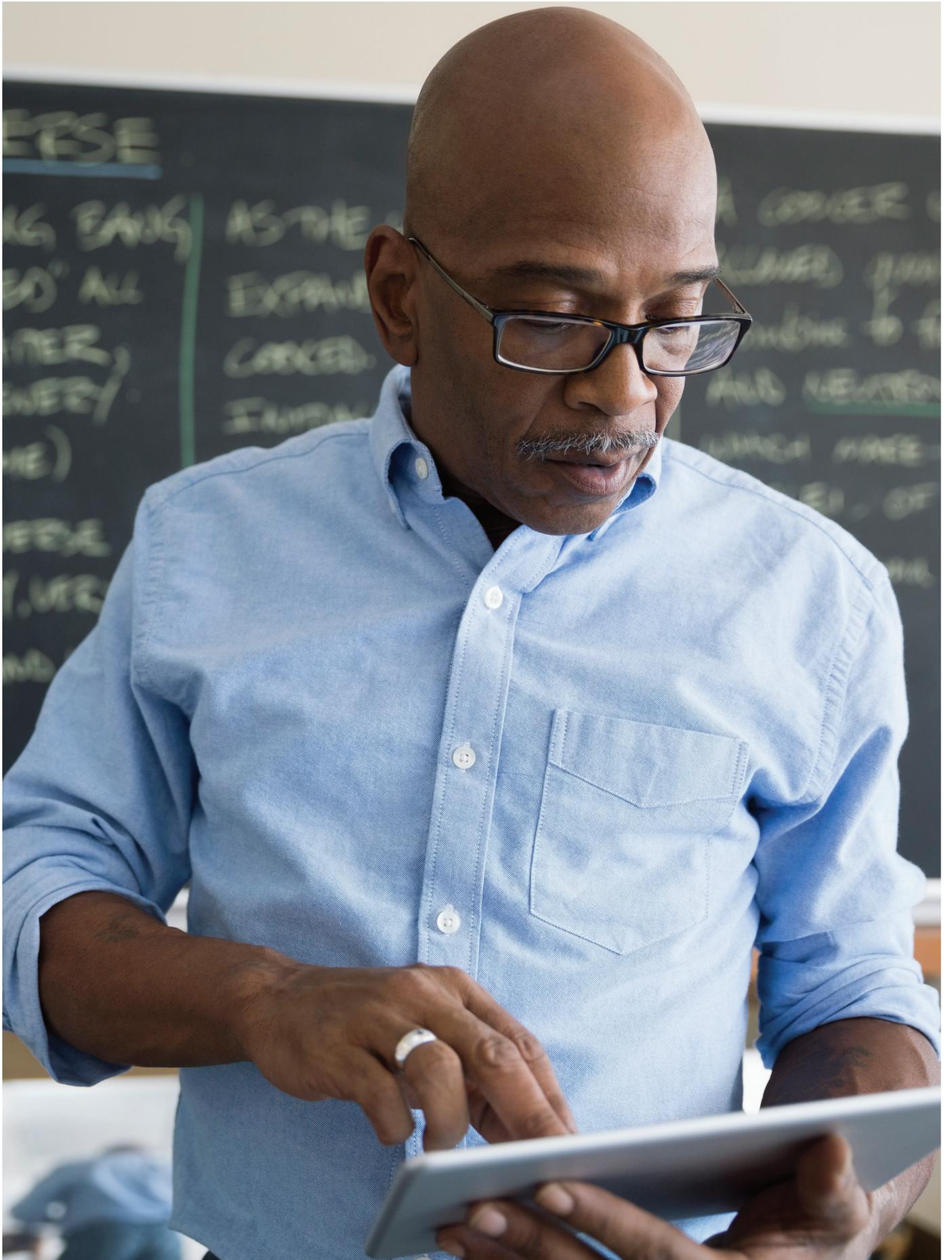
For more information or to enroll, please visit phoenix.edu/cet or call **800.676.6039**.

Although our continuing education for teachers courses are accepted by some state agencies in the United States toward teacher certifications and endorsements, this may not be the case in all states or foreign jurisdictions. If you plan to use courses for certification or endorsement, please check with your own state agency and your school district for applicability. Continuing education for teachers courses are not eligible to apply to degree programs at University of Phoenix. These courses are not eligible for federal financial aid.

Transferability of credit is at the discretion of the receiving institution. It is the student's responsibility to confirm whether or not credits earned at University of Phoenix will be accepted by another institution of the student's choice.

While widely available, not all courses are available in all locations or in both online and on-campus formats. Please check with a University Enrollment Representative.

Certificate programs are widely available in an online format but generally not available at our campus locations. Please check with a University Enrollment Representative.



Continuing Education for Teachers

Earning a graduate degree isn't the only way to impact student achievement. Our continuing education courses for teachers allow you to choose how you'll grow as an educator. Learn how to integrate technology into your lessons, support bilingual learners and much more in these individual courses.

NEW = New courses

CCSS = Common Core State Standards

STEAM = Science, Technology, Engineering, Arts and Mathematics

STEM = Science, Technology, Engineering and Mathematics

U = Undergraduate

Administration

ADM 505 (3 credits – 6 weeks) **CCSS**

Personnel Administration for Educators

This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining and the legal aspects of personnel administration.

ADM 506 (3 credits – 6 weeks) **CCSS**

Leadership Strategies for Educators

This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.

ADM 507 (3 credits – 6 weeks)

School Law for Educators

This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.

ADM 508 (3 credits – 6 weeks)

School Finance for Educators

This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitably and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 509 (3 credits – 6 weeks)

Ethical and Legal Issues for Educators

This course is designed to help educators review the ethical and legal framework necessary to guide responsible professional practice. Policy, statute and case law are analyzed and applied to current issues in public education. The importance of ethics in education is examined, and participants are presented with opportunities to explore the critical role that ethics plays in current issues.

ADM 519 (3 credits – 6 weeks)

Ethical and Legal Issues for Administrators

This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 536 (3 credits – 6 weeks)

Special Education Program Administration

This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.

Administrative Internship (Arizona only)

The administrative internship courses provide an opportunity for students to perform the same activities as regularly employed staff members. Interns work under the mentorship of a University supervisor and a licensed school administrator. Each internship experience requires 270 hours, completed over six weeks at 45 hours per week, or over 12 weeks at 22.5 hours per week.

ADM 590 (3 credits – 12 weeks)

Internship on the Principalship

This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain firsthand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment.

ADM 591 (3 credits – 12 weeks)

Internship on the Superintendency

This internship provides opportunities for the student to engage in experiences relevant to the superintendency and to obtain knowledge of the role and responsibility of the superintendent. The students gain firsthand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the University environment.

ADM 592 (3 credits – 12 weeks)

Internship of the Supervisor

This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain firsthand knowledge of the day-to-day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment.

ADM 596 (3 credits – 6 weeks)

Internship on the Principalship

This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain firsthand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the University environment.

ADM 597 (3 credits – 6 weeks)

Internship on the Superintendency

This internship provides opportunities for the student to engage in experiences relevant to the superintendency and to obtain knowledge of the role and responsibility of the superintendent. The students gain firsthand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the University environment.

Bilingual Education

BLE 503 (3 credits – 6 weeks)

Foundations of Instruction

This course is designed to introduce K–12 teachers to the historical, legal and theoretical frameworks of education for bilingual learners in the United States. Participants identify effective bilingual instructional approaches and strategies with emphasis on content area instruction. Evaluation and assessment strategies for bilingual learners are also addressed.

BLE 504 (3 credits – 6 weeks)

Instructional Techniques and Methods

This course provides K–12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.

BLE 505 (3 credits – 6 weeks)

Assessment

This course provides educators with a foundational understanding of assessment practices for bilingual learners. Participants examine the relationship between language acquisition and assessment and its effect on teaching and learning. Content area instruction, reading instruction and writing instruction as they relate to assessment areas are also explored.

BLE 506 (3 credits – 6 weeks)

Overview of Linguistics

This course is designed to introduce K–12 educators to the study of the nature, structure, development and acquisition of language. Participants explore the integration of theory into practice, teaching methods, cultural implications of language, and first- and second-language acquisition. Particular emphasis is given to psycholinguistics, sociolinguistics, communication and assessment.

BLE 507 (3 credits – 6 weeks)

School, Community, and Family Culture

This course is designed to examine multicultural education in the classroom, in the community and globally. The primary focus is to provide participants with an understanding and appreciation of the beliefs, customs and traditions of diverse cultures. Participants integrate multicultural curriculum featuring a variety of instructional strategies for bilingual learners that promote culturally responsive teaching.

California Teachers of English Learners

CTEL 501 (4 credits – 8 weeks) **NEW**

Language and Language Development

This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.

CTEL 502 (4 credits – 8 weeks) **NEW**

Assessment and Instruction

This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503 (4 credits – 8 weeks) **NEW**

Culture and Inclusion

This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction and culturally inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals and the community to improve literacy development and learning is also explored.

Career and Technical Education

CTEC 500 (3 credits – 6 weeks)

Overview of Career and Technical Education

This course is designed to survey the history, philosophy and general principles of career and technical education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders and promoting CTE are also emphasized.

CTEC 501 (3 credits – 6 weeks)

Career and Technical Education

Curriculum and Instruction

This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills and generating authentic assessments are also examined.

CTEC 502 (3 credits – 6 weeks)

Career and Technical Education Leadership

This course prepares participants to lead career and technical education (CTE) programs. Participants examine the roles and responsibilities of CTE leaders, as well as standards and legislation that affect CTE programs, CTE program management and CTE stakeholder relationships. Participants explore current and future trends in CTE, as well as partnerships between high schools and colleges. Participants look closely at their own CTE program as it relates to evaluation and improvement.

Early Childhood Education

ECE 205 (3 credits – 5 weeks) **U**

Developmentally-Effective Learning Environments

This course examines developmentally effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.

ECE 206 (3 credits – 5 weeks) **U**

Curriculum and Instruction in Early Childhood Education

This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations and the importance of collaborative partnerships with family and community are also explored.

ECE 207 (3 credits – 5 weeks) **U**

Assessment in Early Childhood Education

This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8.

ECE 505 (3 credits – 6 weeks)

Effective Instruction for Early Childhood Education

This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.

ECE 506 (3 credits – 6 weeks)

Language and Literacy Methods in Early Childhood Education

This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age 8. Theories in language development, including second language acquisition, as well as the needs of English language learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.

ECE 507 (3 credits – 6 weeks)

Early Childhood Assessment

This course examines the role, purpose and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents and community resources in the assessment process.

ECE 508 (3 credits – 6 weeks)

Early Childhood Growth and Development

This course focuses on the research, theories and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age 8. Family and cultural influences on early childhood growth and development are also explored.

ECE 509 (3 credits – 6 weeks)

Family and Community Involvement in Early Childhood Education

This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement and school partnerships are also explored.

Education and General Topics

EDTPA 500 (3 credits – 6 weeks)

Candidate Preparation for edTPA

This course focuses on preparing teacher candidates to pass edTPA (Teacher Performance Assessment). Participants will focus on the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation. Finally, learners will familiarize and prepare a mock edTPA.

EDTPA 501 (3 credits – 6 weeks)

Remediation for edTPA

This course remediates teacher candidates who have previously been unsuccessful in passing the edTPA (Teacher Performance Assessment). Participants focus on the reintroduction of the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation. Finally, learners prepare an action plan for the successful completion of the edTPA assessment.

EDUC 519 (3 credits – 4 weeks)

Foundations of Education

This course focuses on the historical, philosophical, sociological, legal and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521 (3 credits – 4 weeks)

Classroom Management for Educators

In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.

EDUC 522 (3 credits – 4 weeks)

Curriculum Development and Instruction

This course focuses on curriculum development and instructional strategies for K–12 educators. Participants examine the history of curriculum development, the role of curriculum in education and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.

EDUC 523 (3 credits – 4 weeks)

Middle School Curriculum Development and Instruction

This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.

EDUC 524 (3 credits – 4 weeks)

Assessment and Evaluation for Educators

This course is designed to provide P–12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction and assessment for school improvement. Standards-based assessments, data-driven instruction and accountability to increase achievement are also addressed.

EDUC 525 (3 credits – 4 weeks)

Theories of Growing and Learning

This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.

EDUC 527 (3 credits – 4 weeks)

Teaching Critical Thinking Skills

This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.

EDUC 528 (3 credits – 4 weeks)

Communication Strategies for Educators

This course is designed to inform educators about the power of effective communication through awareness, understanding and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents and other stakeholders to promote a positive learning environment.

EDUC 529 (3 credits – 4 weeks)

Communication Strategies for Educators and Administrators

This course is designed to help school educators and administrators develop and implement effective strategies for communicating with internal and external stakeholders to create a positive learning community. Participants explore and apply the communication essentials necessary for working with diverse students, staff and stakeholders, including active listening; information gathering and delivery; negotiation; persuasion; written, verbal and nonverbal messages; cultural sensitivity; and the use of technology and social media. Critical issues, common barriers and ethical questions regarding school communication are also examined.

EDUC 545 (3 credits – 4 weeks) **NEW**

Family Engagement and Community Involvement

This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families and schools with the community.

EDUC 546 (3 credits – 4 weeks)

Promoting Safe School Environments

This course provides participants with practical skills in fostering school safety, preventing school violence, promoting digital and cyber security, and preparing for and responding to crisis events that may adversely impact the school community. Current research that outlines professional best practices and provides fundamental information to support a safe school environment is explored. In addition, communication, collaboration and continuous improvement are addressed. Participants prepare a comprehensive safe school plan.

EDUC 547 (3 credits – 4 weeks)

Human Relations and Multiculturalism for Educators

This course emphasizes the practical application of human relations and multiculturalism in the educational setting. The focus is on building an awareness of diversity, relating effectively with all groups in a pluralistic society, and building respect for human dignity and individual rights. Dealing with dehumanizing biases and translating knowledge of human relations into techniques that result in positive experiences for students is also emphasized.

EDUC 548 (3 credits – 4 weeks)

Coaching and Mentoring

This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.

Educator Ethics

EDU 538 (3 credits – 6 weeks) **NEW**

Cyberethics for Educators

In this course, participants study the risk factors for digital and ethical misconduct both inside and outside the classroom. Participants develop a better understanding of the role that technology plays in creating and heightening ethical dilemmas. The course provides participants with the tools to assess their personal risk for ethical misconduct and best practices for minimizing the likelihood of such misconduct.

EDU 539 (3 credits – 6 weeks) **NEW**

K–12 Cybertraps: Strategies for Teaching Digital Citizenship

In this course, participants gain an understanding of the ways in which students are using technology today, and the legal and professional risks that can arise from such use. Participants develop instructional strategies, curricular materials and projects to guide student learning on issues of online behavior and digital citizenship. The course emphasizes the interplay between law and technology, and underscores the potential for students to become unwitting perpetrators. Strategies for minimizing the risk of student misconduct and educating parents are also covered.

English as a Foreign or Second Language

TESOL 570 (3 credits – 4 weeks)

Foundations of Instruction

This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.

TESOL 572 (3 credits – 4 weeks)

Assessment

This course provides K–12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 571 (3 credits – 4 weeks)

Instructional Techniques and Methods

This course prepares K–12 educators to use effective instructional techniques, methodology and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education and parental involvement as related to English language learners are also explored.

TESOL 573 (3 credits – 4 weeks)

Applied Linguistics

This course introduces K–12 educators to the nature, structure and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.

TESOL 574 (3 credits – 4 weeks)

Cross-Cultural Communication

This course explores cross-cultural communication and global awareness in multicultural K–12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity and technology as related “to cross-cultural communication are also addressed.

TESOL 575 (3 credits – 4 weeks)

Teaching Reading and Writing

This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

Health and Nutrition

HLTH 500 (3 credits – 6 weeks)

Health and Nutrition for Educators

This course provides an overview of health and nutrition education for the K–12 classroom teacher. Topics include wellness and nutrition; cardiovascular health and exercise; stress management; the use and abuse of alcohol, tobacco and drugs; and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.

History

HIS 510 (1 credit – 2 weeks)

AZ Constitution

This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 511 (1 credit – 2 weeks)

U.S. Constitution

This course is a study of the creation, application and viability of the United States Constitution. Participants examine the Constitution’s historical and philosophical origins to better understand its original intent, evolution and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution’s influence on education in the United States.

HIS 512 (2 credits – 4 weeks)

NV Constitution

This course is designed to meet the Nevada teacher licensure requirements aligned to Nevada school law and Constitution. Participants are introduced to educational law and related research, fundamental law concepts including state and federal case briefings of significant court decisions, and Nevada statutory and regulatory materials. Codes of ethics and morality related to educational law are also addressed. This is a Nevada-specific course.



Online Teaching

EDU 521 (3 credits – 6 weeks)

Technologies for Online Teaching

This course prepares teachers to effectively use technology and media in online teaching. The benefits and challenges of using audio, video, collaborative and social media technology tools in the virtual classroom will be examined. Particular emphasis will be given to using digital tools and apps that promote cutting-edge skills in the online environment. Current and emerging trends in Internet technology will also be addressed.

EDU 524 (3 credits – 6 weeks)

Organizing and Managing the Online Classroom

In this course, participants explore the unique issues of classroom organization, management and discipline in the K–12 online environment. The issues of online student responsibility, engagement, goal setting and time management are examined. Communication with students, parents, administration and other key personnel are discussed. Participants develop and articulate a personal philosophy of online classroom management.

EDU 527 (3 credits – 6 weeks)

Differentiating Instruction in the Online Classroom

This course focuses on strategies and techniques for differentiating online instruction to meet the learning needs of diverse students in the fully online, hybrid or flipped classroom. Particular emphasis is on techniques for working online with at-risk students and students with special needs. Participants develop appropriate instruction and assessments to determine individual student achievement and mastery.

EDU 528 (3 credits – 6 weeks)

Assessment in the Online Classroom

This course prepares participants to assess online students effectively. Participants explore how to guide instruction using technology-driven data. Emphasis is placed on examining the validity and reliability of online assessment and learning to assess online teaching.

EDU 536 (3 credits – 6 weeks)

Digital Citizenship for Educators

The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real-world functions and authentic applications.

EDU 545 (3 credits – 6 weeks)

Foundations of Online Teaching

This course introduces participants to the elements of online teaching at the K–12 level. Participants examine a variety of online instructional skills and strategies related to teaching and delivering curriculum in the online environment. Participants collaborate with others and authentically integrate technology tools, as well as mobile learning technologies. Classroom management, engagement, time management and assessment strategies are also discussed. Additionally, participants explore the International Association for K–12 Online Learning (INACOL) standards, as well as copyright, FERPA and other issues related to academic integrity in the online classroom.

Psychology

EDUC 526 (3 credits – 4 weeks)

Overview of Adolescent Psychology

This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.

Reading

RDNG 500 (3 credits – 4 weeks)

Reading Methods: Primary

This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture and special learning needs.

RDNG 501 (3 credits – 4 weeks)

Reading Methods: Elementary

This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing and technology-based instruction.

RDNG 502 (3 credits – 4 weeks)

Reading Methods: Secondary

This course emphasizes literacy and learning in grades 6–12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development and assessment.

RDNG 503 (3 credits – 4 weeks)

Diagnosis and Remediation

This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.

RDNG 504 (3 credits – 4 weeks)

Phonological Theory and Application

This course addresses the linguistic, neurological, cognitive and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505 (3 credits – 4 weeks)

Children's Literature

This course examines children's literature, its various genres and its importance in the classroom to engage students in reading, writing, listening and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when and why children read.

RDNG 506 (3 credits – 4 weeks)

Elementary Reading and Writing Strategies

This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.

RDNG 507 (3 credits – 4 weeks) **CCSS**

Content Area Reading and Writing for Elementary

This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media and print materials used to enhance children's reading and writing in the content areas are also explored.

RDNG 508 (3 credits – 4 weeks)

Adolescent Literature

This course focuses on evaluating, selecting, integrating and understanding adolescent literature in 6th–12th grade classrooms. Participants investigate gender, language and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments and book-to-film features to incorporate across the curriculum.

RDNG 509 (3 credits – 4 weeks) **CCSS**

Adolescent Reading and Writing Strategies

This course covers current research on teaching reading and writing to students at the middle and secondary levels. Participants examine various comprehension strategies, technology lessons, and assessment techniques. The connection between reading and writing, and critical issues in reading and writing instruction for adolescents are also explored.

RDNG 510 (3 credits – 4 weeks)

Content Area Reading and Writing for Adolescents

In this course, participants explore the teaching of reading and writing in 6–12 content area classrooms. Participants learn instructional strategies, comprehension strategies, and techniques for using reading and writing to learn. Also, methods for differentiating reading and writing for adolescents are examined.

RDNG 511 (3 credits – 4 weeks)

Reading Assessment

This course focuses on K–12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district and the state. Participants explore objective tests, performance assessments and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.

RDNG 512 (3 credits – 4 weeks)

Research Foundations of Language and Literacy

This course provides participants with foundational knowledge on the study of research and how it is applied to critical issues in the field of language and literacy. Participants examine research on developing and expanding literacy, sociocultural influences on literacy, how research informs literacy instruction and models of the reading process.

RDNG 513 (3 credits – 4 weeks)

Teacher Leadership

This course prepares participants to define, clarify and reflect on their roles as educational leaders in diverse school communities. Participants explore leadership strategies for collaboration, coaching and mentoring, communication, and lifelong learning. Defining trends in teacher leadership, building a leadership supportive culture and becoming a change agent are examined. Participants create a model for collaborating with school and community stakeholders to foster positive change in the school environment.

RDG 539 (3 credits – 6 weeks)

Reading Skills and Practicum (K-8)

This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K–8 classroom teachers. Participants examine literacy as it relates to emergent readers, struggling readers and English language learners. The topics of decoding, vocabulary, phonics, phonology, fluency and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.

RDG 540 (3 credits – 6 weeks)

Reading Skills and Practicum (K-5)

This course provides an overview of current approaches and theories regarding the teaching and assessment of reading for K-5 classroom teachers. Participants examine literacy as it relates to emergent, beginning, and fluent readers, proficient and struggling readers, and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for teaching, evaluating, coaching, mentoring, and intervening in areas of literacy, which are practiced during the course practicum.

RDG 541 (3 credits – 6 weeks)

Reading Skills and Practicum (6-12)

This course provides an overview of current approaches and theories regarding the teaching and assessment of reading for 6–12 classroom teachers. Participants examine literacy as it relates to struggling readers and English language learners. The topics of decoding, vocabulary, fluency and comprehension are explored. Emphasis is placed on acquiring new strategies for teaching, evaluating, coaching, mentoring and intervening in areas of literacy, which are practiced during the course practicum.

Spanish for Educators

SPAN 504 (3 credits – 6 weeks)

Spanish for Educators, Basic

In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.

SPAN 505 (3 credits – 6 weeks)

Spanish for Educators, Intermediate

This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom and school terminology using complex grammatical structures, verb tenses and conjugations. In addition, participants analyze the sociolinguistics aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

Special Education

AUT 500 (3 credits – 6 weeks)

Foundations of Autism Spectrum Disorders

This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors and patterns. Participants also learn interventions, accommodations and supports, with emphasis on current evidence-based practices.

AUT 503 (3 credits – 6 weeks)

Communication and Socialization in Autism Spectrum Disorders

This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 501 (3 credits – 6 weeks)

Diagnosis and Assessment of Autism Spectrum Disorders

This course explores the causation, characteristics and diagnosis of autism spectrum disorders. Participants learn how to collect data in a classroom for diagnosis referral. Participants also learn how assessment tools relate to Individualized Education Programs and program development for students with autism spectrum disorders.

AUT 505 (3 credits – 6 weeks)

Autism Spectrum Disorders and Behavior Management

This course focuses on behavioral characteristics of students with autism spectrum disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.

SPED 500 (3 credits – 6 weeks)**Introduction to Learners with Special Needs**

This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create Individualized Education Programs. Historical perspectives, special education law, and current policies and practices are examined.

SPED 501 (3 credits – 6 weeks)**Special Education in Early Childhood**

This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics and assessment. Best practices for classroom management, behavior modification techniques and effective ways to communicate with families are also explored.

SPED 502 (3 credits – 6 weeks)**Mainstreaming and Inclusion**

The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.

SPED 503 (3 credits – 6 weeks)**Speech and Language Disorders**

This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation and phonological disorders; voice, swallowing and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.

SPED 504 (3 credits – 6 weeks)**Overview of Severe Disabilities**

This course provides K–12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 505 (3 credits – 6 weeks)**Teaching Gifted and Talented Learners**

In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social and emotional development of gifted and talented learners.

SPED 506 (3 credits – 6 weeks)**Guidance and Counseling of Gifted and Talented Learners**

This course explores guidance and counseling of gifted and talented learners. Participants examine acceleration and enrichment, support services, academic counseling, career counseling and social skills development. Under achievement, motivation and the role of families in the guidance and counseling process are also addressed.

SPED 507 (3 credits – 6 weeks)**Enhancing Creativity in Gifted and Talented Learners**

This course explores creativity in gifted and talented learners. Participants use the creative process to examine creativity theories, levels of creativity, and ways to foster creativity. Classroom design and instructional strategies for creativity, measuring and assessing creativity, and communication and collaboration with stakeholders and families are also addressed.

SPED 508 (3 credits – 6 weeks)**Critical Thinking Skills for Gifted and Talented Learners**

This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, instructional strategies, technology, and assessment related to critical thinking. Combining critical thinking with creativity, twice exceptional learners and student engagement is also addressed.

SPED 509 (3 credits – 6 weeks)**Curriculum and Instruction for Gifted and Talented Learners**

This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.

SPED 510 (3 credits – 6 weeks)

Learning Strategies for Gifted and Talented Learners

This course is designed to explore different types of learning models for gifted and talented learners and to examine the unique needs of gifted and talented learners. Different types of curriculum models are considered. Participants identify ways to help meet gifted and talented learners' needs in the classroom through specific programs, enrichment opportunities and differentiated instruction.

SPED 511 (3 credits – 6 weeks)

Assessment for Gifted and Talented Learners

This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

SPED 512 (3 credits – 6 weeks)

Special Populations of Gifted and Talented Learners

This course provides an overview of special populations of gifted and talented learners, including historically underrepresented learners from diverse backgrounds. Participants examine learner characteristics, identification and causes of under achievement. Effective programs, instructional strategies and parental involvement are also explored.

SPED 520 (3 credits – 6 weeks)

Mathematics Instruction for Special Education

This course focuses on the vertical alignment of national, state and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.

SPED 524 (3 credits – 6 weeks) **NEW**

Transition Planning for Adolescents with Disabilities

This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families and the community.

SPED 525 (3 credits – 6 weeks)

Special Education Teaching Methods

This course provides an overview of teaching methods used in the K–12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 526 (3 credits – 6 weeks)

Special Education Assessment

This course provides an overview of assessment in the K–12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the Individualized Education Program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 560 (1 credit – 2 weeks)

Teaching Learners with Disabilities

This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK–12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area and grade level with specific emphasis on best practices and current trends.

STEAM/STEM

STEAM 506 (3 credits – 4 weeks) **STEAM**

STEAM Education: Curriculum and Instruction

This course focuses on researching, analyzing and applying curricular theory and philosophy of best practices in the 21st-century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K–12 learning environments that involve creating solutions to real-world problems.

STEAM 507 (3 credits – 4 weeks) **STEAM**

STEAM Education: Assessment Strategies

This course explores the assessment and evaluation of K–12 student learning outcomes in STEAM. The focus is on using a variety of assessments for evaluating integrated STEAM standards education. Various assessment types are compared for STEAM processes, products and performances (content). Special consideration is given to both formative and summative assessments. Participants prepare STEAM assessments and tools for processes, products and performances (content) in current classroom settings.

STEM 506 (3 credits – 4 weeks) **STEM**

STEM: Curriculum and Instruction

This course focuses on researching, analyzing and applying curricular theory and philosophy of best practices in the 21st-century classroom for implementing STEM education. Special attention is given to STEM-specific instructional strategies such as project-based assessment, inquiry-based learning and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration and the use of technology in the development of effective K–12 learning environments.

STEM 507 (3 credits – 4 weeks) **STEM**

STEM: Assessment Strategies

This course explores the assessment and evaluation of K–12 student learning outcomes in STEM. The focus is on using multiple assessment tools and the construction of performance and project-based assessments. Participants examine a variety of data to inform instructional practice as well as evaluate the effectiveness of the assessment tools.

STEM 508 (3 credits – 4 weeks) **STEM**

STEM: Critical Thinking

This course provides participants with the skills to evaluate and use instructional methods, curricular materials, and resources for critical thinking development in STEM. Multiple perspectives of K–12 students in STEM-related content areas are explored. Participants examine instructional models to develop skills in identifying the needs of diverse students and selecting and adapting delivery methods to support critical thinking.



Structured English Immersion

SEI 501 (3 credits – 6 weeks)

Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K–12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English language learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

Teaching Methods

TCH 501 (3 credits – 4 weeks)

Teaching Methods: Elementary Art

This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints and create sculptures appropriate for the elementary setting.

TCH 502 (3 credits – 4 weeks)

Teaching Methods: Elementary Language Arts

This course explores theories, models and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening and speaking. Technology and assessment in language arts is also examined.

TCH 503 (3 credits – 4 weeks) **STEM**

Teaching Methods: Elementary Mathematics

This course emphasizes content and process standards and pedagogical instruction that enhance learning in P–8 mathematics. Participants explore teaching mathematics through research-based practices, problem solving and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs and materials management.

TCH 504 (3 credits – 4 weeks) **STEM**

Teaching Methods: Elementary Science

This course prepares K–8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.

TCH 505 (3 credits – 4 weeks)

Teaching Methods: Elementary Social Studies

This teaching methods course is designed for K–8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.

TCH 510 (3 credits – 4 weeks)

Secondary Teaching Methods

This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials and assessment strategies aligned to 21st-century skills.

TCH 511 (3 credits – 4 weeks)

Teaching Methods: Secondary Art

This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management and using technology in the art classroom are also explored.

TCH 513 (3 credits – 4 weeks) **STEM**

Teaching Methods: Secondary Mathematics

This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership and professional development to continuously improve one's teaching of mathematics.

TCH 514 (3 credits – 4 weeks) **STEM**

Teaching Methods: Secondary Science

This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.



TCH 515 (3 credits – 4 weeks)

Teaching Methods: Secondary History/Social Studies

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533 (3 credits – 4 weeks) **STEM**

Teaching Methods: Mathematics Assessment

This course promotes the understanding of theories guiding mathematics instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop and evaluate assessment tools aligned to Common Core State Standards in the K–8 mathematics classroom. Particular emphasis is given to implementing timely, relevant and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive and supportive feedback serves as a meaningful instructional tool for students.

TCH 543 (3 credits – 4 weeks)

Teaching Methods: Remedial Mathematics

This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.

Technology in the Classroom

TECH 509 (1 credit – 2 weeks)

Using Web Tools in the Classroom

This course introduces K–12 teachers to a variety of web tools that can be used to enhance instruction. The evolution of the Internet to an interactive tool for collaboration and information sharing is examined. Tools for collaborating and sharing as well as tools that can be used to enhance classroom management are explored. Participants design instructional activities that incorporate a variety of web tools to enhance learning.

TECH 510 (1 credit – 2 weeks)

Using Apps in the Classroom

This course introduces K–12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511 (1 credit – 2 weeks)

Using Google Tools in the Classroom

This course introduces K–12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519 (2 credits – 3 weeks)

Using Social Media in the Classroom

This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K–12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.

TECH 520 (2 credits – 3 weeks) **STEM**

Multimedia for Educators

In this course, participants select, use and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.

TECH 521 (3 credits – 4 weeks)

Presentation Technology for Educators

In this course, participants explore various presentation tools for creating effective presentations. Participants develop presentations and instructional materials to enhance their students' learning. The course emphasizes the integration of features such as animation, speaker notes, multimedia, charts, Web 2.0 tools and the Internet. Presentation design and delivery best practices are also covered.

TECH 522 (3 credits – 4 weeks) **STEM**

Technology Integration for Educators

This course is designed to prepare educators to integrate technology for engaging and effective P–12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based and project-based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524 (3 credits – 4 weeks) **STEM**

Technology Survival for Educators

This course provides educators with survival strategies when incorporating technology into the P–12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525 (3 credits – 4 weeks)

Becoming a Connected Educator

This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.



Single Courses

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Graduate-Level Education Courses

ADMIN 518 (3 credits – 6 weeks)

Leadership and Collaborative Processes

This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high-performing teams.

ADMIN 523 (3 credits – 6 weeks)

Cultural Competency and Equity

This course reinforces understanding of the school and community context, including the instructional implications of cultural, linguistic, socioeconomic and political factors. Students will understand how to advocate for, nurture and sustain a positive culture of learning, individual and collective accountability, and educational equity and diversity. Field experience, portfolio and practicum will be reviewed.

ADMIN 524 (3 credits – 6 weeks)

Supervision of Curriculum, Instruction and Assessment

This course examines principals' responsibilities related to supervision of curriculum, instruction and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528 (3 credits – 6 weeks)

Administration of Special Programs

This course provides an overview of various federal, state, nonprofit and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 (3 credits – 6 weeks)

Business and Facilities Management

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

ADMIN 555 (3 credits – 6 weeks)

School Policy and Law for Principals

This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed and applied to current educational practices.

ADMIN 560 (3 credits – 6 weeks)

Human Resources Leadership and Management

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565 (3 credits – 6 weeks)

School Improvement Processes

This course focuses on the use of assessments in K–12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 570 (3 credits – 6 weeks)

Equity, Diversity and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers and staff through equitable participation in school practices, programs and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity and access, in the context of leadership.

ADMIN 575 (3 credits – 6 weeks)

Family, Community and Media Relations

This course focuses on the role of the school principal as a catalyst for developing and maintaining collaboration with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests and needs; establishing reciprocal relationships; the use of conflict resolution and decision-making tools; and ethical issues when working with families, business, community and media groups. In addition, candidates plan a social action project that involves school, families community, and the media.

AET 500 (3 credits – 6 weeks)

Foundations of Adult Learning Theory

Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills and ethics. Additionally, learners review current developments in the field of adult education, training and workplace learning.

AET 555 (3 credits – 6 weeks)

Overview of the Community College

This course provides an overview of the community college. It examines global, national and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

AET 560 (3 credits – 6 weeks)

Facilitating Change

Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.

COM 520 (3 credits – 6 weeks)

Organizational Communication for Adult Education and Training

In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.

CUR 505 (3 credits – 6 weeks)

Social and Global Perspectives of Teacher Leadership

Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506 (3 credits – 6 weeks)

Theories and Best Practices of Curriculum and Instruction

This course focuses on applying curricular theory to best practices in the 21st-century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st-century classroom.

CUR 510 (3 credits – 6 weeks)

Teachers as Leaders

In this course, teachers define, clarify and reflect on their leadership roles. They explore leadership processes that utilize collaboration, coaching, mentoring and inclusion. Additionally, they examine broad educational issues, as well as school-based issues, and determine possibilities for initiating, sustaining and building upon systemic change.

CUR 515 (3 credits – 6 weeks)

Critical Thinking and Innovative Skills

Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models and strategies; and state, local and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

CUR 516 (4 credits – 8 weeks)

Curriculum Theory and Instructional Design

In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.

CUR 518 (3 credits – 6 weeks)

Multicultural Strategies for the Adult Learner

In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520 (3 credits – 6 weeks)

Advocating for Learning

Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525 (3 credits – 5 weeks)

Ethical Issues in Education

This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students and other constituents with the purpose of improving current educational practices.

CUR 528 (3 credits – 6 weeks)

Assessment of Learning

Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs and training.

CUR 530 (3 credits – 6 weeks)

Assessment and Evaluation Models

In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 535 (4 credits – 8 weeks)

Research for Improved Practice

Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.

EDD 581 (4 credits – 8 weeks)

Action Research and Evaluation

This course examines action research and its role in decision making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

MTE 518 (3 credits – 6 weeks)

Models, Theories and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning and develop a lesson plan.

MTE 522 (3 credits – 6 weeks)

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523 (3 credits – 6 weeks)

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 528CA (3 credits – 6 weeks)

Curriculum Constructs and Assessment: Visual Arts

This course explores the theory, application and strategies of teaching the visual arts for the single-subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.

MTE 531 (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
History/Social Science**

This course defines and provides a context for teaching and assessing K–8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 531CA (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
History and Social Science**

This course defines and provides a context for teaching and assessing K–8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 (4 credits – 8 weeks)

**Curriculum Constructs and Assessment:
Science and Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 533CA (4 credits – 8 weeks)

**Curriculum Constructs and Assessment:
Science and Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
Visual and Performing Arts**

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 534CA (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
Visual and Performing Arts**

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.



MTE 537 (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
Physical Education and Health**

This course defines and provides a context for the classroom teacher to teach and assess K–8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K–8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K–8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 537CA (2 credits – 4 weeks)

**Curriculum Constructs and Assessment:
Physical Education and Health**

This course defines and provides a context for the classroom teacher to teach and assess K–8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K–8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K–8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541 (2 credits – 4 weeks)

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 541CA (2 credits – 4 weeks)

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 550 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Global Languages**

This course explores the application of basic instructional methods to the content area of global languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models and strategies; state, local and national standards as they relate to instruction, assessment and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 550CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Global Languages**

This course explores the application of basic instructional methods to the content area of global languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models and strategies; state, local and national standards as they relate to instruction, assessment and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Physical Education**

This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 551CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Physical Education**

This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553 (3 credits – 6 weeks)

**Instruction and Assessment of English
Language Learners**

This course focuses on education for the English language learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K–12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English language learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 559 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Methods**

This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 560 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Health Science**

This course explores the application of instructional methods to the content area of health science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local and national standards for the teaching of health science. They also examine current instructional theory, models and strategies as they relate to instruction, assessment and accountability. The course helps prospective educators to identify the educational needs of middle school level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources and behavior management plans for diverse students.

MTE 560CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Health Science**

This course explores the application of instructional methods to the content area of health science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local and national standards for the teaching of health science. They also examine current instructional theory, models and strategies as they relate to instruction, assessment and accountability. The course helps prospective educators to identify the educational needs of middle school level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources and behavior management plans for diverse students.

MTE 564 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Mathematics**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 564CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Mathematics**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 566 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models and strategies; state, local and national standards as they relate to instruction, assessment and accountability; and social issues that impact reading, listening, speaking and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 566CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models and strategies; state, local and national standards as they relate to instruction, assessment and accountability; and social issues that impact reading, listening, speaking and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary History/Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567CA (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary History/Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 (3 credits – 6 weeks)

Curriculum Constructs and Assessment: Secondary Science

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 569CA (3 credits – 6 weeks)

Curriculum Constructs and Assessment: Secondary Science

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580 (3 credits – 6 weeks)

**Curriculum Constructs and Assessment:
Secondary Business and Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

MTH 506 (3 credits – 6 weeks)

Methods of Teaching Mathematics

This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

MTH 530 (3 credits – 6 weeks)

Linear Algebra

The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts and applications. One of the goals of this course is to help students master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas and computations of various kinds.

MTH 535 (3 credits – 6 weeks)

Geometry

This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540 (3 credits – 6 weeks)**Statistics**

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques and interpretation of statistical findings through the applications and functions of statistical methods.

RDG 500 (3 credits – 6 weeks)**Scientifically Based Reading Instruction**

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

RDG 537 (4 credits – 8 weeks)**Curriculum Constructs and Assessment:
Reading and Language Arts**

This course focuses on the most current research, theory and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K–8 school setting, is incorporated into the course requirements.

RDG 537CA (4 credits – 8 weeks)**Curriculum Constructs and Assessment:
Reading and Language Arts**

This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K–8 school setting, is incorporated into the course requirements.

RDG 542 (3 credits – 6 weeks)**Curriculum Constructs and Assessment:
Reading Methods for Secondary Settings**

This course focuses on the most current research on the design, delivery and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading and writing) in single-subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single-subject content area classroom, is incorporated into the course requirements.

RDG 542CA (3 credits – 6 weeks)**Curriculum Constructs and Assessment:
Reading Methods for Secondary Settings**

This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single-subject classrooms. Emphasis is placed on instructional planning, design and delivery; assessment; universal access; and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single-subject content area classroom, is incorporated into the course requirements.

RDG 570 (4 credits – 8 weeks)**Curriculum Constructs and Assessment:
Reading and Language Arts for Speech**

This course focuses on the most current research, theory and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K–8 school setting, is incorporated into the course requirements.

SEC 508 (3 credits – 6 weeks)**Models, Theories and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEI 500 (3 credits – 6 weeks)

Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K–12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English language learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and English language learners acquire English.

SEI 503 (3 credits – 6 weeks)

Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K–12 English language learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 512 (3 credits – 6 weeks)

Special Education Assessment and Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment and behavioral recommendations are discussed.

SPE 513 (3 credits – 6 weeks)

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students are introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 514 (2 credits – 4 weeks)

Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544 (3 credits – 6 weeks)

Characteristics of Emotional and Behavioral Disorders

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills and instructional practices.

SPE 546 (3 credits – 6 weeks)

Special Education Methods

This course provides an overview of methodologies used in teaching exceptional learners from early childhood on, with an emphasis on students with specific learning disabilities, developmental disabilities and emotional disabilities. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning or career counseling. Communication through consultation and collaboration and professional and ethical practices are also considered.

SPE 556 (3 credits – 6 weeks)

Characteristics of Physical and Health Disabilities

This course provides an overview of the unique characteristics, learning styles and challenges faced by individuals with physical and health disabilities including students with traumatic brain injury, other health impairments and orthopedic impairments. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Various program models available through public, private and hospital settings will be reviewed. Supports, accommodations and curricular modifications will be explored. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 557 (3 credits – 6 weeks)

Collaboration with Families of Students with Disabilities

This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals and community services to develop collaborative and productive professional relationships.

SPE 558 (3 credits – 6 weeks)

Transition Planning for Adolescents with Disabilities

This course focuses on the role of the special education teacher as he or she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement and the community.

SPE 559 (3 credits – 6 weeks)

Characteristics of Learning Disabilities

This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574 (3 credits – 6 weeks)

Characteristics of Intellectual/Developmental Disabilities

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.

SPE 575 (3 credits – 6 weeks)

Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 578 (3 credits – 6 weeks)

Models, Theories and Instructional Strategies for the Special Educator

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 591 (3 credits – 6 weeks)

Characteristics of Exceptionalities

This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction and behavior management techniques of each disability area are discussed in depth.

General Elective Courses

BIO 101 (3 credits – 5 weeks)

Principles of Biology

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology and ecology.

BIO 204 (3 credits – 5 weeks)

Plant Physiology

This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis and plant metabolism.

BIO 240 (3 credits – 5 weeks)

General Biology

This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

BIO 290 (4 credits - 7 weeks)

Anatomy and Physiology I

This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises

BIO 291 (4 credits - 7 weeks)

Anatomy And Physiology II

This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 340 (3 credits – 5 weeks)

Microbiology 3

This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases and immunity.

BIO 350 (4 credits – 7 weeks)

General Biology I

This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO 351: General Biology II.

CHM 110 (3 credits – 5 weeks)

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy; chemical bonding; intermolecular forces; chemical equilibrium; and nuclear, organic and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions and experiments conducted through a virtual laboratory.

ENG 340 (3 credits – 5 weeks)

Creative Writing

This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction and nonfiction writings.

ENG 380 (3 credits – 5 weeks)

Applied Linguistics

This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

GEO 155 (3 credits – 5 weeks)

Cultural Geography

This course provides students with an introduction to the cultural factors that impact the way in which humans use the environment. Topics include settlement patterns, the modification of the landscape and resource utilization.

GEO 215 (3 credits – 5 weeks)

Geography

This course will examine the key concepts of geography and the interactions between human life and the environment. Topics will include population, urbanization, economic and cultural landscapes, physical landscapes, and world climate.

GLG 150 (3 credits – 5 weeks)

Exploration of Earth Sciences

This course focuses on the dynamic forces impacting Earth's environment. It is a study of the major constructs in geology, oceanography, meteorology and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.

GLG 220 (3 credits – 5 weeks)

Physical Geology

This course will introduce the key concepts of geology by examining the earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

HIS 301 (3 credits – 5 weeks)

U.S. Constitution

This course is a five-week introduction to the historical, political, philosophical and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first 10 amendments of the Constitution known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HST 165 (3 credits – 5 weeks)

U.S. History 1865 to 1945

This course provides an overview of the social, political, economic and global events affecting U.S. history from the Civil War through World War II.

MTH 110 (1 credit – 2 weeks)

History of Mathematics

This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.

MTH 208 (3 credits – 5 weeks)

College Mathematics I

This course begins a demonstration and examination of various concepts of algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. This course is the first half of the college mathematics sequence, which is completed in MTH 209: College Mathematics II.

MTH 209 (3 credits – 5 weeks)

College Mathematics II

This course continues the demonstration and examination of various algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210 (3 credits – 5 weeks)

Fundamentals of Geometry

This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 213 (3 credits – 5 weeks)

Mathematics for Elementary Educators I

This is the first course of a two-part series designed for K–8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 (3 credits – 5 weeks)

Mathematics for Elementary Educators II

This is the second course in a two-part series designed for K–8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 219 (3 credits – 5 weeks)

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MTH 220 (3 credits – 5 weeks)

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 221 (3 credits – 5 weeks)

Discrete Math for Information Technology

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of computer science and information technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of information technology.

MTH 225 (4 credits – 7 weeks)

Pre-Calculus

This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions, and equations. Students also examine systems of equations, exponential, logarithmic and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series

MTH 280 (4 credits – 7 weeks)

Calculus I

This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 290 (4 credits – 7 weeks)

Calculus II

This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.

MTH 360 (3 credits – 5 weeks)

Linear Algebra

This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank and linear transformations. Vector spaces, bases and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues and eigenvectors.

MTH 530 (3 credits – 6 weeks)

Linear Algebra

The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts and applications. One of the goals of this course is to help students master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas and computations of various kinds.

MTH 535 (3 credits – 6 weeks)

Geometry

This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540 (3 credits – 6 weeks)

Statistics

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

PHY 101 (3 credits – 5 weeks)

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions and experiments conducted through a virtual laboratory.

PSY 280 (3 credits – 5 weeks)

Human Growth and Development

This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional and intellectual aspects across the lifespan, and individual application is emphasized.

PSY 375 (3 credits – 5 weeks)

Life Span Human Development

This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual and physical development, and the major theories used to describe how people change throughout their life span.

PSY 410 (3 credits – 5 weeks)

Abnormal Psychology

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

SCI 151 (3 credits – 5 weeks)

Astronomy

This course is designed to introduce students to the science of astronomy, utilizing current concepts of Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered.

SPAN 110 (3 credits – 5 weeks)

Conversational Spanish I

SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 114 (3 credits – 5 weeks)

Conversational Spanish II

SPAN 114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

Undergraduate-Level Education Courses

ECH 205 (3 credits – 5 weeks)

Early Childhood Growth and Development

This course examines the theories, concepts and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive and language development of children from birth through age 8/grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.

ECH 211 (3 credits – 5 weeks)

Instructional Strategies for Early Childhood Education

This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through grade 3. Students examine appropriate methods for teaching all young children; explore lesson plan designs; analyze the most effective, research-based teaching strategies to promote student learning; and develop a lesson plan.

ECH 301 (3 credits – 5 weeks)

Foundations of Early Childhood Education

This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 302 (3 credits – 5 weeks)

Exceptionalities of the Young Child

This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally effective methods and techniques used for the identification, assessment and instruction of children with special needs from birth to age 8. Legal structures, public policy and information related to current practices serving exceptional young children in early childhood are also examined.

ECH 321 (3 credits – 5 weeks)

Developmentally Effective Learning Environments

This course examines developmentally effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or grade 3.

ECH 400 (3 credits – 5 weeks)

Assessment and Evaluation in Early Childhood

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age 8.

ECH 418 (3 credits – 5 weeks)

Community and Family Engagement

This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.

EDU 101 (3 credits – 5 weeks)

Foundation of Education

In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives and societal trends that change education. Learners will explore the characteristics of 21st-century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105 (3 credits – 5 weeks)

Diversity in Educational Settings

This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200 (3 credits – 5 weeks)

Introduction to Assessment

In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.

EDU 215 (3 credits – 5 weeks)

Ethics and Social Responsibility in Education

This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions – whether inherited through culture and tradition or consciously adopted – interact with professional codes of ethics and ethical decision making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.

EDU 301 (3 credits – 5 weeks)

Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 305 (3 credits – 5 weeks)

Child Development

This course explores the development of the child from birth through 8th grade. Physical, cognitive/intellectual, social/emotional and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K–8 environment.

EDU 315 (3 credits – 5 weeks)

Legal and Ethical Issues in Education

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional and personal conduct of teachers.

EED 400 (3 credits – 5 weeks)

Assessment in Elementary Education

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

EED 425 (3 credits – 5 weeks)

Elementary Methods-Health/PE

This course provides an overview of the physical education and health state and national standards and a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 270 (3 credits – 5 weeks)

Physical Education and Health for Educators

This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K–8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K–8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

SPE 300 (3 credits – 5 weeks)

Orientation to the Exceptional Child

This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.



Professional Development

In your classroom, the only constant is you. Students change. Technology evolves. Curricula are rewritten. Our nondegree, noncredit professional development courses enable you to learn about the latest classroom tools and resources, as well as discover new ways to work with your students.

General Topics in Education

EDCEU 1001 (3 days)

Classroom Management/Student Engagement

Excellent classroom management is critical for new and experienced teachers alike. This professional development workshop will examine strategies used in managing a positive classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, and communication.

EDCEU 1002 (3 days)

Assessment and Evaluation

Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development workshop examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques.

EDCEU 1003 (3 days)

Differentiated Learning

Differentiation is no easy feat. This professional development workshop will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills and content area mastery, including selecting supplemental content area media for a variety of reading levels.

EDCEU 1004 (5 days)**Positive Behavior Intervention and Supports (PBIS)**

This professional development workshop is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the PBIS planning process in their school.

EDCEU 1005 (3 days)**The Gifted and Talented Learner**

This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and creative thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.

EDCEU 1006 (3 days)**Higher Order Thinking Skills**

Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development workshop examines the HOTS required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.

EDCEU 1007 (3 weeks)**The Highly Effective Substitute Educator**

This professional development workshop is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management and instructional strategies that promote student learning.

Cohort Learning Options for Teachers

Obstacles seem less daunting when you have help. In a cohort, you'll take classes with your peers, enabling you to learn and grow — together. The following professional development courses are noncredit and available through a school or district contract.

New Teacher Induction (6 Credits)

First- or second-year teachers who complete this four-course cycle will receive six credits that can be applied toward a master's degree.

NTI 501 (6 weeks)

Classroom Management

This workshop will equip new teachers with the skills necessary to effectively manage their classrooms by establishing consistent classroom routines and rituals. It will also focus on the importance of lesson planning in classroom management.

NTI 502 (6 weeks)

Lesson Planning

The lesson planning workshop will empower new teachers to develop quality lesson plans, effectively utilizing formative assessments and aligned with an established curriculum map.

NTI 503 (6 weeks)

Instructional Strategies

This workshop will empower new teachers to deliver successful lessons, utilizing effective instructional strategies to positively affect student learning.

NTI 504 (6 weeks)

Assessment and Evaluation

The assessment and evaluation workshop will empower new teachers to effectively integrate formative and summative assessments into units and lessons, utilizing data-driven decision making.

Educational Leadership

PD 112 (3 days)

School Climate and Communication

It is critical for leaders to utilize effective collaboration with both internal and external stakeholders through the development of communication skills, including oral, written and nonverbal communication styles. This professional development workshop will explore the benefits of effective communication and collaboration within a school community, along with ways to effectively mediate conflict. An examination of strategies to improve interdepartmental communication will include developing effective meeting structures, creating trust amongst all staff to share concerns or issues without fear of criticism, and utilizing tools to ensure stakeholder input on decisions or projects.

Diverse Populations

PD 116 (3 days)

Diversity in Education

This professional development workshop will introduce participants to a practical understanding of human relations and diversity awareness in school settings. Building awareness and understanding of different values, lifestyles and cultural backgrounds within school environment will be addressed. This includes topics of dehumanizing bias such as sexism, racism, prejudice and discrimination. A study of how dehumanizing bias can impact staff relationships and student learning outcomes will be reviewed. Tools to develop activities that foster respect for human dignity and individual rights will be included, empowering participants to create a school culture of tolerance, and improving staff relationships and the student experience.

PD 117 (3 days)

ESL Reading and Writing

Second language learners require unique instructional strategies for academic success. This professional development workshop will provide foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Content will include research by Jim Cummins. Topics explored will include the connection between reading and writing for second language learners, vocabulary development as a tool for language development, and strategies for scaffolding literacy development.

Educational Technology

PD 121 (3 days)

Educational Technology Integration

In this professional development workshop, teachers examine tools that can improve basic reading skills in K–3, delve into tools that improve reading comprehension, and discover skills students need to become proficient at online reading as found in high-stakes testing.

Literacy

PD 126 (3 days)

Early Literacy (K–3)

According to the National Institute for Literacy, the National Assessment of Educational Progress found that 37 percent of US fourth graders fail to achieve basic levels of reading achievement. This professional development workshop will provide a foundation of reading instruction for teachers in grades 1–3. Participants will receive instruction in the Five Essential Components: Teaching Alphabets, Teaching Comprehension, Teaching Fluency and Teaching Vocabulary. Materials will focus on instructional strategies and best practices for reading success. Discussion will center around appropriate assessments to measure academic success, such as DIBELS; KRA-L; Get It, Got It, Go; and ASQ.

For more information or to enroll, please visit phoenix.edu/cet
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