

Bulletin Course Descriptions

WWITF MS			
EDUC Course	Title	Cr Hrs	Description
M500	Integrated Professional Seminar	(0-6 cr.)	This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.
N517	Advanced Study in the Teaching of Secondary School Mathematics	(3 cr.)	Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics program for specific school situations.
P510	Psychology in Teaching	(2-3 cr.)	Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.
S502	The Nature of STEM	(3 cr.)	This course is designed to provide an introduction to the profession of middle and secondary teaching in the STEM (Science, Technology, Engineering and Mathematics) disciplines. Students will examine the nature of history of the STEM disciplines, roles of STEM in society and schooling, and strategies used in teaching STEM disciplines.
S503	Secondary School Curriculum	(3 cr.)	Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.
S504	Introduction to STEM Teaching	(3 cr.)	An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: Why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher?
S509	Middle School STEM Methods	(3 cr.)	Course will provide students with the knowledge and skills needed to understand middle level students and effective teaching strategies; to learn an appropriate model for developing assessments and curriculum design and be proficient in planning and carrying out instruction. Scholars will create units for middle level students based on current learning theories, best practices and local standards.
S518	Advanced Study in the Teaching of Secondary School Science	(3 cr.)	P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory.
S555	Diversity and the Communities of All Learners	(1-3 cr.)	This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners. This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners.

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S590	Independent Study in Secondary Education	(1-3 cr.)	Individual research or study with a Secondary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.
H520	Education and Social Issues	(3 cr.)	Identification and analysis of major problems set for education by the pluralistic culture of American society.
H530	Philosophy of Education	(3 cr.)	A study of representative topics in the philosophy of education, indoctrination, the nature of teaching and learning, moral issues in education, etc.
Y510	Action Research I	(3 cr.)	An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. In this class, you will learn how to conduct action research. You will learn to select an area of focus, collect data, organize, analyze and interpret data, and take action based on your finding. You will plan an action research study and write a formal proposal for that study.
Y520	Strategies for Educational Inquiry	(3 cr.)	Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.