EDUCATION - CUAA (EDU)

EDU 100. Education Seminar. (0 Credits)
a seminar for EDUcation majors who have not yet obtained upper division status. Pre-uds orients students to the EDUcation Program and the process of achieving upper division status. Major components include the clinical experiences and the pre-professional skills test. When clinical hours are completed, credit is given through EDU 211, EDU 212, and EDU 213. Students should register for EDU 100 their first semester in the EDUcation program and must pass this course. This course is pass/fail. 
Prerequisite: None
Offered at: CUAA

EDU 200. Admit to Program Seminar. (0 Credits)
is a seminar for EDUcation majors who have obtained or are working toward obtaining upper division status (uds). This seminar orients students to required content knowledge exam, pre-student teaching, and completing degree requirements. Students should register for EDU 200 during their junior year. 0 credits.
Prerequisites: 60 or more credits, passed EDU 100, and have obtained official admittance into the school of EDUcation.
Offered at: CUAA

EDU 203. Education Technology. (1 Credit)
a course that teaches how to develop a spreadsheet, a database, and web pages. Spreadsheet development includes formatting and formulas. Database creation includes working with tables, queries, forms, reports and mail merge. The concept of webquests and developing web pages is also learned, and copyright issues are explored. Although designed for EDUcation students, this course can be taken by anyone. No prerequisite. 1 credit.
Prerequisite: None
Offered at: CUAA

EDU 214. Child Development. (3 Credits)
studies the developmental stages of becoming humans from birth to pre-adolescence involving primarily those psychobiological and psychosocial changes which are a concern for psychologists and EDUcators. Special attention is given to the birth process, parenting, individual differences, emotional and intellectual development, as well as ethnic background, religious training and socio-economic affiliation. 3 credits.
Prerequisite: PSY 101.
Offered at: CUAA

EDU 220. Foundations of Education. (3 Credits)
by investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. Fulfills the philosophical foundations core requirement. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 223. Michigan History. (3 Credits)

EDU 225. Foundations of Music Education. (1 Credit)
students gain an overview of methodologies, history, and practical application of music EDUcation. 1 credit.
Prerequisite: None
Offered at: CUAA

EDU 300. Professional Semester Seminar. (0 Credits)
a seminar for EDUcation majors who have obtained upper division status. Uds seminar orients students to the requirements necessary to complete the EDUcation program. Major components include the praxis ii exam, student teaching, the lcms call process, and placement. Students should register for EDU 300 every semester after obtaining upper division status until student teaching. 0 credits.
Prerequisite: None
Offered at: CUAA

EDU 301. Adapting for Diversity. (2 Credits)

EDU 302. Adapting for Exceptionalities. (2 Credits)

EDU 303. Differentiating Instruction. (3 Credits)
explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 321. Prof Practices in Art Educ. (1 Credit)
candidates are introduced to strategies for advocacy for the arts, professional development requirements and professional practices.
Prerequisite: None
Offered at: CUAA

EDU 322. Philosophy of Art Education. (1 Credit)
Offered at: CUAA

EDU 325. Choral Methods. (2 Credits)
students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for choral music instruction. 2 credits.
Prerequisite: None

EDU 326. Instrumental Music Methods. (2 Credits)
students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for instrumental music. 2 credits.
Prerequisite: None
Offered at: CUAA

EDU 341. Literacy & Literature for Chil. (4 Credits)

EDU 342. Read & Writ w/Diverse Learners. (2 Credits)

EDU 343. Teach Reading in Elem Class. (3 Credits)
candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy.
Prerequisite: None
Offered at: CUAA

EDU 344. Teach Reading in Middle School. (3 Credits)
candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy.
Prerequisite: None
Offered at: CUAA
EDU 344. Teach Struggling Read/Writ Ele. (3 Credits)
this course will focus on teaching struggling readers and writers in the elementary classroom. Candidates will utilize assessment data to monitor student progress in reading and writing and to develop effective instructional strategies that meet the needs of each learner. 3 credits.
Prerequisite: None

Offered at: CUAA

EDU 345. Secondary C&I: Adolescent Lrng. (1 Credit)

EDU 346. Art of Teaching in Elem Ed. (3 Credits)

EDU 347. Secondary Curr & Inst. (3 Credits)

EDU 348. Art of Teaching. (4 Credits)
candidates will explore best practices in instructional planning and assessment, the effective use of technologies to enhance teaching and learning, and classroom management strategies. Student motivation, home-school relationships, and the knowledge, skills, and dispositions of the effective EDUCator will be examined.
Prerequisite: None

Offered at: CUAA

EDU 349. Assessment for Educators. (3 Credits)
Offered at: CUAA

EDU 350. Collaboration and Legal Issues. (3 Credits)
Offered at: CUAA

EDU 362. Teaching the Writer's Craft. (3 Credits)
focuses on curriculum, methods, and materials used to instruct and assess writing in elementary schools with an emphasis on the writing process.
Prerequisite: None

Offered at: CUAA

EDU 364. Teaching English Lang Learners. (3 Credits)
candidates will develop the knowledge, skills, and dispositions necessary in delivering effective instruction to English language learners in the regular classroom setting. Candidates will examine second language acquisition and literacy development, culturally responsive pedagogy, and effective assessment practices. The ESL national and state standards will also be explored. 3 credits.
Prerequisite: None

Offered at: CUAA

EDU 390. Guided Practicum. (0 Credits)

EDU 408. Teaching Christian Faith. (2 Credits)
students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course. 2 credits.
Prerequisite: None

Offered at: CUAA

EDU 422. C&I: Social Studies Education. (3 Credits)
candidates learn and practice methods useful in teaching social studies to students in elementary grades.
Prerequisite: None

EDU 423. C&I: Science Education. (3 Credits)
candidates will learn methodologies of and develop skills for the planning, instructing, and assessing of science EDUCATION. The course advocates the constructivist approach and hands-on learning in the elementary science classroom. It includes clinical experience teaching under the supervision of a cooperating teacher on site. 3 credits.
Prerequisite: None

EDU 424. C&I: Mathematics Education. (3 Credits)
explores content, materials, and strategies for teaching and assessing elementary and middle school students' mathematics. Current research in mathematics EDUCATION and curriculum development is emphasized. Preservice teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics. 3 credits.
Prerequisites: math 119 and 120; upper division status; ed301 concurrent.

EDU 425. C&I: Visual & Performing Arts. (2 Credits)
students discover principles, methods, and materials for teaching music in the elementary classroom. 2 credits.
Prerequisite: None

Offered at: CUAA

EDU 426. C&I: Art Education. (2 Credits)
Offered at: CUAA

EDU 427. C & I: Health and Phys Ed. (2 Credits)
by investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. 2 credits.
Prerequisite: None

Offered at: CUAA

EDU 431. Secondary Reading (w). (3 Credits)

EDU 432. Teaching Writing. (3 Credits)
is designed to acquaint elementary and secondary teachers with the stages of the writing process. Covers various approaches to evaluating writing, overviews historic and recent rhetorical theories, and promotes awareness of the importance of consideration of audience as well as the effects of cultural and EDUCational contexts on writing. 3 credits.
Prerequisite: None

EDU 436. C&I: Community/Class Mgmt. (2 Credits)

EDU 437. Children's Literature. (3 Credits)
provides a general survey of the wide body of literature that is available to use with children, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature. 3 credits.
Prerequisites: ENG 104, ENG 103.

Offered at: CUAA

EDU 438. Content Area Reading (w). (3 Credits)
candidates will examine and create instructional strategies in which students use reading, writing, talking, listening, and viewing to learn subject matter in a given discipline. Candidates will focus on instructional tools and strategies that effectively develop content knowledge and understanding. 3 credits.
Prerequisite: None

Offered at: CUAA
EDU 441. Student Teaching: Elem Ed. (12 Credits)
in this experience, the teacher candidate will design, deliver and use
reflective authentic assessments. The teacher candidate will use
complex patterns of teaching performances across the curriculum that
are well-aligned, well-differentiated, and have a positive effect on student
learning. 15 credits.
Prerequisite: None
Offered at: CUAA

EDU 442. Stud Teach:K-12 Art/Music Elem. (6 Credits)
provides one of two culminating clinical experiences for students who
will receive a teaching license for grades k-12. Students will enroll
concurrently in ed 434. 6 credits.
Prerequisites: admittance and completion of all 300 level EDUcation courses.
Offered at: CUAA

EDU 443. Elem Methods: Art, Music, & PE. (3 Credits)
Offered at: CUAA

EDU 445. Office of Christian Teacher. (2 Credits)
a study of the role of the professional EDUcator in the Lutheran school
system. Special emphasis will be given to the ministry of the Lutheran
teacher, the call and placement process, staff relationships, and the role
of the teacher in the total parish program. 2 credits.
Prerequisite: None
Offered at: CUAA

EDU 446. Student Teaching:Secondary Ed. (12 Credits)
in this experience, the teacher candidate will design, deliver and use
reflective authentic assessments. The teacher candidate will use
complex patterns of teaching performances across the curriculum that
are well-aligned, well-differentiated, and have a positive effect on student
learning. 15 credits.
Prerequisite: None
Offered at: CUAA

EDU 447. Stud Teach:K-12 Art/Music Sec. (6 Credits)
Offered at: CUAA

EDU 448. Elem Methods: Lang Art/Soc Stu. (3 Credits)
Offered at: CUAA

EDU 450. Teaching Art at Elementary Lev. (5 Credits)
addresses the pedagogical and practical considerations of teaching art
at the lower and upper elementary levels with a well-aligned and well-
differentiated integration of a discipline-based approach to art EDUcation
across the curriculum. 5 credits.
Prerequisite: None
Offered at: CUAA

EDU 452. Teaching Art at Secondary Leve. (5 Credits)
addresses the pedagogical and practical considerations of teaching art
at the lower and upper elementary levels with a well-aligned and well-
differentiated integration of a discipline-based approach to art EDUcation
across the curriculum. 5 credits.
Prerequisite: None
Offered at: CUAA

EDU 460. Secondary Methods. (4 Credits)
students gain an understanding of the content, methods, and materials
for teaching in the secondary school setting.
Prerequisite: None
Offered at: CUAA

EDU 461. Second Eng/Lang Arts Methods. (1 Credit)
candidates gain an understanding in the content, methods and materials
for teaching English in the secondary school. 3 credits.
Prerequisite: None

EDU 462. Secondary Social Sci Methods. (1 Credit)
students explore secondary social science instruction as it relates to
goal determination, strategies and materials, implementation of teaching
models and evaluation. 3 credits.
Prerequisite: None

EDU 463. Secondary Science Methods. (1 Credit)
teacher candidates will learn methodologies of and develop skills for the
planning, instructing, and assessing of science EDUcation. The course
advocates the constructivist approach and the use of investigative labs
to teach science in the secondary school classroom. It includes clinical
experience teaching under the supervision of a cooperating teacher on
site. 3 credits.
Prerequisite: None

EDU 464. Secondary Mathematics Methods. (1 Credit)
this course focuses on the methods and materials for secondary
mathematics teaching including: the nature of secondary students,
secondary mathematics curricula, textual materials, course and lesson
planning and professional growth. 3 credits.
Prerequisite: None

EDU 465. Elem Methods: Math & Science. (3 Credits)
Offered at: CUAA

EDU 467. Secondary Phys Ed Methods. (1 Credit)
this course provides a methodological approach to teaching physical
EDUcation. Attention is devoted to understanding the growth of the
student in curriculum development, program planning, and instructional
techniques. 3 credits.
Prerequisite: None

EDU 468. Methods in Teaching World Lang. (1 Credit)

EDU 469. Secondary Speech/Comm Methods. (3 Credits)
this course focuses on the principles for teaching secondary speech
and communication courses including: the nature of student learning,
communication curricula, instructional strategies, textual materials,
course and lesson planning and professional growth. 3 credits.
Prerequisite: None

EDU 472. Elementary Music Methods. (3 Credits)
students discover principles, methods, and materials for teaching music
in the elementary classroom. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 473. Secondary Music Methods. (2 Credits)
students examine methods, materials and principles for organization of
music courses and activities in secondary schools. 2 credits.
Prerequisite: None
Offered at: CUAA
EDU 491. Intro to Learning Disabilities. (3 Credits)
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. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 492. Spec Ed Legis & Legal Guidelin. (3 Credits)
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. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 493. Mtg Social, Emot, Behav Needs. (3 Credits)
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 data-based assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 494. Coll w/Parents, Students, Prof. (3 Credits)
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. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 495. Deter Elig & Design Ed Program. (3 Credits)
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. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 496. Language & Literacy. (3 Credits)
will provide candidates with expertise in the teaching of language and literacy skills to students 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. 3 credits.
Prerequisite: None

EDU 497. Math Strat for Spec Lrng Needs. (3 Credits)
will 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. 3 credits.
Prerequisite: None

EDU 498. Inst Cont Areas Stud Lrng Dis. (3 Credits)
will provide candidates with the knowledge and skill required to assist general EDUcators with understanding the EDUcation 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. 3 credits.
Prerequisite: None

EDU 499. Dir Stu Teach in Spec Ed. (6 Credits)
candidates will complete 8 weeks for directed student teaching under the direction of a certified special EDUcation teacher along with student teaching seminar. During this student teaching experience, candidates will be evaluated by their cooperating teacher in 5 areas: demonstrating understanding of students with learning disabilities, assessing students with learning disabilities and developing individualized programs, teaching and modifying instruction and curricula for students with learning disabilities, working in the professional environment. 3 credits.
Prerequisite: None
Offered at: CUAA

EDU 501. Foundations of Literacy. (3 Credits)
EDU 502. C & I in Literacy & Cont Areas. (3 Credits)
EDU 503. Assess & Eval in Literacy. (3 Credits)
EDU 504. Creating Literate Class Enviro. (3 Credits)
EDU 505. Prof Lrng & Leader in Literacy. (3 Credits)
EDU 506. Making Content Comprehensible. (3 Credits)
EDU 507. Practicum. (3 Credits)
EDU 508. Differentiating Instruction. (3 Credits)
Offered at: CUAA

EDU 520. Educational Leadership: Theory and Practice. (3 Credits)
this course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits
Prerequisite: None
EDU 521. Leadership in Curr & Inst. (3 Credits)

EDU 530. 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 the school an institution. 3 credits
Prerequisite: None

EDU 531. Instructional Design. (3 Credits)
Offered at: CUAA

EDU 540. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)
focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. You’ll cover a lot of topics throughout the course. At the end, you’ll have a deeper understanding of 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. A case study is required. 3 credits
Prerequisite: None
Offered at: CUAA

EDU 545. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)
focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you’ll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You’ll also engage in topics like reading comprehension and the significance of a learner’s prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we’ve incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits
Prerequisite: None
Offered at: CUAA

EDU 550. Research Methods in Education. (3 Credits)
this course provides a broad introduction to the nature of educational research and its various traditions, including differing epistemological orientations and the fundamental issues within each research paradigm. Attention will be given to the central role of data collection and interpretation in curricular and programmatic decision-making. The ethical and legal considerations of research using human subjects will be examined with particular attention to the university’s Human Subjects Research Policy. 3 credits
Prerequisite: None
Offered at: CUAA

EDU 551. Cross-Cultur Comm for ESL Teac. (3 Credits)
EDU 552. Linguistics for ESL Teachers. (3 Credits)
EDU 553. ESL Lit: Reading, Writ & Gramm. (3 Credits)
EDU 554. Inte of Lang & Content in ESL. (3 Credits)
EDU 555. Assessment in ESL. (3 Credits)
EDU 556. Methods of Teaching ESL Studen. (3 Credits)
EDU 557. Obs, Analysis, Pract w/ESL Stu. (3 Credits)
EDU 558. Art of Teaching. (3 Credits)
Offered at: CUAA

EDU 560. Cultural Issues in Curriculum. (3 Credits)
Offered at: CUAA

EDU 565. Teaching Diverse Learners. (3 Credits)

EDU 570. Professional Learning Communities in a Pluralistic Society. (3 Credits)
this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community’s diversity and resources are represented in decision-making processes. 3 credits
Prerequisite: None
Offered at: CUAA

EDU 575. Teaching Secondary Methods for High School/Middle School. (3 Credits)

EDU 580. Curriculum Development and Instructional Supervision. (3 Credits)
participants 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 instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits
Prerequisite: None
Offered at: CUAA
**EDU 591. Intro to Learning Disabilities. (3 Credits)**

**EDU 592. Spec Ed Legis & Legal Guide. (3 Credits)**

**EDU 593. Meet Social, Emot & Behav Need. (3 Credits)**

**EDU 594. Collab Parents Students Others. (3 Credits)**

**EDU 595. Determine Elig & Design Sp Ed. (3 Credits)**

**EDU 596. Language and Literacy. (3 Credits)**

**EDU 597. Math Strat for Spec Lrng Needs. (3 Credits)**

**EDU 598. Inst Across Cont Area Lrng Dis. (3 Credits)**

**EDU 599. Dir Student Tchg Spec Ed. Sem. (3 Credits)**

**EDU 610. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)**

Participants 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. 3 credits

*Prerequisite: None*

Offered at: CUAA

**EDU 611. Assessment and Evaluation. (3 Credits)**

**EDU 620. Instructional Technology. (3 Credits)**

**EDU 630. The Principalship: Current Issues & Emerging 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. 3 credits

*Prerequisite: None*

**EDU 638. Methods of Content Reading. (3 Credits)**

**EDU 640. 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. 3 credits

*Prerequisite: None*

**EDU 648. Teaching Reading In Elem. (3 Credits)**

**EDU 649. Teaching Strug Readers Elem. (3 Credits)**

**EDU 650. 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. 3 credits

*Prerequisite: None*

**EDU 795. Seminar on Guided Research and Practice. (3 Credits)**

The student works with their faculty research mentor to write and submit an Action Research Report. 3 credits

*Prerequisite: None*

**EDU 798. Internship. (2 Credits)**

**EDU 801. Foundations of Literacy. (3 Credits)**

**EDU 802. C & I in Literacy & Cont Areas. (3 Credits)**

**EDU 803. Assess & Eval in Literacy. (3 Credits)**

**EDU 804. Creating Literate Class Enviro. (3 Credits)**

**EDU 805. Prof Lrng & Leader in Literacy. (3 Credits)**

**EDU 806. Making Content Comprehensible. (3 Credits)**

**EDU 807. Practicum. (3 Credits)**

**EDU 820. Educational Leadership: Theory and Practice. (3 Credits)**

This course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits

*Prerequisite: None*

Offered at: OL

**EDU 821. Leadership in Curr & Inst. (3 Credits)**

This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products. 3 credits

*Prerequisite: None*

**EDU 830. 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 the school an institution. 3 credits

*Prerequisite: None*

Offered at: OL

**EDU 831. Instructional Design. (3 Credits)**

This course is designed to introduce candidates to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Candidates apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products.

*Prerequisite: None*

Offered at: OL
**EDU 840. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)**

Focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. You'll cover a lot of topics throughout the course. At the end, you'll have a deeper understanding of 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. A case study is required. 3 credits

Prerequisite: None

Offered at: OL

**EDU 845. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)**

Focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you'll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You'll also engage in topics like reading comprehension and the significance of a learner's prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we've incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits

Prerequisite: None

Offered at: OL

**EDU 850. 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 Special Education Learning Disabilities. 3 credits

Prerequisite: None

Offered at: OL

**EDU 851. X-Cultr Comm ESL Teachers. (3 Credits)**

Will examine cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society and traditions. This course will assist educators in understanding and recognizing the emotional and psychological challenges for the ESL/ELL and bilingual/bicultural students. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 852. Basic Linguistics for ESL Teac. (3 Credits)**

Is centered on an in-depth analysis of language systems, phonology, syntax, morphology, from the perspective of linguists and teachers. Students will have an opportunity to engage in systematic applications and study the complex phenomenon of language and different aspects of the English language. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 853. ESL Lit: Reading, Writ & Gramm. (3 Credits)**

Will allow students the opportunity to engage in systematic applications of strategies for teaching reading, writing, listening and grammar. Students will conduct mini lessons targeting speaking, pronunciation, listening, writing and reading for all WIDA proficiency levels. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 854. Inte of Lang & Content in ESL. (3 Credits)**

Will equip students with the knowledge, strategies and ability to develop, integrate, and implement ESL strategies within the core content areas of science, math and social studies. Students will learn to create lesson plans that accommodate ell learners in the classroom. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 855. Assessment in ESL. (3 Credits)**

Will aid educators in how to conduct formative and summative assessments for ESL students. The students in this course will learn to administer, evaluate and recognize English proficiency levels for ESL students. Students will become familiar with the wida model for assessments and instruction. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 856. Method Teaching ESL Students. (3 Credits)**

Will present effective teaching methods for teaching ell students at all levels. The students will be exposed to activities for reading, writing, listening and speaking that are considered best practices for obtaining English language skills that align with the Michigan ESL standards. 3 credits.

Prerequisite: None

Offered at: OL

**EDU 857. ESL Practicum. (3 Credits)**

Is the capstone course for the ESL certification program. Students will try out skills and techniques with ell students in general education classrooms or in ESL classrooms. Observational analysis and feedback will be provided by host teachers. Students will create a portfolio to document their experiences and show progress in teaching ell students. 3 credits.

Prerequisite: None

**EDU 860. Cultural Issues/Curriculum, Class, Community. (3 Credits)**

The students will examine how issues of ethnicity, economic status, gender, geography, history and other considerations play a significant role in the forces which shape and define educational settings. Through exploration of the schools' political/social environments, students will discover the factors that influence educational policy and how educational policy shapes curriculum. 3 credits

Prerequisite: None

Offered at: OL

**EDU 865. Teaching Diverse Learners. (3 Credits)**

Students will explore issues with special populations; gifted, special needs, and students with disabilities, which effect curriculum development, instructional patterns, and differentiation in the classroom. Strategies for identifying students, developing instructional plans, and implementing curriculum are a focus. 3 credits

Prerequisite: None

Offered at: OL
EDU 870. Professional Learning Communities in a Pluralistic Society. (3 Credits)
this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community's diversity and resources are represented in decision-making processes. 3 credits
Prerequisite: None
Offered at: OL

EDU 871. Standards Based Curriculum and Instruction. (3 Credits)
this course focuses on the development of strategies for linking national and state standards to classroom curriculum. This course will explore the historical foundations for the standards movement as well as current research on standards as a basis for understanding standard-based instruction. The content includes grade-level benchmarks and assessments, development of a pacing chart, scope and sequence, and identifies instructional resources. 3 credits
Prerequisite: None
Offered at: OL

EDU 880. Curriculum Development and Instructional Supervision. (3 Credits)
participants 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 instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits
Prerequisite: None
Offered at: OL

EDU 890. Introduction to Learning Disabilities. (3 Credits)
this 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. Ten hours of fieldwork are required. 3 credits
Prerequisite: None
Offered at: OL

EDU 891. 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 data-based assessment and practices. Candidates will be able to apply complex knowledge to create positive learning environments for all students. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 892. 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. 3 credits
Prerequisite: None
Offered at: OL

EDU 893. 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. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 894. Collaborating with Parents, Students, and Other Professionals. (3 Credits)
this course will provide candidates with expertise in the area of Response to Intervention (RTI) and the role of the special education teacher in this process. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 895. 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. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 896. 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. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 897. 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. Ten hours of fieldwork are required. 3 credits
Prerequisite: None
Offered at: OL

EDU 898. Instruction Across Content Areas for Students with Learning Disabilities. (3 Credits)
Offered at: OL
EDU 899. Directed Teaching in Special Education. (3 Credits)
candidates will complete 8 weeks for directed student teaching along with student teaching seminar.
Prerequisite: None
Offered at: CUAA

EDU 910. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)
participants 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. 3 credits
Prerequisite: None
Offered at: OL

EDU 911. Evaluation and Assessment. (3 Credits)
this course focuses on the concept of assessment as linked to the learning process and teaching practice. Participants look at the theory and principals that support assessment practices, especially as they apply to teacher made tests and other evaluation instruments. The course includes alternatives to traditional forms of assessment and explores factors that influence student performance. 3 credits
Prerequisite: None

EDU 920. Instructional Technology and the Reflective Educator. (3 Credits)
the theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning. 3 credits
Prerequisite: None

EDU 930. The Principalship: Current Issues & Emerging 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. 3 credits
Prerequisite: None
Offered at: OL

EDU 940. 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. 3 credits
Prerequisite: None
Offered at: OL

EDU 950. 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. 3 credits
Prerequisite: None
Offered at: OL

EDU 995. Seminar on Guided Research and Practice. (3 Credits)
the student will work with their faculty research mentor to write and submit the final Action Research Report required as the capstone product of the Masters in Special Education Learning Disabilities program. The focus of EDU995 is the completion of this project in a research report format that meets the style and format professional agencies require for publication and the public presentation of the research and findings. 3 credits
Prerequisite: None
Offered at: OL

EDU 996. Portfolio Development. (1 Credit)
this guides students in the preparation and completion of the professional portfolio through a series of workshops and assignments. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude: and presents a visual demonstration and clear understanding of student mastery of necessary skills presented in the MSCI program. 1 credit
Prerequisite: None
Offered at: OL

EDU 998. Internship in Educational Leadership. (2 Credits)
the course is completed in a school under the supervision of a building administrator and CUAA Internship Coordinator. It is designed to provide practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours are completed before, during, and after the school day and reflects all aspects of the principal's role in education. 2 credits
Prerequisite: None
Offered at: OL