



## Master of Arts in Education Electives

*The following courses may be taken as electives as part of the Master of Arts in Education degree. These courses are offered 100% online in the semesters that are listed below.*

### **Fall 2017**

#### **EDEL 500: Quality Questioning for Rigor and Student Engagement in Learning (3 cr)**

This course will examine effective techniques for questioning that lead to higher levels of thinking and student engagement. Participants will gain knowledge in developing “thick”, pre-planned questions, engaging students in generating questions, and using quality questions to facilitate rich, student-led discussions. Course foci include effective questioning techniques, identifying and developing quality questions to enrich instruction, and discussion protocols using quality questions for high levels of student engagement.

#### **EDEL 505 ELL Methods and Classroom Strategies (3 cr)**

This course will examine best practice for core classroom instruction with second language students. The heterogeneous structure of classrooms requires teachers to design and implement lessons that are differentiated in ways that honor the diverse learning needs and language levels of each classroom’s ELL population. In this course, we will focus on the prominent work of Kate Kinsella, Stephen Krashen, and Bob Marzano, as well as the dual instruction model and the Sheltered Instruction Observation Protocol. Leading researchers in the area of second language acquisition, whose framework for implementing research-based instructional strategies in the classroom will be the foundation of this course. The class will focus on the teaching and learning of aural (listening) and oral (speaking) skills, as well as, theory and practice related to important components of language teaching and learning.

### **Spring 2018**

#### **EDEL 501: Standards-Based Teaching, Assessment, and Grading (3 cr)**

This course offers participants the opportunity to learn how to use standards as a basis for lesson and assessment design, in order to foster maximum student engagement and achievement. Participants will gain knowledge and practice in aligning standards and assessments and implementing standards-based teaching, assessment, and grading.

#### **EDEL 551 Cultural and Linguistic Diversity (3 cr)**

This course will investigate the history related to cultural diversity and the relationships between language and culture. Interactions among language, social institutions, and cultural beliefs will also be addressed in this course. Applications for teaching English as a second language will be emphasized. Current state and federal policy legislation and reporting requirements will also be a focus of this course.

## **Summer 2018**

### **EDEL 502: Implementing Positive Behavior Supports within the MtSS/Rtl Framework (3cr)**

This course reviews the components of the Positive Behavioral Interventions and Supports (PBIS) framework, as well as the steps necessary for implementation of PBIS. This course specifically focuses on creating and sustaining classroom and individual systems of support to improve classroom behavior. Participants will learn to use data-based decision-making to select and implement strategies for all three tiers of PBIS and how these strategies fit within a Multi-Tiered System of Support (MTSS).

### **EDEL 552 Linguistics and Structure of Language (3 cr)**

This class will provide participants with knowledge of linguistics, as it is related to the ELL/Dual Language setting. This course will also focus on the areas of phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics. Participants will gain understanding of typical and atypical reading development and differentiation of reading instruction. Emphasis will be placed on cognitive academic language development, oral and written language development, including second language development, and the variations related to cultural and linguistic diversity.

## **Fall 2018**

### **EDEL 503: Formative Assessment: Using Data for Instructional Planning and Intervention (3cr)**

This course familiarizes educators with the MTSS process for redesigning systems to meet the needs of struggling students through a pyramid of interventions and provides a practical MTSS model for teachers, administrators, and parents with clear examples of strategies for the implementation and monitoring of the MTSS system components within a school setting. This course will also define formative assessment and discuss the benefits of using a variety of formative assessments to increase student learning. Learners will reflect on current assessment practices and will gain knowledge in identifying and creating formative assessments and incorporating formative assessment into instructional activities. Participant will gain knowledge in how to facilitate the incorporation of Tier I and II interventions in the classroom.

### **EDEL 553 Language Acquisition (3cr)**

This class examines the relationship between second language acquisition and content instruction and participants will expand their knowledge of the theories related to acquisition of a second language. The course connects the theories of first and second language development with practice. Participants will study the processes, theories, methods, and results of second language acquisition with emphasis on approaches relevant to second language teaching.

## **Spring 2019**

### **EDEL 504: Active Engagement and Brain-Compatible Learning (3 cr)**

This course will examine best practices utilizing the Differentiated Model for classroom instruction. The heterogeneous structure of classrooms requires teachers to design and implement lessons that are differentiated in ways that honor the diverse learning needs of each classroom's student's population. In this course, we will focus on the prominent work of Judy Willis, David Sousa and James Zull, leading researchers in the area of Brain Based Research, whose framework for implementing

research-based instructional strategies in the classroom is driving instructional practices across the nation. This course is designed to be highly interactive each participant will integrate learned strategies into a lesson already being taught in their own classrooms. Participants will revisit current lesson plans or units to see how new research/strategies can enhance student achievement. Participants will share how these new strategies units of study as well as their personal plans for implementation in the classroom.

**EDEL 554 ELL Testing and Assessment (3cr)**

This class studies the principles of language assessment and provides experience in applying the techniques and interpretation of the results of second-language assessment. Emphasis will be placed on current issues regarding the assessment of ELL students within classroom practice. Focus will be placed on pre- and postassessment, using assessment to impact classroom instruction, and ELL students with special education needs.