

Course Descriptions

Core Courses

MTCO 6301 Foundations of Education

In this course, students are given an overview of the historical, social, cultural and philosophical aspects of American education as a basis for understanding the contemporary importance of schools, nationally and locally, in a culturally diverse and pluralistic society. This historical survey will cover the emergence of the factory model of schooling, the bureaucratization of public schools, school organization as affected by race and social class, and efforts to reform schools into effective learning communities. Students will also study ways and means of organizing their own classrooms, including the use of small group work, whole group work, direct teaching and inquiry learning.

MTCO 6303 Integrating Technology in the Classroom

Designed to help classroom teachers broaden their technology skills and integrate technology into their teaching, course topics focus on the research, theory and principles of instruction in the context of the classroom teaching experience with an emphasis on the learning potential of technology as a medium for teaching and learning.

MTCO 6305 Advanced Instructional Technology

An investigation, application and classroom integration of advanced instructional technology skills and systems, technology leadership, planning, networking, systems design, and emergent technologies based on sound principles of human development and learning theory. Prerequisite: Integrating Technology in the Classroom or equivalent knowledge and experience demonstrated on a diagnostic test with academic advisor approval.

MTCO 6307 Leadership, Politics and Policy in American Education

An in-depth and critical examination of questions guiding current discourses in public and private educational settings, including those related to global issues on education within the international sector. School governance, politics, finance, local control, standardization, changing demographics, citizenship, social justice and equity are examples of societal issues that will be explored. Students will be encouraged to define their roles as educators in a democracy through dialogue and critical conversations on contemporary educational issues facing a global society (taken concurrently with MTRS Research in Education).

Concentration Courses

MTTL 6331 Teachers as Scholar-Practitioner Leaders

The focus of this course is an examination of theories, trends and models in leadership. Philosophical underpinnings of scholar-practitioner leadership will be explored in relation to situating the teacher as leader in educational practice. Students are also provided a theoretical frame for the study of contemporary issues related to teacher leadership in postmodern times.

MTTL 6332 Curriculum Leadership

This course combines an exploration of historical and contemporary research with best practices for guiding school improvement through the design, development and evaluation of curriculum design. An emphasis is placed on site-based curriculum development, faculty inquiry and the role of assessment in curriculum design to facilitate campus-based and district-based instructional improvement.

MTTL 6333 Critical Literacy, Race and Culturally Responsive Pedagogies

A survey of theorists and practices that support an understanding of constructing critical literacy, race and alternative pedagogies to foster social justice and democratic practices in diverse educational settings. The course also uses print, film, music and cyber texts to explore the role of teacher leader as cultural worker and to develop a critical lens for evaluating social, cultural, and normative practices and ideologies in schools.

MTTL 6334 Mentoring, Peer Coaching and Professional Learning

Advanced inquiry into the philosophies, theories and practices that emphasize democratic leadership and provide an ecological social perspective of school change. Professional development through mentoring and peer coaching with practical applications for facilitating inquiry and fostering professional learning communities in diverse educational settings will be emphasized. Topics include situated learning, shared decision-making, professional learning communities and inquiry as stance. A practicum in peer coaching, consultation or mentoring will be required.

MTTL 6335 Identity, Culture and the Politics of Recognition

A post-formal inquiry into the development of teacher identity, this course considers the role of power, discursive and non-discursive practices, and the politics of recognition in the professional setting. Theories of adult development and methods of narrative inquiry will also be explored to foster understanding of the process of identity making within emergent teacher leaders.

MTTC 6340 Educational Psychology and Learning Theory

This course surveys major influences in educational psychology, including Piaget, Erickson, Maslow, Kegan and Gilligan. In addition, students will examine different models of literacy education and general theories of learning, including Bloom's Taxonomy, Dewey's theory of experiential learning, Vygotsky's theory of social constructivism, Bruner's theory of intersubjectivity and Gardner's theory of multiple intelligences.

MTTC 6341 Curriculum, Instruction and Assessment - Internship I

Students participate in a field-based exploration of the principles of instructional design and the development and evaluation of integrated, interdisciplinary, inclusive and culturally responsive curriculum. Basic models of instruction including direct instruction, discovery and experiential learning, concept induction, concept attainment, and differentiated instruction to address the needs, interests and abilities of diverse students will be investigated. The design of developmentally appropriate assessments will be introduced.

MTTC 6342 Curriculum, Instruction and Assessment - Internship II

A field-based synthesis seminar, this course offers the continued and deeper application of constructivist principles to the design and development of integrated, interdisciplinary, inclusive and culturally responsive curricula. It is designed to help teachers to improve their assessment and evaluation literacy. An emphasis will be placed on the various approaches to assessment, including performance tasks, observations, and portfolios; test construction and design; grading procedures; and reporting practices such as self-assessment, student conferences, and parent conferences as a part of designing effective instructional delivery systems.

MTTC 6352 Ethics, Legal Issues and Classroom Management

Coursework offers a case-based exploration of the ethical and legal issues associated with various classroom management models and approaches in diverse educational settings. Emphasis is placed on effective management models used in various settings (e.g. rural and urban schools; public and private schools; charter and alternative schools). Students will also explore ways to facilitate a positive learning environment based upon constructivist principles in learner-centered classrooms.

MTTC 6353 Content Literacy Instruction with Multilingual Learners

This is a study of reading and writing processes and strategies appropriate for literacy instruction and assessment in linguistically diverse classrooms. Methods designed to develop critical thinking, reading and writing, and study skills in content area learning (e.g. mathematics, science, social studies and literature) will be explored. Strategies to promote fluency and reading comprehension with English language learners and appropriate second-language teaching methodology will be facilitated with practical application to the classroom.

MTRS 6360 Research in Education

The aim of this course is to introduce the nature, meaning and evaluation of educational research, as well as research design and writing, through an overview of the role of research in American education. Students will read and critique published

research papers and examine human inquiry systems employing both qualitative and quantitative research methods. In addition, participants will develop formal research proposals. This effort will include selecting a topic, surveying recent literature relevant to the topic, defining potential research questions and exploring appropriate data collection methods (qualitative or quantitative).

MTRS 6372 Advanced Graduate Studies

Directed study may be arranged on an individual basis subject to approval by the faculty member and with departmental permission of the School of Education.

Research Sequence Courses

MTRS 6361 Action Research I

Students design and develop an action research proposal focused upon a question or problem specific to the student's actual practice in the educational setting with the purpose of the improvement of social and instructional practice. Human subjects, ethics of educational research and research protocols will be examined. Prerequisite: Academic advisor approval and completion of all preceding courses.

MTRS 6362 Action Research II

This is a Capstone seminar designed to guide the student through the implementation of the research proposal developed in Action Research I. Research phases include the collection of data, analysis, writing and presentation of the research study proposed in Practical Inquiry /Action Research I. Prerequisite: Academic advisor approval and successful completion of Research in Education and Action Research I.

MTRS 6370 Thesis Research

Through this course, students engage in the individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area related to the student's teaching field or practice. A proposal defense is required. Prerequisite: Academic advisor approval and completion of all preceding courses.

MTRS 6371 Thesis Writing

Students complete their thesis research and writing. A final defense is required (may be repeated). Prerequisite: Academic advisor approval and completion of all preceding courses.