

MSE EFFECTIVE TEACHING (EMSE)

EMSE 2--. EMSE-UPPER DIVISION. (1-10 Credits)

Graduate Level Coursework in MSE Effective Teaching

Level: Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Transfer

Schedule type(s): Lecture

Area(s) of Inquiry: None

EMSE 205. EFFECTIVE TEACHING. (3 Credits)

Participants will reflect upon their current teaching practices while engaging in readings, discussions, and activities through the lens of a research-based framework. Topics include: aligning materials, instruction, technology and assessment to best fit learning targets and student goals; evaluating teacher behaviors/moves; and how to teach students about their own learning. Also, social emotional learning, assessment, verbal and non-verbal teacher moves, teacher reflection, and technology. Participants will engage in a video reflection from their own classroom and modify a current unit of study based upon new learnings.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

EMSE 207. BEST PRACTICES IN CONTENT AREAS. (3 Credits)

Current research-based instructional strategies and techniques will be investigated including math, science, reading, writing, and social studies. Participants will explore current research and how that research can be applied in classrooms. Students can be expected to reflect and synthesize their own practice in relation to new learning.

Level: Graduate, Non Degree Coursework

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

EMSE 209. BALANCED ASSESSMENT FOR LEARNING. (3 Credits)

This course will explore best practices in student assessment for learning. Providing educators with strong models and purposeful dialog around the creation, use, and communication of authentic and effective assessment practices. Teachers will be empowered to develop assessment practices that fit into an instructional framework in an authentic way that improves student growth alongside informing their instruction. Putting students at the center of the coursework, teachers will have opportunities to improve and design assessments that promote student engagement and ownership of learning. Practical application of current and research-based assessment theories will enhance assessment for learning practices in any subject area or grade level for a deeper and more fulfilling experience for teachers and students.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

EMSE 211. ACADEMIC RESEARCH AND WRITING. (3 Credits)

This course is intended to prepare education professionals in writing academic discourse for publication and presentation through rhetorical analyses of academic journal articles and familiarization with research foundations. The course is designed to assist students in becoming critical consumer of research and reflective, evidence-based decision-makers. As educators, it is important to learn and apply research skills and foster a greater understanding of current practices, and contribute to the potential of conducting research and evaluation. Further, being able to communicate findings, research syntheses, and conceptual arguments with other professionals is crucial to not only understanding the current body of literature but also how to contribute to the literature. The foci in this course will be on article analysis, writing of selected short pieces, and creating a research synthesis on a topic of interest.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

EMSE 213. CULTURALLY RESPONSIVE TEACHING. (2 Credits)

This course examines the Cultural Proficiency Framework and philosophies that support it. Students will reflect on their social identities and experience that have affected their perceptions of education and practices in the classroom. The reciprocal relationship between historic, economic, social, and political contexts that inform the practices and policies in schools from the ideologies of our communities will be evaluated.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

EMSE 215. MEETING THE NEEDS OF ALL STUDENTS. (3 Credits)

This is a course designed to explore the literature and current practices in differentiating instruction within classrooms for ELL, TAG, and Special Education (both BD/ID) students. The primary objective of this class is for students to advance their professional knowledge, skills, and practice for effective teaching through differentiated instruction. Working with students dealing with mental health issues will also be addressed. Educators will enhance their ability to successfully deliver instruction and evaluate outcomes for all students.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None