EDUC 510: Cognitive Perspectives in Math & Science  
Tuesday  7:00—9:30  3 credits  Staff  
Classes start January 13, 2015  No prerequisites  
The purpose of this course is to allow students to become familiar with constructivism as a theoretical construct serving as a broad umbrella for several, more specific theories of learning. Students will learn about the historical and philosophical derivations of constructivism and its relationship to other learning theories, the distinction between cognitive/personal/piagetian constructivist theory and more social/sociocultural theories, and the role of culture and language on knowledge construction and the implications of constructivist theory for learning and teaching in multicultural classrooms.

EDUC 520: Differentiated Inst. & Co-teaching in Inclusive Classrooms  
Tuesday  4:15—6:45  3 credits  A. McGuffey, Instructor  
Classes start January 13, 2015  No prerequisites  
The overall purpose of this course is to prepare teachers to use research to inform mathematics, science, and literacy instruction in inclusive classrooms that aligns with state standards and the principles of effective instruction promoted by national math, science, language arts, and special education associations. Instructional strategies for differentiating curriculum that utilize a co-teaching format will be the focus of this course. Participants will have the opportunity to investigate research on collaboration and effective instructional practices, apply understanding and knowledge to their own classroom situation, and share findings and experiences with peers.

EDUC 530 (536): Writing for Teaching & Learning  
Tuesday  7:00—9:30  3 credits  C. Fisher, Instructor  
Classes start January 13, 2015  No prerequisites  
Candidates will learn the theory, current research, and Common Core connections underlying writing instruction. They will engage in developing their own expertise by writing for different purposes and audiences using a variety of formats and genres. Candidates will also develop ways to motivate, instruct, and assess their own students’ writing.

EDUC 585: Research & Advanced Study of Lang Arts & Reading  
Tuesday  4:15—6:45  4 credits  R. Linder, Instructor  
Classes start January 13, 2015  No prerequisites  
This course is designed to provide reading endorsement candidates the opportunity to deepen and extend their knowledge of the theory, practices, and principles underlying effective language arts and reading instruction. Candidates will select a research topic, conduct a critical review of the relevant literature, write their findings in an academic paper, and make a public presentation to other educators.

Cost: $350 per semester credit.  
Registration is open to all practicing educators and is simple and fast over the phone.