Secondary Education/Mathematics Education, M.Ed.

About the Program
The Mathematics Education specialization of the Secondary Education graduate program follows the standards and recommendations of leading mathematics professional organizations, such as the National Council of Teachers of Mathematics (NCTM). The curriculum is designed to provide candidates with knowledge of the interests and abilities of students at different levels of mathematics achievement. The program emphasizes problem-solving skills, mathematical thinking processes, and methods of actively engaging children and young adults in their own learning.

The Secondary Education graduate program with a concentration in Mathematics Education may be completed for certification only or certification plus a master's degree. All applicants are initially admitted to the master's program. After successfully completing the minimum requirements for certification, students may choose to leave the program with certification-only or may elect to continue in the program and complete the additional credit hours and requirements to receive certification and a master's degree. The program requires a minimum of 25 credits for certification-only and 31 credits for certification plus a master's degree.

Time Limit for Degree Completion: 4 years

Campus Location: Main

Full-Time/Part-Time Status: The degree program can be completed on a full- or part-time basis. Evening classes on Main campus start at 5:00 p.m.

Accreditation: The program is approved as a teacher certification program by the Pennsylvania Department of Education and is accredited by the Teacher Education Accreditation Council (TEAC).

Job Prospects: Graduates typically pursue teaching positions in middle and secondary school settings in grades 7 to 12.

Licensure: Upon successful completion of the degree requirements and passing all licensure examinations, candidates may apply for a Pennsylvania Instructional I Teaching Certificate.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. Students completing certification courses before being admitted to the program are NOT guaranteed admission.

Financing Opportunities: Funding is considered for applicants who submit all required application documents by the priority application deadline.

Admission Requirements and Deadlines

Application Deadline:

Fall: March 1 (Priority)
Spring: November 1 (Priority)

Applicants should submit all required application documents by the priority application deadline for funding consideration. Those with applications completed after the priority deadline will be reviewed for admission, but are not eligible for funding consideration.

APPLY ONLINE to this graduate program.

Letters of Reference:
Number Required: 2, with a third submitted at the applicant's discretion. Please submit the "Reference Report for Graduate Study," found at http://www.temple.edu/grad/admissions/documents/Web_GRAD_REFERENCE_REPORT.pdf.

From Whom: Letters of recommendation should be obtained from college/university faculty members and others who can provide insight into the applicant's academic competence.

Coursework Required for Admission Consideration: All applicants must present credentials that are the equivalent of the appropriate baccalaureate degree at Temple University. Further, the Pennsylvania Department of Education expects that all individuals seeking teacher certification at the master's level, regardless of the discipline, have taken at least 6 credits of college-level mathematics and 6 credits of college-level English composition and literature in their undergraduate program.
Before being admitted to the Secondary Education program with a specialization in Mathematics, applicants must have completed a major or the equivalent with approximately 30 credits of undergraduate coursework in the subject area, beginning with Calculus. Interested applicants who are unsure if prerequisites have been fulfilled should meet with an advisor before completing an application.

**Bachelor's Degree in Discipline/Related Discipline:** A bachelor's degree is required. Applicants who do not meet the 3.0 UGPA requirement may be considered for admission if they meet one of the following exceptions:

1. **Standard exception:** 3.5 UGPA during the last two years AND a minimum of 3.25 Graduate GPA for 9 credits (typically taken as a non-matriculated student in the program prior to application for admission).

2. **Special exception:** Applicants who do not meet regular admission criteria may be considered for a special exception if a compelling case can be made for admission on the basis of some additional source of data.

**Statement of Goals:** Approximately 500 to 1,000 words include your goals and objectives for obtaining teacher certification in the specialty area; your specific interest in Temple’s program; your future career goals; any job-related experiences that are relevant to the program; and your academic and research achievements and interests.

**Standardized Test Scores:**

*Praxis II*: Official score report must demonstrate a passing score in the Mathematics content area to gain admission to the program. Visit the Pennsylvania Department of Education's website at http://www.pde.state.pa.us or call its Bureau of Teacher Certification and Preparation at 717-787-3356 for the most current information about testing requirements for certification.

TOEFL score (international applicants only): 88 iBT or 575 PBT minimum. Applicants with scores between 88 and 100 iBT or between 575 and 600 PBT must take an English refresher course.

**Resume:** Current resume required.

**Transfer Credit:** Courses may be transferred from an accredited institution provided they were completed less than five years ago and are relevant to the program. The academic advisor makes the decision about the relevancy of the courses that the student desires to transfer. The maximum number of credits a student may transfer is 6.

**Coursework Waivers:** Each student is assigned a faculty advisor at the time of admission. The advisor reviews the student's credentials and determines which, if any, of the required courses can be waived. In general, this waiver covers the beginning-level courses in the program. Waiving a specific requirement, however, does not reduce the total number of credits needed to graduate.

**Clearances:** A Pennsylvania criminal background check, a federal criminal history check, a child abuse clearance, and a TB test are required at admission.

## Program Requirements

**General Program Requirements:**

*Number of Didactic Credits Required Beyond the Baccalaureate:* 31

**Required Courses:**

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<td>EDUC 5409</td>
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**Total Credit Hours**

30

**Culminating Events:**
Student teaching and its related seminar are the culminating events for this program.

Contacts

Program Web Address:
http://education.temple.edu/gradteach/mathematics

Department Information:
Secondary Education Program
College of Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
educate@temple.edu
215-204-8011

Mailing Address for Application Materials:
College of Education Office of Enrollment Management
150 Ritter Hall Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

Department Contacts:
Admissions:
Office of Enrollment Management
educate@temple.edu
215-204-8011

Education Courses

EDUC 5010. Special Topics in Education. 1 to 4 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 5011. Entrepreneur Thinking-Ed. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5101. Critical Understanding of Social Science Research. 3 Credit Hours.
This is an introductory course in understanding research for graduate students who will primarily be consumers of research, such as Masters and Specialist students. It will also serve as an introduction to research for doctoral students in applied fields (EdD and PsyD), who may go on to do applied research and take other research courses such as Program Evaluation or Single-Subject Research. It introduces students to the principles of social scientific research and the components of the research process. We also discuss the ethical issues inherent within any research involving human subjects. Conceptual, procedural, and analysis issues from quantitative, qualitative, and mixed methods research traditions will be covered, ranging from clinical trials and experimental designs to ethnographies in real-life settings. Because the scope of the course is quite broad, it will not be possible to cover all of the details of every design and method used in educational research. Nevertheless, by the end of the course you should be aware of a range of procedures that may be applied to different types of educational studies. You will also be aware of the guidelines that should be used in selecting a set of appropriate research methods and in evaluating research. You will also learn about the role of theory in educational research and how theoretical and conceptual frameworks inform research questions and the choice of data and methods.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5115. The Context of Education. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5203. Effective Teaching: Theory and Practice. 3 Credit Hours.
Provides theoretical and research basis for effective teaching strategies and affords the opportunity to practice the skills in simulated classroom conditions. Emphasizes the mastery of each skill. Exposure to a variety of teaching procedures and to a choice of the most appropriate strategy in a given educational situation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5204. Literacy N-6. 3 Credit Hours.
Examines theoretical models in reading and language arts and their applications to early childhood/elementary and classroom practices, K-6. Provides opportunities for students to focus on developmental and application issues in literacy learning, the integration of reading and language arts, and alternative assessment techniques.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5205. Numeracy N-12. 3 Credit Hours.
A study of how numeric concepts and computational logic contribute to science, social studies, English language arts, and other subject areas. Students in various disciplines learn how to apply these concepts and logic to their own classrooms.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5207. Early Childhood/Elementary Environments and Learning. 3 Credit Hours.
Guides students as prospective early childhood/elementary teachers in establishing and maintaining learning environments for children. Research based principles for effective teaching and developmentally appropriate curriculum practices are presented and supported with authentic classroom based examples. Helps students utilize proven systematic approaches that will enable them to organize, conduct, and evaluate instructional practices in preschool and elementary settings. Guided by two beliefs: (1) that students need to engage actively with the concepts presented in the course outline, and (2) that students should be exposed first hand to the realities of teaching in urban settings.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5211. Creating a High School Learning Community. 3 Credit Hours.
Utilizes the natural and social sciences jointly as the vehicle to exemplify to the student (1) the processes associated with stimulating the learners' integration of thinking skills toward higher order problem resolution, and (2) the strategies aimed at socialization of the learners into a learning community.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5212. Curriculum, Instruction, and Technology in Education. 3 Credit Hours.
This 3 semester hour graduate course provides an introduction to the concepts, theories, and practices that address the linkages between the curriculum, instruction and technology. In particular, this course focuses on the implementation, management, and administration of technology infrastructure (hardware and software) at the building, school, and district levels.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5215. Standards & Tchg Pract. 1 to 3 Credit Hour.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5221. English for Foreign Students. 3 Credit Hours.
The focus of this course is on English skills needed for instructional purposes. The course offers students opportunities to develop communicative skills necessary for successful teaching and information about teaching in U.S. institutions of higher education (e.g., syllabi, instructional formats, and legal issues, such as sexual harassment and plagiarism). Note: This course is for ITA students.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5229. Crit Thk Val Clar & Inq. 1 to 3 Credit Hour.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5231. Comp Rdg Instruction. 3 Credit Hours.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5232. Col Studies AT3 (CSAT 3). 1 to 3 Credit Hour.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDUC 5241. Comp Rdg Instruction. 3 Credit Hours.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.
EDUC 5242. Lit for Mid Level Learnr. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5243. Col Studies AT1 (CSAT1). 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5244. Class Discourse. 3 Credit Hours.
The purpose of this course is to provide doctoral students with the theory and framework to study classroom discourses. According to Gee (1989), discourse "integrates words, acts, values, beliefs, attitudes, and social identities as well as gestures, glances, body positions, and clothes" (p. 7). In this broad context, we will examine student discourses in reading/language arts, mathematics and science in both in school and out-of school contexts. We use vignettes from Courtney Cazden's text as a model to critique classroom discourses among teachers and students. We also examine transcribed texts to find linguistic patterns in reading, mathematics and science classrooms. Finally, we use rubrics to judge the quality of classroom discourses to illustrate content knowledge.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5254. Characteristics of Computer-Based Instruction. 3 Credit Hours.
Application of computer technology in instructional programs. Discusses prospects and problems of the uses of computers and other technologies (e.g., interactive whiteboards) in support of direct instruction, management, and testing. Hands-on experience is included.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5255. Tech in Classrooms: TPCK. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5257. Elem Sch Rdg Inst. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5258. Second Sch Read Inst. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5259. Tch Rdg & Lang to Spec. 3 Credit Hours.
This course focuses on understanding a) reading, b) reading problems, c) assessment strategies, and d) effective, research-based, teaching practices for students with special needs. "Students with special needs" includes but is not limited to those with poor reading, writing, and speaking skills, learning disabilities, and cultural, economic, and language differences. The goal of the course is provide each student with first-hand knowledge, skills, and solutions to address children's reading problems. Questions that guide this course include: What are the causes of low language and literacy abilities among students? How do we assess students with poor reading and writing skills? What reading and language arts strategies are most effective with students with special needs? What education and psychology of reading theories inform these practices? How can we practice inclusion during reading and language art lessons? What additional services are available to support all children's success in the classroom?
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5261. Beginning Rdg Instructn. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5262. Qualitative Res in Ed. 3 Credit Hours.
Several qualitative research designs will be reviewed, including discussions of phenomenology, grounded theory, interpretive paradigm, narratives, histories, and ethnography. Research strategies/methods will be critiqued, including interviewing, participant-observation, and textual/content analysis. Important concepts for this course are appropriate research questions, study design, data collection methods, data management, managing the study, data analysis, interpretation of results, and presenting the study to peers. Qualitative data analysis will be introduced, but the emphasis is on research design and data collection. Combining qualitative and quantitative data will also be discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5272. Instl Pract Middle Class. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5275. Seminar in Supervised Teaching. 3 Credit Hours.
Describes basic principles of human behavior in relation to managing classrooms and the teaching of academic skills. Examples of successful applications of the principles are provided. Students required to use the principles and procedures in their classrooms and to report the outcomes to the participants in the class.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5287. Practicum in Teaching. 3 Credit Hours.
Introduces students to the process of teaching children in an elementary or high school environment. Under the direction of a Temple University faculty member, the student observes elementary or high school students in a variety of situations. Classroom discussions are held in conjunction with observed events and suggestions are made as to how to deal with a variety of management and academic problems. The course is a prerequisite to ED 406 and 412, and is taken in conjunction with ED 403 at the start of the student's program.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.
EDUC 5325. Introduction to Statistics and Research. 3 Credit Hours.
An introductory course which focuses on basic research and statistical concepts. The course will cover both descriptive and inferential statistics from the perspective of an informed consumer of empirical research. There are no prerequisites for the course. The purpose of this course is to enable students to interpret and use a variety of descriptive and inferential statistical procedures that are commonly used in education and the social sciences. Topics covered in the course include an introduction to research design, sampling, descriptive statistics, t-test, Pearson correlation, univariate analysis of variance, and non-parametric statistical tests. Emphasis will be on the proper use and interpretation of these statistical procedures. The course does not emphasize the calculation of statistics, and mathematical sophistication is not assumed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5401. Intro to Middle School. 3 Credit Hours.
This course will introduce you to the middle school concept. Characteristics of middle schools will be discussed, including teaming, interdisciplinary units, and literacy across the content areas. Important aspects of the middle school environment, such as collaborating with specialists and creating a learning environment in the classroom, will be emphasized. Field experiences will be in the form of focused observations and interviews.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5402. Child and Adol Develop. 3 Credit Hours.
This course will focus on issues of child and adolescent development that are relevant for educators. Development (e.g., physical, cognitive, social) and learning theories will be examined through discussions of theory and research. Particular attention will be paid to the early adolescent. Field-based experiences, in the form of focused observations and interviews, will support these discussions. Group and individual differences will be emphasized.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5403. Diverse Lrns in Class. 3 Credit Hours.
Through this course, students will gain expertise in applying best practices to ensure access, equity, and quality education for all students. This course will introduce you to the characteristics and special needs of students having disabilities and of students who are culturally and linguistically diverse. The complex and critical issues surrounding inclusive and heterogeneous schooling will be examined along with the establishment of collaborative relationships with fellow colleagues, members of the school community and families. This course provides an overview of theory, research and practice in teaching culturally and linguistically diverse students in the middle grades. Students will learn about the socio cultural characteristics of ELLS and how the process of acquiring multiple languages and literacy skills affects students’ learning of academic content. Students will be introduced to approaches for adapting science and math content for English language learners.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5406. Teach Math Middle Gr II. 3 Credit Hours.
This course is part of a sequence of courses within the e=mc2 Transition to Teaching graduate certification program. This course will be taught in the third semester for those in the mathematics track. This course will focus on geometry, measurement, and data, as appropriate for the middle grades. This continuation course will again focus on the particular mathematical and pedagogical knowledge needed for teaching, including issues of planning, instruction, and assessment. Field experiences will be in the form of student teaching, and this course will allow for reflection on this experience. Support will be provided for student motivation, classroom management, and other realities of teaching.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 5407. Teach Sci Middle Gr II. 3 Credit Hours.
This course is part of a sequence of courses within the e=mc2 Transition to Teaching graduate certification program. This course will be taught in the third semester for those in the science track. This continuation course will again focus on the particular pedagogical knowledge needed for teaching including issues of planning, instruction, and assessment. Field experience will be in the form of student teaching and this course will allow for reflection this experience. Support will be provided for student motivation, classroom management, and other realities of teaching. Whereas the first methods course was focused on the big ideas in the various disciplines in science, this course will focus on the cross-cutting themes in science as identified in the National Science Education Standards: systems, order, and organization; evidence, models, and an explanation; change, constancy, and measurement; evolution and equilibrium; and form and function.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5409. Research Methods and Induction Capstone. 3 Credit Hours.
This course will provide a vehicle to synthesize learning, reflect on experiences throughout the program, and consider issues related to the first year of teaching. Special topics include behavior problems, teacher stress, first year of teaching, professional development, and action research.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5488. St Tchg in Middle Grade. 3 Credit Hours.
This field experience involves 9 weeks of full-time student teaching. Prospective teachers will be placed in a middle grades mathematics or science classroom, where they will work under the guidance of a mentor teacher. Experiences include observing, assisting, and delivering whole class instruction. NOTE: All coursework must be completed before taking this course.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education
Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY
Repeatability: This course may be repeated for additional credit.

EDUC 5605. Models of Teaching. 3 Credit Hours.
Models of teaching are studied to better understand their goals and strategies, and to support new teachers in developing broader perspectives regarding teaching practice and their implications for student learning.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 5888. Supervised Teaching. 3 or 4 Credit Hours.
Involves full-time placement in an elementary or secondary school for the entire semester. Students with paid teaching positions may use the school site; others are placed in a school and work with a cooperating teacher. All students supervised by Temple University faculty member.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 8102. Qualitative Data. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8103. Contemporary Trends in Educational Research. 3 Credit Hours.
The purpose of the course is to provide a fundamental step in the development of a research orientation of educational phenomena through introducing students to the domain of educational research and to the kind of research questions asked by educational researchers when assuming disciplinary as well as interdisciplinary perspectives.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8104. Epistemology and Method in Educational Research. 3 Credit Hours.
The purpose of the course is to provide a fundamental step in the development of a research orientation of educational phenomena through introducing students to the epistemological foundations and research methods of educational research.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8232. Technology, Teaching, and Learning. 3 Credit Hours.
Focuses on educational technologies and the ability of technology to enhance both program administration and teaching and learning for youth and adults in school and non-school settings. The ethical, social, and scientific ramifications of technological developments in education and how these developments affect the teaching and learning process are discussed. Application of instructional technologies in education, business, and industry presented.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8251. Teacher Development: The Reflective Teacher. 3 Credit Hours.
Designed for practitioners interested in enhancing their skills of reflection with an eye on improving classroom practice. The fundamental components of teaching and learning will provide the foci for discussion, inquiry and reflection. The course will be largely experiential, providing participant's ample opportunity to participate directly in activities designed to provoke introspection and critical analysis.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8252. Cultural Diversity and Learning Styles. 3 Credit Hours.
This course rests on three premises: (1) Because differences among learners affect learning, those differences should inform teaching, (2) Master teachers make informed judgments about learners' needs and interests, and (3) Master teachers use both these judgments and student performance data to inform instruction. This course aims to encourage teachers to consider the usefulness of these three premises for improving student performance.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8253. Accom Tchr: Nbpts Process. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8271. Program Planning and Evaluation. 3 Credit Hours.
Program planning and evaluation are viewed and discussed from a lifespan perspective that incorporates program planning and evaluation for school, post-secondary and higher education, continuing education, community-based, and training and development settings. Students are encouraged to apply program planning content and processes in real educational settings, which may be school or community based.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8272. Adv Classroom Mgt. 3 Credit Hours.
Students will study many of the teacher-controlled environmental variables which influence learning in the classroom. Particular emphasis will be placed on discovering and assessing practical and theoretical instructional strategies related to behavior management, classroom organization, differentiated and adapted teaching techniques, lesson design, motivation, and assessment. Techniques used will include teacher presentations, discovery learning, panel discussions, cooperative learning structures, group and individual projects. Assessment will be based on course participation and a summative portfolio.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8273. Adv Coop Learning. 3 Credit Hours.
Through readings, lectures, class discussion and instructor-led activities, students enrolled in this course will be able to (1) describe research-based outcomes achievable through cooperative learning and (2) design and implement a number of practical, cooperative learning models for achieving specific learning objectives.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8274. Curnt Issu/Curr & Instruct. 2 to 3 Credit Hours.
This course invites students to thoughtfully review what is currently considered best instructional practices. Special emphasis will be given to the organization, management, and evaluation of instruction.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8275. Research Design in CITE. 3 Credit Hours.
Students are provided with practical experience in formulating research problems and designing appropriate methods to address those problems within a lifelong perspective of education and learning. An overview of various research designs, including both qualitative and quantitative designs are conducted. Students are expected to learn how to design research.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8276. International Ed Seminar. 1 to 9 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8277. Found Theor Res Reading. 3 Credit Hours.
This course will examine influential theories and research that address the psychological, cognitive, sociocultural, literary and linguistic foundations of reading. During the first part of the course we will consider how leading and often competing reading theories developed over time as well as how seminal research studies were conducted and considered by scholars, practitioners and policy makers. From there we will then focus on research propelling current conversations in the literacy field.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDUC 8279. Found Theor Res Writing. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8289. Capstone Seminar Cur Iss. 3 Credit Hours.
This course, taken near the end of the program, will focus on current educational issues and the research surrounding them. In addition, it will include an experiential activity that will form a bridge between the student's career and the coursework of this program, especially the student's specialization or focus.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8545. Social Cntxt Math Sci Ed. 3 Credit Hours.
This course examines research from a socio-cultural perspective on mathematics and science education. We will investigate research on students' everyday mathematics and science and its relationship to learning these subjects in schools; the relationship between culture, language, and mathematics teaching and learning; and issues of race, social class, and gender in mathematics and science education. Finally, we will examine how national, state, and local policies influence mathematics and science teaching and learning, with particular attention placed on issues of equity and access.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8727. Foundations Math Sci Ed. 3 Credit Hours.
This course will introduce students to the foundations of math and science education. It will examine trends in the history of math and science education, consider major philosophical arguments about learning math and science, and analyze the portrayal of math and science in the K-12 classroom. Simultaneously, we will focus on what it means to do math and science and on understanding the practices and habits of minds of mathematicians and scientists.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 8730. Res Topics Sci Ed. 3 Credit Hours.
This doctoral level course will explore current research in science education. Key questions will be explored and current literature on that topic will be read and critiqued. Faculty in the program area will alternate teaching this course and the topics will vary from year to year. As a result, this course can be taken up to 3 times. Topics that this course will explore are demonstrations in the classroom, scientific inquiry, professional development, classroom-based research, technology in the science classroom among other topics.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 8731. Psych of Learning Math. 3 Credit Hours.
This doctoral seminar will focus on psychological theory and research relating to the learning and teaching of mathematics. The main emphasis will be on developing solid conceptions of what it means to know and understand mathematics from a psychological perspective.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 9255. Res.Seminar/Math/Sci Ed. 3 Credit Hours.
This three credit graduate course will introduce you to a subset of major research lines emerging in the fields of mathematics and science education. We will examine the research literature to understand the "hot topics," focusing on those that are currently in debate in the fields. While the course will be focused around topics that affect both fields, readings will help us understand how these topics are being conceptualized in the individual areas of science education and mathematics education. In addition to these topics, this course will continue building and developing the skills that doctoral students will need in order to be successful in their graduate programs and in their professional lives. In particular, this course will focus on developing skills related to writing integrated reviews of research, necessary both for your dissertation and publication. Specific skills focused on in this course will be: situating your research within a larger context (i.e., asking meaningful and answerable (!) questions), identifying focus of specific journals, and writing a critical literature review.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 9257. Foundations Math Sci Ed. 3 Credit Hours.
This three credit graduate course will introduce you to a subset of major research lines emerging in the fields of mathematics and science education. We will examine the research literature to understand the "hot topics," focusing on those that are currently in debate in the fields. While the course will be focused around topics that affect both fields, readings will help us understand how these topics are being conceptualized in the individual areas of science education and mathematics education. In addition to these topics, this course will continue building and developing the skills that doctoral students will need in order to be successful in their graduate programs and in their professional lives. In particular, this course will focus on developing skills related to writing integrated reviews of research, necessary both for your dissertation and publication. Specific skills focused on in this course will be: situating your research within a larger context (i.e., asking meaningful and answerable (!) questions), identifying focus of specific journals, and writing a critical literature review.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDUC 9259. Problems in Education. 1 to 6 Credit Hour.
Limited to matriculated doctoral students and those with permission of instructor. Specified problems, research, and practice in education. May be repeated for credit when approved by the instructor. Specific offering changes from semester to semester; contact advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9262. Graduate Independent Study in Curriculum, Instruction, and Technology. 1 to 6 Credit Hour.
Limited to matriculated doctoral students and those with permission of instructor. A course intended to meet the needs of students who desire to carry on individual investigation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.
EDUC 9287. Practicum Corr Remed. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9288. Instr. Pract: Corr/Remed. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9289. Fldwork Disabilities Sty. 1 to 6 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9487. Pract: Program Supv.. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9489. Field Exp & Practicum. 3 to 6 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9587. Prac Intro to Diagnosis. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9991. Research Apprenticeship. 1 to 3 Credit Hour.
Working under the close mentorship of a faculty member, students actively engage in research and produce a scholarly product such as a submission to an academic conference, an article or chapter or a grant proposal.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9993. Master’s Comprehensive Examination. 1 to 6 Credit Hour.
This course is for the Master’s comprehensive examination in the College of Education. You should register for the section specific to your advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may be repeated for additional credit.

EDUC 9994. Preliminary Examination Preparation. 1 to 6 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9996. Thesis Credits: Masters. 1 to 6 Credit Hour.
Students complete a thesis or project under the supervision of their advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9998. Dissertation Proposal Design. 3 Credit Hours.
Proposal writing. Limited to those who have passed the Preliminary Exams. Repeatable.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDUC 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.
Dissertation research. Limited to those elevated to candidacy/class 9.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student
Repeatability: This course may be repeated for additional credit.

Math Education (Secondary) Courses

MAES 5469. Spec Proj Math Ed. 1 to 6 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
MAES 5471. Teaching of Mathematics. 3 Credit Hours.
Methods and models of teaching and assessing mathematics in secondary schools. Key ideas include rigorous instruction for all students, teaching for understanding, eliciting and extending students' mathematical thinking, selecting and using high-quality classroom tasks, and developing effective classroom discourse. Focus on teaching and learning the important secondary content areas of algebra and data analysis, including mathematics modeling and the use of technology in learning these subjects. Problem solving, communication, and mathematical representations and connections are emphasized.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

Secondary Education Courses

SECE 5471. Literacy and Differentiation in the Academic Areas, 7-12. 3 Credit Hours.
This course examines ways in which secondary teachers can support all students' development of the complex literate knowledge, strategies, and practices required to achieve deep understandings of essential concepts and skills in an academic or vocational area. The course conceptualizes academic literacies broadly to include written, spoken, graphic, and visual "texts" used both as objects of instruction and supports for learning. Taking a "back-to-front" approach to curriculum design, students develop instructional activities to enable learning of specialized vocabularies, as well as reading and writing in various genres and modes. They learn to differentiate those activities so as to address differences in student backgrounds, interests, language use, learning preferences, and background knowledge.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

Teaching English to Speakers Courses

TESL 8611. Applied Language Study I: Assessment of English Learners' Language and Literacy Development. 3 Credit Hours.
The purpose of this graduate course is to introduce current and future teachers to the structure of English syntax, morphology, and phonology and to familiarize them with principles of developmental assessment in these areas. The practicum component of the course will give students an opportunity to apply this theoretical knowledge to practice and to conduct hands-on analysis and diagnostic assessment of learner language in phonology, morphology, and syntax. Each student will be required to work with an individual learner or a group of learners; to tape-record their teaching or tutoring sessions; to assess the learners' strengths and weaknesses; to analyze their overall linguistic development; and to address the learners' needs with particular instructional methods, strategies, and targeted exercises. The learners will be either their own students or students in one of the schools or programs associated with the TESOL program. This field experience will allow the students to deepen their understanding of the structure of English, to apply their knowledge of assessment of language development, and to become more effective in teaching English grammar and pronunciation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8612. Applied Language Study II. 3 Credit Hours.
This course provides students with opportunities to conduct hands-on analysis and diagnostic assessment of learner language in the areas of lexicon, pragmatics, and discourse and helps them develop effective teaching strategies for addressing problems in these areas. Each student will be required to work with an individual ESL learner or a group of learners; to tape-record their tutoring sessions; to assess learners' strengths and weaknesses; to analyze their linguistic development; and to address learners' needs with targeted instructional methods, strategies, and exercises. The goals of the course are to deepen students' understanding of how English works on the level of the lexicon, pragmatics, and discourse and to help them become more effective teachers of vocabulary, conversational strategies, and discourse structures.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8613. Understanding English Language Learners' Language and Literacy Development. 3 Credit Hours.
This course focuses specifically on the academic language needed for ELLs to be successful in U.S. schools. The course begins with an emphasis on foundational knowledge of language structures (i.e. English phonology, morphology and syntax) as well as a thorough review of key theories and principals in first and second language acquisition. The course also looks at the particular issues faced by students at different points in their education: elementary, middle and high school and the role of literacy in the content areas. With this, students will understand the complexities of reading and writing development in more than one language.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8614. Approaches to Teaching English Language Learners. 3 Credit Hours.
The purpose of this course is to introduce students to current research-based methods, techniques, strategies, frameworks, and resources in K-12 education, adult ESL education, and EFL education. The course offers a critical overview of a variety of ESL methods, techniques, and approaches, with the focus on recent developments in content-based, task-based, and critical pedagogies. In this course, particular emphasis is placed on the literacy development of multilingual students. Students are familiarized with the principles of needs analysis, materials selection, and adaptation and are offered multiple opportunities to apply and reflect on particular approaches. Students also explore a variety of ways to use technology for instructional purposes. Course activities include lectures, discussions, small-group activities, and student presentations. Students are encouraged to take a critical stance toward their own approach to teaching and to familiarize themselves with the range of teaching options open to them.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
TESL 8616. Teaching Second/Foreign Language Skills: Curriculum and Assessment in TESOL. 3 Credit Hours.  
This course guides students in understanding and applying principles of curriculum design and assessment. Course readings, assignments, and class discussions constitute guides to thinking about how to best teach English Language Learners in K-12, adult ESL, and EFL settings using a curriculum that has been handed to you (i.e., a mandated curriculum) or how to revise or build on existing curricula in your instructional setting. This course also critically examines curriculum design and assessment with the goal of enriching content-based language learning. We will explore how a linguistic focus can be enhanced within a multiliteracy curriculum, in which reading, writing, listening, and speaking are combined. Particular emphasis is placed on reading and writing instruction and assessment.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.  
TESL 8618. Second Language Acquisition. 3 Credit Hours.  
This course introduces key concepts in second language acquisition (SLA) and surveys current research that addresses linguistic, neurolinguistic, cognitive, and sociocultural aspects of second language learning and use. Specific areas of SLA that are addressed include research design and methodology in the study of SLA; how age affects SLA and ultimate achievement; interlanguage, L1 transfer, bidirectional transfer, attrition, and multicompetence; interlanguage pragmatics and intercultural communication; and nativist theories, interactionist theories, and cognitive approaches to SLA. Classroom discussions focus on linking SLA theories and empirical research to second language education. Students conduct a research project on an SLA topic of their choice.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.  
TESL 8621. Contexts for Teaching and Learning Language. 3 Credit Hours.  
This course examines the ways in which context and culture influence language learning and teaching. By focusing on sociocultural, political, and critical ethnographic perspectives, the course emphasizes the interplay between the macro-level analysis of power relations in society and the micro-level examination of classroom interactions. Our discussion centers around language learning/teaching in context, but we will also examine related issues such as racism, discrimination, ideologies, social class, and unequal distribution of resources, since these are factors that language teachers need to grapple with if they hope to be effective in practice. These issues will be related to K-12, college, and immigrant ESL contexts, as well as EFL international contexts. Students collect and analyze a small sample of primary data to examine an aspect of the relationship between context and language teaching/learning.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.  
TESL 8625. Applied Linguistics. 3 Credit Hours.  
Applied Linguistics is a 3-credit graduate-level course whose goal is to provide an overview of themes and topics in applied linguistics, to highlight current debates and controversies, and to make students more informed research consumers and better academic writers. Discussions will cover a wide range of areas where applied linguists conduct research on language, including but not limited to advertising, business, economy, education, healthcare, landscape, law, military, politics, and religion.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.  
TESL 8626. Second Language Writing. 3 Credit Hours.  
Second Language Writing is a 3-credit graduate-level course that introduces students to the teaching and learning of Second-Language Writing through the exploration of major issues in the theory, research and pedagogy. Students will learn about the scope of Second-Language Writing as a field and engage in theoretical debates about teaching second-language writers and practical responses to these debates. Students will also investigate and reflect upon their own writing processes and products, and will also conduct an investigation of a second-language writer. The course will focus on the social nature of writing as well as the nature of writing as a cognitive process. Additional topics to be studied include revision, intercultural rhetoric, plagiarism and textual borrowing, responding to and assessing student writing, reading-writing connections, and grammar feedback. This course will help students learn how to responsibly address the needs of second language writers in ESL and EFL contexts as well as university-level and K-12 contexts.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.  
TESL 8631. Foundations of Language Teaching: Meeting the Needs of English Language Learners. 3 Credit Hours.  
This course offers students an introduction to theory, research and practice in teaching English language learners in the elementary, middle and secondary grades. The course begins with an overview of sociocultural characteristics of ELLs, legal responsibilities, and educational and language policies in the United States. Students will also learn the basic theories and principles associated with second language acquisition. Students will explore the philosophies of bilingual and ESL education as well as different program models that address the education of linguistically diverse students. Students will be introduced to an array of contemporary, research-based instructional approaches, including content-based instruction, task-based language teaching, and sheltered English instruction. As a result, they will gain an understanding of how to adapt standards-based lessons for English language learners. Through a practicum component, students will learn to design lessons and assessments for small-group instruction. Students will also develop cross-cultural competence through interactions with ELLs, teachers and school staff. NOTE: This course is only for students in the Post-Baccalaureate Program, the Graduate Certification Program and the ESL Certificate Program.  
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate  
Repeatability: This course may not be repeated for additional credits.
TESL 8634. Bilingualism and Bilingual Education. 3 Credit Hours.
Bilingualism and Bilingual Education is a 3-credit graduate-level course designed to introduce students to a range of perspectives on bilingualism and bilingual education, addressing both psycholinguistic aspects of bilingual development and sociocultural and political dimensions of educating bilingual students. Discussion topics will include: infant bilingualism; family language policy; code-switching; bilingualism and cognition; the impact of bilingualism on individuals' identity; politics of bilingual education; immersion education; heritage language maintenance; third language acquisition, and bilingualism and deaf education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8635. Educating English Language Learners: State of Knowledge. 3 Credit Hours.
Educating English Language Learners (ELLs) is a 3-credit graduate-level course designed to critically examine the state of knowledge on ELL education. Discussion topics will include: politics of ELL education, ELLs' oral language development, literacy development, content instruction, assessment, first language maintenance, college access and success, and use of technology in ELL education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8636. Assessment of English Language Learners. 3 Credit Hours.
Assessment of English Language Learners is a 3-credit course designed to cover a broad range of language assessment issues. The goal is to provide teachers of English as a second or foreign language with a basic foundation in language assessment issues; the knowledge to be able to critique language assessment instruments currently in use; and the tools to create valid classroom tests that not only reliably measure student achievement and proficiency, but also can serve to help guide instructional decisions.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8643. Research Methods in Applied Linguistics. 3 Credit Hours.
Research Methods in Applied Linguistics is a 3-credit graduate-level course designed to familiarize students with a representative array of research methods used in the field of applied linguistics. Using concrete examples, the course will introduce students to basic principles of research design and methods of data collection and analysis from a variety of perspectives. Students will also be required to design, conduct, and write up an original research study.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8644. Current Issues in Applied Linguistics. 3 Credit Hours.
Current Issues in Applied Linguistics is a 3-credit doctoral-level seminar designed to introduce students to cutting-edge research in the fields of applied linguistics, TESOL, and second/foreign language education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.