

EDG: Education: General Courses

Courses

EDG 2041 Exploring Inquiry Teaching

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This course is for students who are considering teaching STEM courses in the 6-12 public education setting as a profession. The course will provide students with an introduction to the field of education: the structure of schools, historical/philosophical foundations of education, current challenges and requirements of the profession, and best practices for the k-12 classroom.

EDG 2905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 3661 Adult Learning Theory and Curriculum Development

School of Education, Department of Instructional Design and Tech
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

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 3945 Field Experience 1

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)
Prerequisite: EDF 3234 AND 1 FTCE General Ed

This field experience includes carefully planned and designed course assignments and activities, with students working for a minimum of 75 hours in a field placement. This experience includes: focused and specific introductions, observations and identification, demonstration, and reflection. In order to receive a C- or above in the course, students must earn at least a "Needs Improvement" or above rating on the Danielson evaluation tool for the critical elements, 1a, 1b, 1c, 1f, 2a, 2c, 2d, 3a, 4a, & 4f and at least a "partially meets" score on all dispositions. Permission is required and a 2.5 Program GPA for those in the ESE/Elem or Elem Ed. degrees.

EDG 4064 Teaching at Risk Learners

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This course is designed for individuals who will facilitate community-based education programs for children, youth, and families living in poverty. The course explores the impacts of poverty on education, health, and well-being of individuals, as well as ways to reduce these impacts. Emphasis is placed on the role of community educators in implementing effective educational programs and strategies that improve outcomes for disadvantaged children and youth.

EDG 4077 Learning In Community Education Environments

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

Students will explore the variety of settings that offer community 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 4323 Methods of K-12 Literacy Instruction

School of Education, Department of Teaching, Leadership, & Res
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 4334 Universal Design for Learning in Community Learning Environments

School of Education, Department of Teaching, Leadership, & Res
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 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 with an emphasis on at risk student populations.

EDG 4351 Educational Assessment

School of Education, Department of Teaching, Leadership, & Res
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 Integrated Arts and Contemporary Educational Tools

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

Prepares students to effectively integrate the arts and contemporary tools into instruction delivered in K-12 classrooms and community settings. Emphasis is on engaging learning experiences for learners that are designed to deepen and integrate their knowledge and understanding of subject matter across disciplines and support teaching and learning in inclusive settings.

EDG 4442 Effective Learning Environments

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This course focuses on strategies for creating and maintaining effective learning environments with activities related to building relationships, organizing groups, developing and implementing rules and procedures, teaching effectively, utilizing positive behavior support strategies, and implementing individual behavioral interventions.

EDG 4905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 4931 Capstone Seminar in Community Education

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)
Prerequisite: EDG 4077 AND EDG 4944 AND EDG 4947*

This course provides opportunity for students to demonstrate their achievement of the goals of community 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 and Reading Practicum

School of Education, Department of Teaching, Leadership, & Res
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. Includes a supervised reading practicum that provides opportunities to apply knowledge of reading instruction and assessment in order to increase reading proficiency of struggling readers. Prepares student for achieving initial certification and continuing success in the classroom.

EDG 4940 Student Teaching

School of Education, Department of Teaching, Leadership, & Res
3-12 sh (may not be repeated for credit)
Prerequisite: 1 FTCE Professional Ed AND 1 FTCE General Ed AND 1 FTCE Special Ed AND 1 FTCE Subject Area Test Two AND 1 FTCE Elementary Ed AND 1 FTCE Subject Area Test One
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 School of Education (SOE) Field Placement Office and approved by the SOE Director. 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 SOE Director. In order to receive a "satisfactory" in the course, students must earn at least a "Developing" rating on the Danielson evaluation tool for all elements and a passing score on all dispositions. Performance in student teaching is graded on a satisfactory/unsatisfactory basis only.

EDG 4941 Teaching Internship I

School of Education, Department of Teaching, Leadership, & Res
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. In order to receive a "satisfactory" in the course, students must earn at least a "Developing" rating on the Danielson evaluation tool for all elements and a passing score on all dispositions. (See Teacher Education/ Admission to Student Teaching) Permission is required.

EDG 4942 Teaching Internship II

School of Education, Department of Teaching, Leadership, & Res
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

School of Education, Department of Teaching, Leadership, & Res
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

School of Education, Department of Teaching, Leadership, & Res
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 community education settings. Learning activities will include students working collaboratively to develop a service learning project to address a community need.

EDG 4948 Apprenticeship Teaching

School of Education, Department of Teaching, Leadership, & Res

6-12 sh (may not be repeated for credit)

Prerequisite: ESE 4940

Apprenticeship teaching 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. In order to receive a "satisfactory" in the course, students must earn at least a "Developing" rating on the Danielson evaluation tool for all elements and a passing score on all dispositions. (See Teacher Education/Admission to Student Teaching) Permission is required.

EDG 4949 Field Experience 2

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: TSL 4081 AND 1 FTCE General Ed

Students in this course will complete a minimum of 100 hours of supervised work in an assigned educational setting, with 15 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). In order to receive a C- or above in the course, students must earn a "developing" or above rating on 16 or more elements of the Danielson evaluation tool and a passing score on all dispositions. Students must have a 2.5 program GPA and satisfactorily complete the FTCE General Knowledge exam as well as submit an application by the deadline listed on the department website and in the Student Guide in order to be eligible for placement. Permission is required.

EDG 5250 Principles of Curriculum

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDA 6063*

This course places emphasis on school curricula, underlying theories, and strategies for improvement that make up the foundation for curricular reform based upon relevant theory, research, and practice. The course is designed to assist students in developing skills for curriculum improvement at the school site. Field experiences are designed to connect theory to practice as a means of demonstrating understanding of the course content within the school setting.

EDG 5342 Effective Teaching and Instruction

School of Education, Department of Teaching, Leadership, & Res

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 5349 Models of Teaching Math, Science and Social Studies

School of Education, Department of Teaching, Leadership, & Res

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 5905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

EDG 6063 Introduction to Learning Sciences

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course introduces students to the interdisciplinary field of teaching and learning. The course begins with developing an understanding of brain function and processes and the shift from thinking of knowledge as facts and procedures to a conception of knowledge as situational. Following that, students are challenged to expand a view of learning shifting from a purely cognitive perspective to a sociocultural view that includes collaboration and discussion. Lastly, students examine the role of technology within the learning sciences framework of teaching and learning.

EDG 6285 Data Driven Decisions Using Standardized Student Achievement Data

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDA 6063*

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. This course is designed specifically for administrators in the K-12 educational setting.

EDG 6288 Educational Assessment

School of Education, Department of Teaching, Leadership, & Res
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

School of Education, Department of Teaching, Leadership, & Res
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 Principles of Curriculum and Instruction

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This is an advanced curriculum course for graduate-level education students. This course is designed to give educators a comprehensive overview of the field of curriculum and instruction, including the influence of educational philosophies, curriculum theories, significant social forces, and learning theories about how knowledge, skills, and dispositions are constructed and transferred. It is a practical guide for curriculum development, instructional applications, and curriculum evaluation.

EDG 6905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 6916 Applied Research

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)
Prerequisite: RED 6747 OR EDG 6918

This investigative experience is designed for students to synthesize research related to a specific area of inquiry and examine the strengths and weaknesses of the research and the implication related to educational practices.

EDG 6918 Introduction to Research

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This course is designed to provide foundational knowledge about qualitative and quantitative methods for conducting meaningful inquiry and research in the social sciences. Students will gain an understanding of research intent and design, methodology and technique, data management and analysis, and format and presentation. Students will explore selected types of research designs and related techniques to provide them with the basic skills and knowledge to develop a research proposal.

EDG 7008 Assessment Literacy

School of Education, Department of Teaching, Leadership, & Res
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 7256 Assessing Curricula and Educational Programs

School of Education, Department of Teaching, Leadership, & Res
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 7354 Test, Measurement, & Data Literacy

School of Education, Department of Teaching, Leadership, & Res
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 7905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 8668 Curriculum and Instructional Strategies for Adult Learners

School of Education, Department of Teaching, Leadership, & Res
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 8905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDG 8938 Seminar: Advanced Methods in Curriculum and Instruction

School of Education, Department of Teaching, Leadership, & Res
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

School of Education, Department of Teaching, Leadership, & Res

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.