EDGCC 511
Foundations of Education
3 Credit Hours
This course examines the social, historical, and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies.

EDGCC 512
Assessment of Instruction and Learning
3 Credit Hours
This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation, and dissemination of assessment results. Required for licensure.

EDGCC 513
Educational Research Design and Development
3 Credit Hours
This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Cross Ref: All sections of 513.

EDGCC 514
Scholarship in Teaching: Finalizing the Inquiry Process
3 Credit Hours
Pre/Corequisite: P (RQ) EDGCC-513
This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required.

EDGCC 515
Methods of Reading and Reading in the Content Area
3 Credit Hours
This course explores research-based strategies to support students as they engage with reading and reading in the content areas. Topics include, but are not limited to, varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, and fluency; the construction of meaning through the interactions of reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; communication theory, language development, and the role of language in learning; the relationship and integration of reading, writing and oral communication; the selection and modification of

content area materials to meet the students' needs; varied formal and informal assessments for reading, writing, and oral communication, and building academic vocabulary.

EDGCC 516
Cycle of Effective Teaching
2 Credit Hours
This course provides an overview of the general structure of the edTPA Cycle of Effective Teaching and an examination of planning for instruction, instructing and engaging students in learning, and assessment. Topics covered will include: instructional planning, evidence-based instructional strategies, classroom management, formative & summative assessments, and data driven instruction.

EDGCC 517
Residency I Fall
2 Credit Hours
Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 518
Reading and Writing in the Content Area
2 Credit Hours
This course explores research-based strategies to support students as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519
edTPA Seminar
2 Credit Hours
Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520
Residency I Spring
2 Credit Hours
Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 521
Integrating Technology and Instructional Strategies
2 Credit Hours
Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

Education Core Curriculum

EDGCC 522
Residency II Fall Residency II Fall
2 Credit Hours
Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 523
Capstone Research Seminar
4 Credit Hours
This capstone course is designed to prepare teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524
Residency II Spring
2 Credit Hours
Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.