

MASTER OF ARTS IN EDUCATION TEACHING

COURSE DESCRIPTIONS

Classes fully online

EDUC 512

Research Methods and Design I

Credits: 4

EDUC 512 is a foundational course in educational inquiry. This course will not prepare you to analyze quantitative data using statistics nor to analyze qualitative data. Skills needed to conduct studies, including data collection, developing instruments, data analysis, and ethics are covered in EDUC 522. This course is instead conceptual and general. You should leave the class with an introduction to basic research concepts involved in the practice of educational inquiry.

EDUC 522

Research and Methods of Inquiry II

Credits: 4

This is the second semester in a two-semester sequence on research. Goals include acquisition of basic social-theoretical vocabulary through which to frame research design and data analysis. Students will become familiar with taking observational notes and to learn interview skills, focus group methods for collecting data, etc. The course work will involve learning methods of analyzing data, the social-theoretical basis of such methods, and practice in applying such methods to your own data.

EDUC 532

Curriculum, Instruction, and Assessment: Theory into Practice

Credits: 4

Students in this course will analyze and synthesize theories of teaching and learning as defined and described by a variety of researchers. In the process, students will examine the multiple facets of the teaching and learning process that include pedagogical approaches, student engagement, classroom environments, curricular approaches, and assessments. Students will explore a wide array of literature from a variety of perspectives in challenging their own assumptions of what comprises an equitable, engaging, challenging, and safe learning environment. The goal of this course is not only to be able to critically analyze a teaching and learning environment, but also to be intentional and reflective in one's own practice.

EDUC 542

Special Topics: Contemporary Issues in Teaching and Learning

Credits: 4

The K-12 educational landscape is ever-evolving. From school reform efforts to ongoing curricular changes to sudden necessity for educators to teach in an online only platform, there is a tremendous need for critical exploration of the issues that arise from the changes implemented and experienced in education. This course is a space for such exploration. Drawing from topics most salient in contemporary education, students will study a variety of timely topics in teaching and learning. The special topics designation illustrates that the issues covered are responsive to the pressing needs of those in K-12 education.

EDUC 552

Educational Change

Credits: 4

This course focuses on the problems, issues, and possibilities of bringing change to the educational arena. It explores the influences on the education system from many levels including national, state, local, community, school and classroom as well as the various stakeholders, including school administrators, teachers, students, parents, and communities. Students will have the opportunity to evaluate an implemented curriculum in an authentic setting. Further, you will extend your knowledge on curriculum implementation in studying the factors that are involved in the process.

EDUC 562

Principles of Leadership

Credits: 4

The importance of teachers serving as leaders in their building, and district, has become increasingly well documented in the past decade. To serve as an effective leader requires skills that many teachers may not have been formally trained in during their professional development. This course seeks to expose the student to the critical leadership components of: relationship development, leadership, authority/power and influence, politics of leadership, decision-making, communication, culture development, change, motivation, and conflict management.

EDUC 572

Schools as Organizations

Credits: 4

Students and educators are members of an organization – the school. And beyond the classroom, teaching and learning is shaped by context. The school exists in an increasingly complex environment filled with significant and broad social, political, and cultural influences. For successful student learning and school improvement efforts to take place, it is imperative to understand the constraints and enablers of action. This course introduces students to organizational theory and administrative/teacher leadership concepts. Through critical review and analysis, students are introduced to pertinent research with the intent of addressing problems of practice. Special focus is placed on the work of schools, along with contemporary reform efforts and their organizational impact on teaching and learning.

EDUC 582

Education Policy and Reform

Credits: 4

Education policy, politics, and reform has seen widespread, frenetic activity over the past decades. As examples, initiatives in content standards, testing and assessment, accountability, and privatization have yielded less than significant change in student achievement. As educators and leaders, it is important to learn both the theoretical and the practical aspects of educational policy studies. An entirely theoretical approach to the field risks leaving teachers with many ideas, but no notion of how to implement. While entirely practical approaches are formulaic and lack vision, leaving teachers with instructions, but no deeper level of understanding necessary to adapt.

EDUC 699

Capstone Research Hours

Credits: 4

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09/2021