

EDG: Education: General Courses

Courses

EDG 2041 Exploring Inquiry Teaching
3 sh (may not be repeated for credit)

Developed for students who wish to explore teaching careers in math or science, this course will engage participants in authentic experiences observing, designing, and delivering inquiry-based math and/or science lessons for older children and young adolescent learners (ages 10-14) in formal and informal educational settings. Participants will be required to complete a background check, and provide their own transportation to the field placement site, which will be a local elementary or middle school, or informal educational setting (e.g., museum, science center).

EDG 2905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 3323 Methods of K-12 Literacy Instruction
3 sh (may not be repeated for credit)

This course provides K-12 pre-service teachers with dynamic methods of planning, presenting, and assessing literacy instruction for all learners. Course content and learning activities focus on applying knowledge and skills related to effective teaching and learning in the various content areas.

EDG 3661 Adult Learning Theory and Curriculum Development
3 sh (may not be repeated for credit)

Examines the unique characteristics of adult learners and their impact on the design and development of education and training programs. Addresses adult learning theories and the role of motivation, relevance and autonomy in adult learning.

EDG 3905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 3945 Field Experience 1
3 sh (may not be repeated for credit)

Prerequisite: EDF 3234

This field experience includes carefully planned and designed course assignments and activities, with students working in a classroom setting for a minimum of 100 hours in a field placement. Successful students will develop proficiency on the Florida Educator Accomplished Practices Competencies. This experience includes: focused and specific observations, activities, and reflection with the purpose of directly connecting the teacher education curriculum to the practical aspects of teaching in a classroom setting. Permission is required.

EDG 4077 Learning In Informal Environments
3 sh (may not be repeated for credit)

Students will explore the variety of settings that offer informal learning opportunities such as museums, science discovery centers, child care programs, outdoor programs, adult and continuing education. The demands of these environments are varied and are often considered ? free-choice? education options. Therefore, the skills and tools for communicating messages to varied audiences in these settings can be very different from the traditional classroom instruction. We will explore and practice motivation, communication, interpretation, design, evaluation, and promotion.

EDG 4334 Universal Design for Learning in Informal Learning Environments

3 sh (may not be repeated for credit)

This course will prepare students to use the Universal Design for Learning (UDL) framework to create learning experiences for a wide variety of learners across the life span in non-classroom settings such as child care settings, museums, after-school programs, adult learning centers, and libraries. Specifically, students will explore UDL principles including multiple means of representation, action and expression, and engagement. Students will use UDL resources and strategies for planning and evaluating inclusive learning experiences.

EDG 4351 Educational Assessment
3 sh (may not be repeated for credit)

This general assessment course is designed for all students in Teacher Education and focuses on assessment concepts that are critical for good teaching. Topics include (1) measurement issues to determine assessment quality; (2) teacher-constructed assessments such as paper and pencil assessments, informal assessments, and performance and product assessments; (3) interpreting standardized assessments commonly used in public schools; (4) using assessment data to develop instructional plans; and(5) using specialized assessment tools to meet varied student needs.

EDG 4373 Elementary and Special Education Integrated Arts
3 sh (may not be repeated for credit)

Integrates the musical arts, visual arts, and kinesthetic arts/health with the reading, language arts, science, and mathematics curriculum as a basis for instruction. Students learn discipline specific instructional techniques, activities, and content knowledge.

EDG 4413 Classroom Management
3 sh (may not be repeated for credit)

This course focuses on strategies for effective classroom management, with learning activities related to building relationships, organizing the classroom, developing and implementing rules and procedures, teaching effectively, utilizing positive behavior management, and implementing behavioral interventions.

EDG 4905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 4931 Capstone Seminar in Informal Learning and Education
6 sh (may not be repeated for credit)

Prerequisite: EDG 4077 AND EDG 4947*

This course provides opportunity for students to demonstrate their achievement of the goals of informal education. The course is designed as a student-centered, content-related learning experience and serves as a summary and synthesis of the experiences in the education program. The process and products of the course are designed to assess cognitive, affective, and dispositional outcomes appropriate to the students' chosen focus of study.

EDG 4936 Senior Seminar
2 sh (may not be repeated for credit)

Prerequisite: EDF 3234

Co-requisite: EDG 4940

Integrates theory, and general professional preparation with actual school practice. Prepares student for achieving initial certification and continuing success in the classroom.

EDG 4940 Student Teaching

3-12 sh (may not be repeated for credit)

Prerequisite: 1 AND 1 AND 1 AND 1 AND 1 AND 1

Co-requisite: EDG 4936

The course involves a minimum of ten weeks of supervised teaching in a public or private school assigned to the student by the TEEL Field Placement Office and approved by the TEEL Chair. This is a full-time assignment, and students may not take additional coursework or maintain employment during the student teaching experience without prior approval from the TEEL Chair. Performance in student teaching is graded on a satisfactory/unsatisfactory basis only.

EDG 4941 Teaching Internship I

1-12 sh (may not be repeated for credit)

Teaching Internship I is designed to be the culminating experience for those preparing to become a professional educator. This elite program will provide the student with a 10 month placement in which they will apply all the knowledge they have gleaned from their coursework. The placement will provide opportunities for students to practice skills under careful observation and in cooperation with a master teacher. Phase 1 of this year-long supervised teaching experience in public and private schools will focus on planning and executing effective instruction. (Students will register for this series in successive semesters) Graded on Satisfactory/Unsatisfactory basis only. (See Teacher Education/Admission to Student Teaching).

EDG 4942 Teaching Internship II

1-12 sh (may not be repeated for credit)

Prerequisite: EDG 4941

Internship Internship II is designed to be the culminating experience for those preparing to become a professional educator. This elite program will provide the student with a 10 month placement in which they will apply all the knowledge they have gleaned from their coursework. The placement will provide opportunities for students to practice skills under careful observation and in cooperation with a master teacher. Phase 2 of this year-long supervised teaching experience in public and private schools will focus on classroom management and professional development. (Students will register for this series in successive semesters) Graded on Satisfactory/Unsatisfactory basis only. (See Teacher Education/Admission to Student Teaching).

EDG 4944 High Impact Practice Practicum

3 sh (may not be repeated for credit)

Co-requisite: EDG 4947

Students will complete a 10-week high-impact learning experience that integrates service learning and reflection to support career success. The overarching intent of the course is to make linkages between academic content, and applied service learning experience, and students' career plans.

EDG 4947 High-Impact Practice Seminar

3 sh (may not be repeated for credit)

Co-requisite: EDG 4944

This seminar course will present the concept of high-impact practices (HIPs) with an emphasis on collaborative assignments, service-learning, and self-reflection. Students will investigate, analyze, and apply HIPs in varied informal education settings. Learning activities will include students working collaboratively to develop a service learning project to address a community need.

EDG 4948 Apprenticeship Teaching

6 sh (may not be repeated for credit)

Prerequisite: ESE 4940

Apprenticeship teachingI is designed to be the culminating experience for those preparing to become a professional educator. This elite program will provide the student with a half-time placement in which they will apply all the knowledge they have gleaned from their coursework. The placement will provide opportunities for students to practice skills under careful observation and in cooperation with a master teacher. This supervised teaching experience in public and private schools will focus on planning and executing effective instruction, classroom management and professional development. Graded on Satisfactory/Unsatisfactory basis only. (See Teacher Education/Admission to Student Teaching).

EDG 4949 Field Experience 2

3 sh (may not be repeated for credit)

Prerequisite: EDG 3945 AND TSL 4081

Students in this course will complete a minimum of 100 hours of supervised work in an assigned educational setting, with 25 hours devoted to an ESOL placement. Students will continue to build connections between theory and practice, demonstrating competency on the Florida Educator Accomplished Practices (FEAPs) and ESOL Performance Standard. Specific learning activities include observation, planning, implementation of planned learning experiences, and assessment of students from diverse backgrounds including students identified as culturally and linguistically diverse (English Language Learners - ELL). Permission is required. Students must satisfactorily complete the FTCE General Knowledge exam and submit an application by the deadline listed on the department website and in the Student Guide. Permission is required.

EDG 5250 Principles of Curriculum Development

3 sh (may not be repeated for credit)

Emphasis on school curricula, underlying theories, and strategies for improvement make up the foundation for curricular reform. Students intending to meet SDOE certification requirements should select specialization areas. The specialization areas are (a) early childhood/primary education, (b) middle school education, (d) secondary school education, and (e) exceptional student education.

EDG 5304 Introduction to Teaching and Learning

3 sh (may not be repeated for credit)

Introduces students to the field of education by exploring instructional planning, effective teaching strategies, and professional educator responsibilities. Florida Educator Accomplished Practices are presented to provide an awareness of effective teaching practices and pedagogy. Students observe and participate in a classroom field experience to practice skills of an effective educator as defined in the Educator Accomplished Practices Competencies.

EDG 5309 Inquiry-based Teaching in Secondary Schools

3 sh (may not be repeated for credit)

This course will provide students with the opportunity to explore teaching secondary (grades 6-12) math, science, or social studies as a career. Students will observe experienced teachers in the classroom, as well as practice designing and delivering inquiry-based lessons in their discipline. This course requires a minimum of 30 hours of field experience. Participants will be required to complete a background check and provide their own transportation to the field placement site, which will be a local middle or high school.

EDG 5342 Effective Teaching and Instruction
3 sh (may not be repeated for credit)

This course is designed to allow participants to explore effective teaching practices and strategies to enhance student learning in the K-12 classroom. Course content begins with a brief overview of research on learning and cognition with an emphasis on implications for classroom practice. Following that, students will investigate research-based effective teaching practices within and across multiple subject areas (e.g., mathematics, history, science) and then deconstruct and reflect on the use of various evaluation models (e.g., Marzano, Danielson) currently being used to gauge and improve the quality of classroom instruction. Lastly, collaborative professional learning strategies for supporting teachers in improving their instruction will be introduced and practiced.

EDG 5345 Educational Assessment for Learning
3 sh (may not be repeated for credit)

Presents foundational level knowledge of assessment concepts critical for good teaching and learning at the middle and secondary level. Students analyze and reflect on professional literature related to the following: 1) types of assessment; 2) high-stakes tests; 3) and data-driven decision-making. Designed to focus on the construction and use of multiple assessment measures for evaluating student understanding.

EDG 5349 Models of Teaching Math, Science and Social Studies
3 sh (may not be repeated for credit)

In Models of teaching, students explore instructional models for teaching in math, science and social studies. Students investigate various models of teaching including inquiry, synectics, problem solving, socratic, cooperative and inductive in order to apply them to their classroom. Students examine the rationale and research supporting each model as well as real-world examples.

EDG 5366 Investigative Strategies and Empirical Foundations in Learning and Development
3 sh (may not be repeated for credit)

This course is an introduction to the foundations of empirical research, investigative strategies, and data sources used to study issues in teacher education. It provides an overview of the elements of the research process through the critical analysis of quality peer-reviewed journal articles. The purpose of this course is to provide students with the basic skills and knowledge to identify, analyze, and interpret empirical research; to identify the elements of the research process; and to apply quality peer-reviewed research findings in practice.

EDG 5416 Classroom Management Practices for At-Risk Students
1 sh (may not be repeated for credit)

Content focuses on structuring the classroom for success, assessing and managing individual and group behavior/academic achievement, and motivating and managing exceptional and at-risk students. This course is required for students participating in the Professional Educator Preparation Program.

EDG 5446 Classroom Management, Assessment, and Instruction in Secondary Education
3 sh (may not be repeated for credit)

This course is designed to provide students with practical information about classroom management, assessment and effective models of instruction. The focus will be on how assessment information can be used to plan and modify instruction, instructional models, and classroom management strategies. Students will be exposed to Positive Behavior Intervention Support systems and assessment techniques.

EDG 5905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 5940 Graduate Student Teaching
1-6 sh (may be repeated for up to 6 sh of credit)

Graded on a satisfactory/unsatisfactory basis only.

EDG 6215 Integrating the Arts into the K-12 Curriculum
3 sh (may not be repeated for credit)

Graduate students focus on techniques for instructional integration of the content areas in order to maximize student learning and prepare teachers to meet the needs of all students. Students will demonstrate competencies through the successful completion of a collaborative interdisciplinary unit, individual lessons plans utilizing differentiated instruction, and a best practices research paper and presentation.

EDG 6285 Data Driven Decisions Using Standardized Student Achievement Data
3 sh (may not be repeated for credit)
Prerequisite: EDF 6460

Learning, Accountability, and Assessment is one of the new standards in Educational Leadership in Florida and it speaks specifically to the use of data in creating a school environment and curriculum that will enhance student learning. High Performing Leaders must monitor the success of all students in the learning processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process. Using data to drive decisions is a critical component of the accountability system currently in place in Florida. Participants will develop skills in determining data needed to make certain decisions; in analyzing data; in communicating information about the decision making process to stakeholders. Specifically for administrators in the K12 educational setting.

EDG 6288 Educational Assessment
3 sh (may not be repeated for credit)

The focus of this course is assessment concepts that are critical for good teaching. Topics include measurement issues to determine assessment quality; teacher constructed assessments such as paper and pencil assessments, informal assessments, and performance and product assessments; and interpreting standardized assessments commonly used in public schools. Required course for students participating in the Professional Educator Preparation Program.

EDG 6415 Issues in Classroom Management
3 sh (may not be repeated for credit)

This course is designed for educators with existing capacity regarding classroom management and is intended to advance their understanding and develop a knowledge of systematic models of classroom management. The content will focus on shaping teacher behaviors and structuring the classroom for success. Additionally, focus will be placed on recognizing the various and competing philosophies of classroom management and the benefits of using a systematic model within a classroom or school.

EDG 6662 Integrated Curriculum and Instruction
3 sh (may not be repeated for credit)

This is an advanced curriculum course for graduate level education students with a focus on blending content areas to maximize student learning and to prepare teachers to meet the needs of all students across the curriculum. Students will demonstrate competencies through the successful completion of a collaborative interdisciplinary unit, individual lesson plans utilizing differentiated instruction, a best practices research paper and presentation, and a reflective blog analysis.

EDG 6791 Multicultural Education
3 sh (may not be repeated for credit)

Designed to acquaint students with basic concepts of multiculturalism including theoretical orientations to (1) the study of race and ethnicity in the United States; (2) race and ethnicity in American institutions; (3) race and ethnicity in popular culture and communities; and (4) the future of race and ethnic relations and the impact on teaching and learning in a pluralistic society.

EDG 6905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 6916 Action Research
3 sh (may not be repeated for credit)
Prerequisite: RED 6747 OR EDG 6918

The capstone course in the research sequence involves implementation of the previously-developed action research proposal, in which a problem in the area of education or related field was identified. In this course, the proposed action research project will be implemented. The completed project will consist of a scholarly written paper that adheres to current APA style guidelines.

EDG 6918 Research Practicum
3 sh (may not be repeated for credit)
Prerequisite: EDG 5366

Students focus on the development of applied research strategies in an educational setting and are provided with step-by-step guidance in developing research plans. Students are encouraged to explore both qualitative and quantitative methods of research and are provided with faculty support in design of research projects. The proposal developed in this course will be implemented in a subsequent course, Action Research.

EDG 6945 Professional Education Practicum
1 sh (may not be repeated for credit)

One of three required practica for students participating in the Professional Educator Preparation Program; aligned with three courses (EDG 5416: Classroom Management, EDG 6621: Human Development and Learning, and EDG 6288: Assessment). Requires students to complete a field experience in an educational setting. May be taken during the same semester or after the completion of the aforementioned courses.

EDG 6946 Special Methods Practicum
1 sh (may not be repeated for credit)

One of three required practica for students participating in the Professional Educator Preparation Program; aligned with the Special Methods Course in the student's respective content area. Requires students to complete a field experience in an educational setting that contains ELL/ESOL students. Students will design and implement a subject-area lesson plan. May be taken during the same semester or after the completion of the aforementioned course.

EDG 6947 Reading Instruction Practicum
1 sh (may not be repeated for credit)

One of three required practica for students participating in the Professional Educator Preparation Program; aligned with EDG 3323C (General Methods for Teaching Students K-12) OR RED 6060 (Foundations of Middle/Secondary Literacy). Requires students to complete a field experience in an educational setting and design and implement a reading lesson plan with accommodations. May be taken during the same semester or after the completion of the aforementioned course.

EDG 7008 Assessment Literacy
3 sh (may not be repeated for credit)

This course explores various research-based approaches to assessing student learning; educational programs; and organizational structures, systems, and cultures. Learning activities focus on various approaches to assessing student learning in addition to the role of assessment in various models of measurement and evaluation.

EDG 7070 Managing Learning Environments
3 sh (may not be repeated for credit)

Managing learning environments is required in the educational curriculum and instructional Doctoral program, with a specialization in teaching and learning. The focus is on developing the skills necessary to become instructional leaders in the 21st century. Management of personnel, students, finances, and community resources is discussed.

EDG 7241 Social Justice, Inequalities, and Power: A Global Overview
3 sh (may not be repeated for credit)

This course will provide a global analysis on issues grounded in the structure of power, the origins of inequalities, and the social responses to egalitarianism. Additionally, the course focuses on the interdependence of race/ethnicity, gender orientation, sexuality, human rights, age, disability, and healthcare under the intersectionality of power. The intersectionality as a theoretical framework to analyze marginalization will be interrogated. Other topics include socioeconomic, cultural, social, institutional structures and movements in society's struggle for inclusion, fairness, empowerment, and eradication of oppression and systemic racism from an educational perspective.

EDG 7256 Assessing Curricula and Educational Programs
3 sh (may not be repeated for credit)

This course examines current evaluation models used to assess curricula and programs implemented in various educational settings. Beyond theories, students will explore the application of evaluability assessment in multiple settings, the methodological scoping as part of evaluability assessment, and using various models and instruments to evaluate existing educational curricula & programs.

EDG 7303 Analysis of Learning and Teaching Practices
1-3 sh (may not be repeated for credit)

Advanced study of theories and research on teaching and learning and their application to instructional practices; emphasis on professional leadership in decision making related to teaching practices and creating or restructuring learning environments.

EDG 7346 Advanced Analysis of Curriculum and Instruction
3 sh (may not be repeated for credit)

Enables students to utilize research based curriculum and instruction models to analyze and evaluate teaching processes for the purpose of improving instructional programs. Skill development in feedback and coaching techniques and strategies effective in orchestrating change in instructional practices will also be a focus.

EDG 7354 Test, Measurement, & Data Literacy
3 sh (may not be repeated for credit)

This course explores varied constructs and concepts in measurement theory, test construction, reliability and validity, item analysis in test development, and test scoring and interpretation.

EDG 7363 Applications of Current Research in Teaching and Learning
3 sh (may not be repeated for credit)

Provides advanced study of the theoretical knowledge bases, methodologies and applications of current research topics in teaching and learning to a variety of subject areas and educational settings. Required for the doctoral specialization in teaching and learning.

EDG 7458 Analysis of Alternative Assessment Methods
3 sh (may not be repeated for credit)

Advanced study of current theories and research on assessment with emphasis on alternative methods of assessing learning; designing multiple forms of assessment that tap into higher level thinking and allow students to demonstrate knowledge of processes and skills of problem solving and knowledge of concepts.

EDG 7667 Evaluating Models of Curriculum & Assessment
3 sh (may not be repeated for credit)

With a focus on learning outcomes, this course aims to broaden students' knowledge about designing and assessing curricula in various educational settings ranging from K-12 to higher education. Using various change models, this course offers a practical approach to systemic change with a focus on the relationship between courses and the curriculum.

EDG 7905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDG 7930 Special Topics and Critical Issues in Teaching and Learning
3 sh (may not be repeated for credit)

Advanced study of current topics and issues related to teaching and learning across a variety of classroom lab or alternative settings. Students explore current teaching practices and future needs related to educational programs for learners of various ages.

EDG 7935 Research Design Seminar
3 sh (may not be repeated for credit)

Provides students with an understanding of how to undertake a research thesis. Concepts include format, style, literature reviews, hypothesis formulation, research design and statistical application.

EDG 8668 Curriculum and Instructional Strategies for Adult Learners
3 sh (may not be repeated for credit)

This course provides an overview of the theories and research that are important for those interested in the instruction of adults (andragogy). Through this course, students will gain a greater understanding of instructional strategies for adult learners and critically examine examples of these approaches.

EDG 8938 Seminar: Advanced Methods in Curriculum and Instruction
3 sh (may not be repeated for credit)

This course will explore contemporary research and methodologies in curriculum and instruction in the current era of educational reform and globalization. Emphasis will be placed on understanding factors that influence the development of new curricula and the enactment of reformed instructional practices contained therein, and strategies to support and sustain curriculum change and the adoption of reform practices.

EDG 8980 Dissertation
1-18 sh (may be repeated for up to 18 sh of credit)

Major individual research in an area of significant educational interest; designed specifically for candidates in the Ed.D. Curriculum and Instruction program. This dissertation will reflect intensive educational research produced by the student and collaboratively developed with the student's graduate committee. Graded on a satisfactory/unsatisfactory basis only. Admission to candidacy and completion of all other doctoral program requirements are required.

* This course may be taken prior to or during the same term.