

EDUCATION - CUAU (EDU)

EDU 5000. Growth and Development of School Aged Children. (3 Credits)

In this course, candidates will make critical examinations of physical, cognitive, moral and social developmental theories, methods and findings on human growth and development during childhood with emphasis on social personality and problems of adjustment as they relate to educational experiences. Candidates will explore typical versus atypical development of children and the implications development has on educational, social, cognitive and moral experiences.

EDU 5010. Designing Instruction. (3 Credits)

Candidates will understand best practices as they relate to instructional planning, aligning assessment to effective teaching, the use of technology to enhance teaching and learning, pedagogical theories and skills, and classroom management. Candidates will further gain knowledge in student motivation, building relationships with various entities and the dispositions required of an effective educator that lead to individual student success.

EDU 5020. Differentiated Instruction. (3 Credits)

Candidates will create challenging, standards-based instruction aligned with curriculum that reflects learners' needs, assets, and interests and connects the learners' language, culture, and experiences to their learning. Candidates will also design and enact appropriate instruction that leverages the strengths and contributions of all learners including the unique developmental needs and related instructional and behavioral goals of adolescents with disabilities, gifted students and English language learners.

EDU 5030. Assessment for Educators. (3 Credits)

Candidates will explore the various modes of assessment, including formative and summative, while understanding how assessment forms a vital piece to educational instruction. Data collection, analysis and feedback to both students and caregivers will be addressed.

EDU 5040. Technology Instruction for Educators. (3 Credits)

Candidates will explore the benefits and pitfalls of using technology in the classroom as well as discern how best to use technology for student learning and growth. Candidates will identify, develop and apply a variety of technological skills congruent to current teachings in educational technology for both themselves and their students.

EDU 5050. Special Education Instruction. (3 Credits)

Candidates will design and enact inclusive instruction that addresses the developmental needs of students with disabilities. Candidates will further apply a variety of strategies, instructional approaches, behavioral assessments and positive behavioral interventions to promote the full participation of students with disabilities.

EDU 5100. Educational Leadership: Theory and Practice. (3 Credits)

An exploration of the basic principles of educational leadership within the sociopolitical context of schools. An analysis of the beliefs and practices required for high levels of performance.

EDU 5110. Organizational Theory in Educational Settings. (3 Credits)

This course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations; particularly within the context of school as an institution.

EDU 5120. Research Methods in Education. (3 Credits)

This course provides a broad introduction to educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of the initial research project design for meeting the degree requirements of the Master of Science in Educational Leadership and Master of Science in Curriculum and Instruction.

EDU 5130. Professional Learning Communities in a Pluralistic Society. (3 Credits)

This course provides an overview of the development of learning communities within the school system. The emphasis in this course is that the school system reflects the community it serves. This includes developing partnerships with parents, the business community, and local/state/federal agencies that serve the community.

EDU 5140. Curriculum Development and Instructional Supervision. (3 Credits)

Candidates examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact personnel in order to create and sustain a positive learning environment.

EDU 5200. Cross Cultural Communications. (3 Credits)

Students will examine the cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society, and traditions. Students will gain appreciation for their interactions with diverse cultures, heritages and traditions while acquiring intercultural and interpersonal communication skills for the progressive, unique and diverse world in which we live. This course will assist educators in understanding and recognizing the emotional and psychological challenges for ELL/ESL and Bilingual/Bicultural students.

EDU 5210. Linguistics for ESL Teachers. (3 Credits)

The course is centered on an analysis of language systems, phonology, syntax, morphology, from the perspective of linguists and teachers of English language learners. The graduate students have an opportunity to engage in systematic applications and study of the complex phenomenon of language and different aspects of the English language: phonetics, phonology, morphology, semantics, dialects, and social context that determine changes in language and how these changes affect the students' language acquisition.

EDU 5220. ESL Literacy: Reading, Writing, and Grammar. (3 Credits)

This course is centered on practical strategies and practices for teaching reading, writing, listening, speaking, and grammar to English learners. Students will gain from the course a better understanding of the unique needs of ELs as they relate to literacy, and develop a repertoire of teaching tools to differentiate instruction and meet student needs.

EDU 5230. Integration of Language and Content. (3 Credits)

This course will equip graduate students with the knowledge, strategies, and ability to develop, integrate, and implement ESL literacy strategies within the core content.

EDU 5240. Assessment in ESL. (3 Credits)

Assessment in ESL is a course designed in conjunction with other courses to achieve an endorsement in English as a Second Language (NS). Assessment in ESL will prepare students to make assessment decisions that are age, level, and language appropriate as well as accommodate assessments for diverse learners, utilizing many research-based methods of assessment. Students will learn to interpret and analyze assessment results on both language proficiency assessments and other assessments for identification and placement of English learners, and to inform instructional practices.

EDU 5250. Methods of Teaching ESL. (3 Credits)

Students will learn effective teaching methods for teaching English language learners. The students will view and practice activities for reading, writing, listening and speaking that are considered best practices for developing English language skills that align with the Michigan English Proficiency standards.

EDU 5300. Introduction to Learning Disabilities. (3 Credits)

The course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence based practices.

EDU 5310. Special Education Legislation and Legal Guidelines. (3 Credits)

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

EDU 5320. Meeting the Social, Emotional, and Behavioral Needs of the Learner. (3 Credits)

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with Learning Disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current database assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

EDU 5330. Collaboration with Parents, Students, and Other Professionals. (3 Credits)

This course will provide candidates advanced understanding of the educational and societal needs of students with Learning Disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

EDU 5340. Determining Eligibility and Designing Educational Programs. (3 Credits)

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

EDU 5350. Language and Literacy. (3 Credits)

This course will provide candidates with expertise in the teaching of language and literacy to children with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of Response to Intervention (RTI) and the role of the special education teacher in this process.

EDU 5360. Math Strategies for Special Learning Needs. (3 Credits)

The purpose of this course is to provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM Standards for PreK-12 grade, RTI as it applies to students with learning disabilities, curriculum-based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

EDU 5370. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

EDU 5800. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)

This course focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. Content will include: interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies.

EDU 5805. Teaching Struggling Readers & Writers in the Secondary Classroom. (3 Credits)

This course focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. Teachers will research "best practices" in literacy instruction and will assess students through multiple perspectives including interest inventories, learning styles, English language learning, visual and auditory discrimination, decoding skills that include phonetic analysis, syntactic analysis, semantic analysis, sight word vocabulary, and fluency. Reading comprehension and the significance of a learner's prior knowledge in the understanding of content area reading will be addressed as well as writing assessments. Differentiated instructional strategies will be embedded into lesson and unit plans to accommodate varying learning needs.

EDU 6010. Literacy Instruction for Lower Elementary. (3 Credits)

Candidates will identify and address literacy challenges for readers and writers in the lower elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 6015. Instructional Methods for Lower Elementary. (3 Credits)

Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the lower elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 6020. Literacy Instruction for Upper Elementary. (3 Credits)

Candidates will identify and address literacy challenges for readers and writers in the upper elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 6025. Instructional Methods for Upper Elementary. (3 Credits)

Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the upper elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 6030. Literacy Instruction for Middle Levels. (3 Credits)

Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 6035. Instructional Methods for Middle Levels. (3 Credits)

Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 6040. Literacy Instruction for Upper Levels. (3 Credits)

Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 6045. Instructional Methods for Upper Levels. (3 Credits)

Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 6100. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)

Candidates examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies.

EDU 6110. The Principal: Current Issues & Trends. (3 Credits)

Participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students.

EDU 6120. Personnel Management and Professional Development. (3 Credits)

Participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. The process and function of various leadership roles are explored as they contribute to the overall success of the instructional program, particularly through the ongoing evaluation and improvement of personnel, facilities, programs, schedules, services, and staff development.

EDU 6130. Funding and Financing Schools. (3 Credits)

This course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets.

EDU 6910. Secondary Literacy Instruction. (3 Credits)

Candidates will examine and create instructional strategies in which students use reading, writing, speaking and listening to learn subject matter in their chosen content area. Candidates will focus on instructional tools that effectively develop content knowledge. Candidates will further learn to integrate literacy as an integral part of their instructional methods.

EDU 6915. Secondary Instructional Methods. (3 Credits)

Candidates gain an understanding of the content, methods, and materials for teaching in the secondary school setting. Candidates will focus on Core Practices as well as the Danielson Evaluation model as means of instructional assessment. Candidates will further work to address content specific standards in teacher preparation.

EDU 7010. Lower Elementary Student Teaching. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 7020. Upper Elementary Student Teaching. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 7030. Middle Levels Student Teaching. (6 Credits)

Candidate will design and deliver instruction and assessments to students in a middle level (grades 5-9) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 7040. Upper Levels Student Teaching. (6 Credits)

Candidate will design and deliver instruction and assessments to students in an upper level (grades 7-12) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 7100. Seminar on Guided Research and Practice. (3 Credits)

The graduate student will work with his/her university research supervisor to write and submit the final Action Research Report. The focus of this course is the completion of the research report. This report is written according to Concordia University's prescribed format and writing style.

Prerequisites: (EDU 550 or 5120).

EDU 7120. Internship for Educational Leadership. (2 Credits)

The Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education.

EDU 7200. Observation, Analysis and Practicum. (3 Credits)

This course is the capstone for the ESL certificate program. Students will develop skills and techniques with ELL students in general education classrooms or in ESL classrooms. Observation analysis and feedback will be provided by host teachers. Students will report in to an online weekly discussion board to discuss their experiences and the relationship to the state standards. A digital journal will be created by each student to document their experiences and to show progress in the teaching of ELL students.

EDU 7300. Directed Student Teaching in Special Education with Seminar. (6 Credits)

Candidates will complete 8 weeks of Directed Student Teaching under the direction of a certified special education teacher along with a student teaching seminar to include weekly online journals and lesson plan submissions. Note: All course requirements for the LD Endorsement program must be fulfilled prior to student teaching.

EDU 7910. Student Teaching in the Secondary Classroom. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.