EDU 2004. Learning and Accomplished Practice. 4 Hours.
Examines the learning process and how an understanding of the nature of learning can lead to the implementation of effective instruction.
Offers students an opportunity to study theoretical perspectives and pedagogical research in order to understand student development and diversity and to focus on how students learn. Challenges students to demonstrate a working understanding of teaching and learning as these occur in different types of school and community settings. All these facets are essential for a comprehension of three core principles: (1) characteristics that students bring to the classroom, encompassing how students are likely to be different from one another; (2) research referring to how students learn; and (3) the conversion of knowledge about development, diversity, and learning into effective teaching practice.

EDU 4818. Supervised Teaching Practicum. 6 Hours.
Offers supervised semester-long student teaching in a classroom in a school system. Guides students in their teacher candidate experience. Seeks to assist students in becoming reflective practitioners. The seminar is structured to provide students with a peer community of practice and designed to acquaint students more intimately with the Pre-Service Performance Assessment Professional Standards for teachers.

EDU 5978. Independent Study. 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic.

EDU 6023. Institute in Creating a Community of Learners/Behaviors. 4 Hours.
Designed to support student understanding of the theory, research, and practice pertaining to creating a sense of community in the classroom. Offers students an opportunity to critically examine a number of behavior management approaches and to develop practical interventions and skills for preventing and remediating behavior problems. Addresses the principles of "functional assessment" through an exploration of "responsive classroom" techniques.

EDU 6050. Education as an Advanced Field of Study. 5 Hours.
Focuses on the critical evaluation, interpretation, and uses of published research in education as a field of study. Offers students an opportunity to explore the relationship between theory and practice and the changing nature of knowledge, to examine peer-reviewed research articles, to learn the "rules" and methods through which these scholarly works are developed, and to begin to apply research findings to real problems and issues in education. As part of this course, students use an ePortfolio as they begin to document their development as scholars, practitioners, and leaders in the field of education.

EDU 6051. Culture, Equity, Power, and Influence. 4 Hours.
Examines the broad construct of culture and explores how these characteristics impact personal identity, access to education, social mobility, power, and influence. Explores educational institutions as cultural systems and questions concepts at the heart of personal and professional interactions in teaching, learning, curriculum, and administration. Seeks students to participate in reflective discussion and begin the personal exploration of their own feelings and experience with culture; to develop competencies spanning cultural and international boundaries; to prepare to be more effective in diverse settings; and to influence and advocate for systemic change.

EDU 6064. Curriculum and Assessment. 4 Hours.
Examines the learning process and how an understanding of the nature of learning can lead to the implementation of effective instruction.
Offers students an opportunity to study theoretical perspectives and pedagogical research in order to understand student development and diversity and to focus on how students learn. Challenges students to demonstrate a working understanding of teaching and learning as these occur in different types of school and community settings. All these facets are essential for a comprehension of three core principles: (1) characteristics that students bring to the classroom, encompassing how students are likely to be different from one another; (2) research referring to how students learn; and (3) the conversion of knowledge about development, diversity, and learning into effective teaching practice.

EDU 6086. Foundations of Literacy Development and Instruction. 4 Hours.
Surveys contemporary educational theory of human learning and accomplished teaching. Offers students an opportunity to develop a working understanding of teaching and learning as they occur in different types of schools and community settings. Investigates how children and adolescents learn, acquire knowledge, and make sense of their experience, as well as theories of teaching or pedagogy—how best to teach for understanding and learning achievement.

EDU 6104. Child and Adolescent Development, Learning, and Teaching. 4 Hours.
Examines the learning process and how an understanding of the nature of learning can lead to the implementation of effective instruction.
Offers students an opportunity to learn how to become active players in creating or improving curriculum at the classroom level, the school, or within a whole school district and to be able to link curriculum and assessment directly to student achievement.

EDU 6107. Inclusion, Equity, and Diversity. 4 Hours.
Examines the learning process and how an understanding of the nature of learning can lead to the implementation of effective instruction.
Offers students an opportunity to learn how to become active players in creating or improving curriculum at the classroom level, the school, or within a whole school district and to be able to link curriculum and assessment directly to student achievement.

EDU 6122. Teaching the Language Arts. 4 Hours.
Offers secondary teachers an opportunity to develop competence and confidence working with diverse students, many of whom appear to read and write only when required to do so. Considers the design and practices of traditional English curricula at the middle and high school level and explores alternative syllabi and unit design as strategies for actively engaging students in the pursuit of meaning in reading and writing as they enhance their skills. Explores the role of research as well as interdisciplinary and collaborative approaches as they relate to curricula in English and the humanities. Requires graduate students to demonstrate advanced levels of study and research.

EDU 6124. Teaching History and the Social Sciences. 4 Hours.
Explores the intersecting disciplines of history and social studies, including geography, sociology, economics, political science, and history. Emphasizes the interrelatedness of disciplines and the emerging role of middle and high school students as citizens in their school, community, nation, and the world. Examines the challenge of covering all the material deemed essential by state and district curriculum frameworks, while helping one's students become problem solvers and critical thinkers in their analysis of social problems. Requires graduate students to demonstrate advanced levels of study and research.
EDU 6127. Teaching Science. 4 Hours.
Examines how the evolving nature of science—ideas, theories, concepts, and controversies—relates to diverse middle and high school students and how teachers can use experience-based, problem-centered approaches that engage the range of student learners and help them meet local and state learning goals. Identifies research possibilities within school contexts, both inside and outside the laboratory. Explores curricular frameworks and culturally relevant content to enable teachers to create a learning environment that supports inquiry and problem solving. Analyzes examples of excellent curriculum products, programs, assessments, and technology tools. Offers students an opportunity to develop a curriculum unit including assessment philosophy and practices. Requires graduate students to demonstrate advanced levels of study and research.

EDU 6129. Teaching Mathematics. 4 Hours.
Explores mathematics teaching methods that are research based, experienced based, and grounded in the contemporary theoretical frameworks influencing mathematics education. Emphasizes issues related to teaching math in an urban school, problem solving, communication, connections, and integrating technology, as well as issues of access and equity, assessment, and cross-content teaching strategies. Requires graduate students to demonstrate advanced levels of study and research.

EDU 6145. Inquiry in the Sciences and Humanities. 4 Hours.
Explores methods for enabling children in grades 1–6 to experience the dynamics of scientific investigation as they develop their abilities to make thoughtful observation and make meaning of the results of those observations. Examines methods and materials, pedagogies, and assessment strategies that foster integrated learning across the sciences, social sciences, and humanities.

EDU 6154. Inquiry in Mathematics. 4 Hours.
Explores methods for teaching mathematics in grades 1–6 that are research and experience based and grounded in the contemporary theoretical frameworks influencing mathematics education. Designed to increase students’ knowledge of mathematics as it simultaneously explores the intrinsic nature of math and methods for relating it to children. Emphasizes approaches to teaching mathematics that engage diverse populations of children.

EDU 6162. Language, Culture, and Literacy in Middle and High Schools. 4 Hours.
Examines the interrelationships among language, culture, and identity and explores the implications of those relationships for effective teaching in middle schools and high schools. Considers issues of linguistic diversity within their broad sociopolitical and philosophical contexts, emphasizing how language discrimination functions within the context of other forms of systematic oppression in our society. Explores the processes of identity development in the context of schooling and literacy performance. Also examines methods of helping linguistically diverse students to develop their oral and written language abilities within a learning environment that draws upon and celebrates their native language abilities and traditions. Requires graduate students to demonstrate advanced levels of study and research.

EDU 6182. Educational Statistics. 4 Hours.
Focuses on concepts and methods used in applications of introductory statistics in education. Emphasizes applications to problems in education that are not covered in statistics courses elsewhere and do not involve derivations of statistical techniques. Covers frequency measures, measures of central and general location, measures of variation and probability and their use in making inferences, setting confidence levels, type one and type two errors, tests of significance inclusive of one- and two-sample t-tests, one- and two-way analyses of variance and chi square, correlational techniques inclusive of linear and multiple regression, and analysis of covariance and nonparametric statistics.

EDU 6183. Collaborative Strategies for Effective Classroom Management. 1 Hour.
Explores best practices in classroom organization and behavior management. Topics range from developing student-centered classrooms, routines, and space to strategies for managing transitions, classroom dynamics, individual behaviors, and positive behavioral support systems. Offers participants an opportunity to think critically and plan for a collaborative and productive classroom learning community.

EDU 6184. Interdisciplinary Foundations. 2 Hours.
Provides the iCert Program orientation through three areas of focus: reflection and self-assessment to inform the course selection process; exposure to a broad vision of the contemporary workplace and the competencies required for career success as individuals, members of organizations, and as global citizens; and development of an individual Professional Learning Plan (PLP). Includes a variety of academic and career-related support systems as students embark on a journey that builds on past experiences while providing opportunities for reflection as they develop goals for the future.

EDU 6185. English-Language Learners in the General Education Classroom. 4 Hours.
Designed to introduce K–12 general educators to skills that enable them to work more effectively with English language learners in their classrooms. Explores the history of bilingual education in the United States and other programs used to teach English language learners. Offers participants the opportunity to develop sheltered English instructional strategies to scaffold lessons that can be used in any classroom setting where English language learners are present. Offers participants an opportunity to plan Sheltered English Immersion (SEI) lessons in a Sheltered Instructional Observation Protocol (SIOP) template using the World-Class Instructional Development and Design English Language Development (WIDA ELD) Standards. This course meets DESE requirements for the Sheltered English Immersion (SEI) endorsement.

EDU 6201. The Landscape of Higher Education. 4 Hours.
Seeks to provide the foundation to understand the structure, governance, and operations of institutions of higher education, as well as the roles, functions, and interactions of various administrative positions and offices. Through scholarly publications, research articles, and theories, offers students an opportunity to prepare to work and advance effectively within higher education by appreciating its complex organizational structure and its historical context. Assesses how these constructs are subject to today’s environmental, financial, technological, and competitive pressures; considers how higher education might implement innovation and change; and offers students an opportunity to design strategies for change.
EDU 6202. Faculty, Curriculum, and Academic Community. 4 Hours. 
Examines collaborative approaches to developing and improving both 
curriculum and the delivery of that curriculum. Faculty and curriculum 
are not only the core of an institution of higher education, they are also 
what make institutions of higher education unique from any other type of 
organization. Topics include academic structure and governance within 
the context of the wider university community in not-for profit and for-
profit institutions. Examines faculty unions, academic freedom, tenure, 
and the increasing role of adjuncts. Assesses how administration, faculty, 
and staff interact in an integrated, collegial environment.

EDU 6203. Education Law, Policy, and Finance. 4 Hours. 
Offers an overview of the major aspects of the legal, political, and 
financial environment that impact institutions of higher education, which 
are affected by laws and policies that range from access, affordability, 
readiness, and completion to gainful employment. Offers students 
an opportunity to learn multiple approaches for addressing these 
requirements, for understanding and influencing policy development at all 
levels, and for navigating higher education's financial complexities, both 
internal and external.

EDU 6221. Enrollment, Retention, Graduation, Success. 4 Hours. 
Considers the mission of an institution as inseparably linked to 
student success. Simply identifying, recruiting, and enrolling students 
is no longer a measure of institutional or academic success. With 
demographics changing, institutional finances straining, and student 
loan debt increasing, it is strategically important, and difficult, to find 
the right students, support them, retain them, and have them graduate 
prepared for gainful employment. Taught from a systems thinking 
perspective, examines the multifold ways to consider cost and academic 
effectiveness. Emphasizes the use of data for decision making, along 
with policies, practices, and strategies needed to improve an institution's 
academic reputation and, ultimately, graduation rates.

EDU 6225. Capstone. 4 Hours. 
Offers students an opportunity to reflect on concentration-specific work, 
considering their development as scholars, practitioners, and leaders 
in the field of education. Requires students to demonstrate mastery 
of content through practicum or a significant project adapted to the 
professional requirements of each concentration. After a thorough 
process of feedback and revision, students are required to present 
their final ePortfolios in a public forum to showcase their work and 
demonstrate achievement of program competencies.

EDU 6300. Introduction to Language and Linguistics. 4 Hours. 
Explores the foundations of language and linguistics. Discusses theories 
of the origins of language and compares reading and writing systems 
of English and other languages. Offers students an opportunity to learn 
phonology (how sounds are produced), how English works in patterns 
(linguistics and phonetics), how meaning is conveyed (semantics), and 
how languages are used (pragmatics). Seeks to provide a foundation for 
courses related to teaching English as a second language.

EDU 6302. Teaching, Learning, and Assessment: How English Is Learned 
and Used. 4 Hours. 
Focuses on how languages are learned using technology and assessed 
with and without technology. Explores theories and methods for teaching 
grammar, listening, speaking, composition, reading, pronunciation, 
lexical, and integrated skills. Offers students an opportunity to 
develop an informed, explicit understanding of second-language learning 
and assessment through reading, theory, and practice.

EDU 6310. Literacy Development and the Academic Domains. 4 Hours. 
Offers students an opportunity to learn how to adapt their instruction 
to the language needs of the students in their classes. Reading, writing, 
speaking, and listening are the keys to academic success for students 
for whom English is not the first language. It is critical to understand 
the research about early literacy development, vocabulary development, 
process writing, peer editing, comprehension and metacognition, content 
reading, and literacy assessment. Students read the research, discuss the 
theory behind the research findings, and have an opportunity to learn how 
to apply those findings to the unique content and skill challenges they 
will face as classroom teachers.

EDU 6312. TESOL Practicum and Seminar. 5 Hours. 
Focuses on learning how to plan lessons, design activities, and assess 
English-language learners. Offers students an opportunity to become 
familiar with techniques for promoting interaction, providing feedback, 
utilizing textbooks and other materials, developing one's own materials, 
dealing with mixed-ability-level groups, and incorporating strategy 
training in lessons to better manage a classroom. Demonstrates formal 
and informal assessment methods for both receptive and productive 
skills, and explores strategies used for addressing student errors in the 
classroom. Students observe and report on an ESL class/program and 
develop a syllabus for an ESL class of their choosing. Provides a field-
based assessment of teaching performance.

EDU 6319. How People Learn. 4 Hours. 
Introduces the research and science of learning, integrating theory 
with case studies about learning principles and high-impact practices. 
Learning takes place in all stages of life: teenagers who go directly from 
high school to college, adults who "stop out" and return to school after 
years of work or family commitments, and even retirees who pursue 
learning made possible by expanded leisure time. Some education takes 
place formally within higher education; other opportunities are informal, 
sponsored by organizations such as museums and libraries or available 
for free online. Focuses on learning in online and mobile environments.

EDU 6321. Models for Learning Design. 4 Hours. 
Offers an orientation to learning design as art and science. Design has 
the capacity to support or detract from learning and, therefore, the design 
process itself needs to be intentional and evidence driven. Participants 
experiment with putting learning principles and high-impact practices 
into action within online and mobile learning scenarios. Investigates the 
many settings in which learning design takes place and considers the 
interplay between context and design methodology.

EDU 6323. Technology as a Medium for Learning. 4 Hours. 
Investigates the role that technology can play in transforming the 
learning experience. Emphasizes interactive approaches that increase 
learner access, persistence, and engagement and designs that yield 
evidence of learning. In addition to investigating research relevant to 
media design, such as visual-auditory processing, cognitive load, and 
universal design, the course introduces protocols for aligning technology 
strategy with learning goals and learner needs. Offers students an 
opportunity to experiment with a suite of emerging technologies and then 
to develop an online, media-rich learning environment.
EDU 6324. Competencies, Assessment, and Learning Analytics. 4 Hours.
Analyzes the intended outcomes of education, how we will know if we've made a difference, and what we can do to improve learning along the way. These hard but important questions are at the heart of learning design.

EDU 6328. Policy and Leadership. 4 Hours.
Designed to engage students in systems thinking, specifically about how education policies at the federal and state levels impact teaching and learning in elementary and secondary schools. Studies the fundamentals of how policy is created and implemented and analyzes the ways in which competing visions of the purpose of public education frame policy debates and outcomes. Focuses on a variety of contemporary policy initiatives. Offers students an opportunity to evaluate the effectiveness of specific policies that relate closely to their professional roles and to seek to identify and practice the skills educators need in order to assume leadership roles in directly and indirectly influencing policy.

EDU 6329. Connecting Theory and Practice. 4 Hours.
Involves participants in ePortfolio-based reflection regarding professional goals, progress toward program- and concentration-level competencies, and opportunities for connecting theory and practice. Investigates the "integrative knowledge" approach to evidence-based learning, reflection, and professional identity development. With input and feedback from peers, faculty, and the student's professional environment, participants then have an opportunity to develop a plan for experiential learning. The plan describes a three-to-five-month workplace-based, scholar-practitioner experience that is responsive to the needs of the employer, yet also steeped in the contemporary issues, science, and theory of learning design.

EDU 6330. Digital Media Literacy. 4 Hours.
Addresses how K–12 educators learn and use digital media literacy to prepare students for the world of tomorrow. Introduces students to innovative teaching and assessment practices as well as theoretical and philosophical orientations around participatory culture and literacies. Examines the interrelationships between cultural competencies, traditional literacy, research skills, technological skills, and critical thinking skills. Explores the role of ethics, authentic assessments of student learning, and differentiation of instruction in K–12 contexts. Requires graduate students to demonstrate advanced levels of study, application, and research.

EDU 6331. E-Learning Design as a Collaborative Profession. 4 Hours.
Explores the process of working with others to identify strategic directions about an institution's vision for the future, investment of resources, and distinctiveness; to benefit from multiple perspectives and sets of expertise, such as educators, technologists, and institutional researchers; and to respond constructively to conflicting visions and interests. Online and mobile learning is a complex venture. At the program level, key players collaborate on the development of curricula that often need to be vetted at many levels of the institution. E-learning designers often play a critical role in the project management of program and course development. Offers students an opportunity to consider their individual strengths and growth areas as collaborators.

EDU 6332. Open Learning. 4 Hours.
Investigates the history, philosophy, and theoretical perspectives of open learning. While face-to-face classrooms have physical limits on how many people can attend, millions of people can access the same materials at the same time using online and mobile environments.

EDU 6333. Social Media and Beyond. 4 Hours.
Explores pedagogically sound practices for using social media to improve learning. Learning is enhanced when course participants have an opportunity to forge communities of interest, leveraging collaborative relationships to expand and deepen inquiry. When deftly designed and implemented, social media can increase the engagement of learners and the impact of an experience. Offers participants an opportunity to experiment with a range of social media applications.

EDU 6341. Introduction to Data Mining in Education. 4 Hours.
Offers an overview of educational data mining, data preparation, and the fundamentals of using data mining software. Using the Cross-Industry Standard Process for Data Mining (CRISP-DM) methodology, illustrates the principles and practice of data mining. The course structure follows the stages of a typical data mining project, from reading data, to data exploration, data transformation, modeling, and effective interpretation of results. Offers training in the basics of how to read, explore, and manipulate data with data mining software and then create and use successful models. Requires students to demonstrate their understanding of learning analytics concepts and theories through the development of a learning analytics philosophy statement.

EDU 6343. Predictive Modeling for Learning Analytics. 4 Hours.
Offers students an opportunity to learn how to develop models to predict categorical and continuous outcomes, using such techniques as neural networks, decision trees, logistic regression, support vector machines, and Bayesian network models. Reviews expert options for each modeling node in detail and advises when and how to use each model. A hands-on final project offers students experience implementing predictive models.
EDU 6345. Text Mining for Learning Analytics. 4 Hours.
Offers students an opportunity to learn practical techniques for mining unstructured text data (such as that found in learning management system discussion boards, social media, student assignments, survey data, etc.) for the purpose of creating predictive models or reports based in part on text data. A hands-on final project offers students experience implementing text mining techniques.

EDU 6425. Special Education: Role of Special Educators in an Inclusive School. 4 Hours.
Designed to enable teachers to plan for the broad and varied range of student learning and behavior and build a foundation for inclusive schools. Offers students an opportunity to understand the policies and regulations in special education; the role of the special educator in writing and implementing individual education plans (IEPs); the responsibility of special educators to create partnerships with families; and the role of the special educator in working within the school on curriculum across disciplines, service delivery for students with IEPs, and co-teaching models. Explores high- and low-tech assistive technology options and its integration into practice and the facilitation of principles of universal design. Using a case-study approach offers students an opportunity to analyze and problem-solve scenarios derived from field experience.

EDU 6426. Developmental Language, Literacy, and Writing: Assessment and Instruction. 4 Hours.
Introduces fundamental theoretical instructional principles of developing oral and written language, reading, writing, and language arts skills. Offers students an opportunity to learn about materials, instructional strategies, and classroom-based assessment for literacy development and instruction and empowering both elementary and secondary readers. Links a focus on early literacy acquisition with clinical assessment and questions regarding English-language learners and students with mild-to-moderate learning disabilities and variations.

EDU 6429. Variations in Child and Adolescent Development. 4 Hours.
Reviews the biological, neuropsychological, psychosocial, cognitive, behavioral, and ecological theories of development. Examines variations and progress in the developmental domains and the intersection among these domains in development and learning in terms of disability and language differences within these theoretical perspectives. The impact of culture on development is infused throughout. Introduces assessments and interventions in development and learning.

EDU 6437. Assessment in Education. 4 Hours.
Examines principles and practices in assessment for learning and assessment of learning. Assessment and evaluation take different forms depending on the setting, from preschool to graduate school and beyond, each presenting unique opportunities and challenges. Regardless of context, effective assessment serves more than one purpose: as a strategy for improving learning and as a means for verifying that learning has taken place. This course offers participants an opportunity to consider the assessment strategies that are most relevant to their specific educational contexts.

EDU 6438. Teachers as Curriculum Leaders. 4 Hours.
Explores how to translate curriculum development theory and vision into advocacy and action. Offers students an opportunity to develop a perspective and skills that allow them to be effective teacher-leaders in modifying curriculum across content areas, including math, science, history, and English-language arts. Seeks to prepare students to lead initiatives and projects, including those at the classroom, school, and district level. Examines state curriculum frameworks and other standards alignment and evaluation.

EDU 6447. The Demographics of Higher Education. 4 Hours.
Provides an up-to-the-minute analysis of who accesses postsecondary education in any of its forms, from certificate to technical to community college to the various types of four-year and graduate-level institutions. Examining changing demographics, the course evaluates societal, cultural, and vocational development needs of students from the 18- to 22-year-old traditional student to adults completing college or pursuing professional degrees. Addresses issues of access, readiness, affordability, persistence, and employment upon completion of the degree, with an eye toward designing programs and interventions that contribute to student success.

EDU 6450. The Globalization of Education. 4 Hours.
Emphasizes a global view of political structures, educational systems, workforce development, and issues of interest to the student and specific to the culture and region studied. Offers students an opportunity to deepen their global knowledge and understanding through intensive research by comparing and investigating systems and ideals, examining alternative solutions, and engaging in critical dialogue and debate. Students are expected to prepare and present a research paper on their work.

EDU 6465. Critical and Creative Thinking. 4 Hours.
Explores critical and creative thinking, particularly the ways in which the two types of thinking operate together. Focuses on K–12 classrooms and how teachers can bring critical and creative thinking to the center of their curriculum and instruction. Approaches critical and creative thinking as skills that can improve through practice but remains mindful of the relationship between thinking skills and specific academic content. Offers participants an opportunity to examine theories and research involving critical thinking and creativity, engage in activities designed to help them become more familiar with their own ways of thinking, and design strategies for teaching critical thinking and creativity in their own classrooms.

EDU 6516. Sheltered EnglishInstruction and Assessment. 4 Hours.
Designed for students that are already familiar with the SIOP (Sheltered Instruction Observation Protocol) Model, the widely implemented research-based foundation for supporting the English-language learners in many current classrooms. With the switch to the rigor of Common Core and the focus on close reading and complex texts, this course seeks to deepen the practice of teachers to effectively plan and deliver lessons that meet this demand. Exposes students to even more strategies beyond the SIOP that are necessary to enable English-language learners to be successful with the Common Core State Standards.

EDU 6517. Foundations of Teaching English as a Second Language: Research and Practice. 4 Hours.
Reviews the basics of language acquisition theory and strategies for incorporating academic vocabulary into content instruction and assessment of language proficiency. Joins theory to practice by introducing students to current instructional research and practice and includes fieldwork. Offers participants an opportunity to begin to learn how to translate theory into practical strategies for teaching content in culturally sensitive ways using the Sheltered Instruction Observation Protocol (SIOP), World-Class Instructional Design and Assessment (WIDA) standards, and the Common Core. Every educator shares the responsibility for ensuring that students who are in the process of learning English have every opportunity to increase their understanding of the content. This requires understanding the cultural context of each student's background and the level of their progress in English-language acquisition.
EDU 6520. Learning and the Brain: Translating Research into Practice. 4 Hours.
Introduces current, cutting-edge brain-related research and the implications for classroom practice. Draws upon research from neuroscience, psychology, and education to investigate the following topics as they relate to the brain and learning: anatomy, research-based strategies that are effective for students with learning disabilities, current research in the underlying causes of learning disabilities, learning to read, influencing behavior, and future areas of exploration.

EDU 6528. Adaptive Learning/Behavior Management Strategies: Consultation and Collaboration. 4 Hours.
Seeks to extend participants' competence in theory, research, and practice pertaining to creating a sense of classroom community, family engagement, and school culture. Examines behavior management approaches and offers participants an opportunity to develop practical interventions and skills for preventing, intervening, and remediating behavior problems. Participants also have an opportunity to apply inclusive principles to the classroom, examine student issues and learning needs, and analyze delivery models to consider how to impact participants' teaching, classroom, and school.

EDU 6534. Bilingualism, Second Language, and Literacy Development. 4 Hours.
Introduces second-language acquisition (SLA) and bilingualism. Studies how learners create a new language system, frequently with only limited exposure. Covers the debates in the field whose main claim is that second-language acquisition is dynamic and nonlinear. Addresses how native language facilitates or impedes SLA, the universal processes affecting SLA, the challenges advanced second-language learners encounter in higher education, and the question of identity transformation. Emphasizes the components of language structure and their relevance to language learning and literacy; issues in culture, language socialization, and cognitive processes in language acquisition; variability of language learners; and language learners in academic context. Some of the major disciplines that contribute to SLA include theoretical linguistics, psychology, anthropology, conversation analysis, and sociology.

EDU 6558. Issues in Education. 1-4 Hours.
Offers students an opportunity to explore in-depth a current educational issue, long-standing unresolved educational problem, and/or ways of considering innovation and change in education. The topic alternates each time the course is offered, and students are allowed to enroll each time the focus of the course changes. May be repeated up to 15 times for up to 16 total credits.

EDU 6569. Differentiated Instruction and Assessment in Mathematics. 4 Hours.
Focuses on the development of individualized intervention programs for children and youth in need of special education. Offers students an opportunity to translate results of norm-referenced diagnostic assessments and curriculum-based or criterion-referenced assessments into goals for intervention and effective instructional strategies. Explores the use of data to differentiate mathematics and other instruction. Offers students an opportunity to learn the limitations of assessments and to develop informal classroom-based assessments that reflect student learning and drive instruction.

EDU 6866. Teaching Practicum and Seminar. 1-8 Hours.
Includes at least 300 hours of supervised student teaching in a public school system and reflection seminar. Provides a field-based assessment of teaching performance for students in one of the MAT programs. Requires prior successful completion of all Commonwealth of Massachusetts licensure prerequisites. May be repeated for up to 8 total credits.

EDU 6874. Practicum, Portfolio, and Panel Review. 4 Hours.
Contains both a portfolio requirement and a panel review in addition to a supervised practicum. The portfolio that is submitted includes work products demonstrating the competencies specified in the Professional Standards for Teachers. The review panel is composed of School of Education faculty members, a partner-school special educator/administrator, and community members. Requires students to present a video and/or portfolio in which they demonstrate competencies.

EDU 6962. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

EDU 6980. Interdisciplinary Capstone. 2 Hours.
Offers students an opportunity to act as reflective change agents as they apply the knowledge and skills gained from their individualized programs of study to the creation of a final project, an action research proposal. The proposal, presented to faculty and peers, identifies a workplace problem or need and includes an implementation plan to address it. Students also have an opportunity to reflect on their learning journey and to refine their original Professional Learning Plan (PLP) with a five-year focus.

EDU 7202. Transforming Human Systems. 3 Hours.
Focuses on the many challenges presented by today's dynamic environment and examines change processes as they relate to various organizational settings. Emphasizes the usefulness of theory and research, in addition to management and leadership practice techniques, that facilitate effective change and transformation efforts. Underscores the planning process as it relates to institutional change and transformation. Offers students an opportunity to analyze both empirical research and case studies and to use theoretical research to examine real-world examples of change and transformation.

EDU 7204. Global and Historical Perspectives on Higher Education. 3 Hours.
Provides a historical foundation for understanding how current trends in higher education are informed by ideas and practices from the past. Compares seminal theories of teaching and learning, benchmarks in the evolution of higher education, and changing notions about the purposes of higher education cross-culturally over time. Offers students an opportunity to gain a more sophisticated perspective on today's changing landscape in higher education across the world.

EDU 7209. Introduction to Doctoral Studies. 3 Hours.
Seeks to provide a foundation for further study in the Northeastern University Doctor of Education program. Examines doctoral studies, resources, philosophical issues, and basics of research. Offers students an opportunity to integrate theoretical and scholarly knowledge in the development of a researchable problem of practice.

EDU 7210. Leadership Theory and Research. 3 Hours.
Examines seminal works, contemporary theories and models, and emerging perspectives of educational leadership. Exposes students to the ways in which educational leadership has been conceptualized, explores how it is currently defined and analyzed, and discusses how it will be shaped in the future. Adopts a cross-disciplinary and integrative view of the leadership phenomenon that highlights how different disciplines inform leadership study and illustrates various research methodologies used for understanding and assessing the concept of leadership. Covers a range of leadership processes (e.g., individual, dyadic, group, organizational) along with theoretical perspectives (e.g., trait, behavioral, contingency, change and transformation).
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<td>EDU 7213</td>
<td>Education Entrepreneurship. 3 Hours.</td>
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<td>public or private institutions, need to be innovators, capable of</td>
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<td>facilitating, generating, and advancing new ideas and initiatives. Current</td>
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<td>and emerging challenges within the education environment require going</td>
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<td>beyond the solutions and leadership practices of the past.</td>
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<td>EDU 7214</td>
<td>Changing Conceptions of Learning and Human Development: Research and Practice.</td>
<td>3 Hours</td>
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<td></td>
<td>Examines how interdisciplinary fields in the social sciences and the</td>
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<td>humanities provide frameworks for thinking about changing conceptions of</td>
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<td></td>
<td>learning and human development at the levels of the individual, the</td>
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<td></td>
<td>individual in relationship with others, and the individual in varied social</td>
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<td></td>
<td>contexts. Close examination of primary source readings offers students</td>
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<td></td>
<td>an opportunity to investigate the ways these ideas have influenced</td>
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<td>educational research and practice. Requires students to deeply reflect</td>
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<td></td>
<td>about how conceptions of learning and human development matter when</td>
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<td>designing and conducting their own doctoral research.</td>
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<td>EDU 7216</td>
<td>Social Justice and Educational Equity. 3 Hours.</td>
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<td></td>
<td>Examines how conceptions of justice and oppression have evolved in the</td>
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<td>United States. Offers students an opportunity to examine seminal texts,</td>
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<td></td>
<td>analyze contemporary educational research, and explore and analyze</td>
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<td>how social justice issues inform and contribute to problems of practice</td>
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<td>in contemporary educational contexts. Instructors employ a variety of</td>
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<td>pedagogical strategies to facilitate independent and collaborative learning.</td>
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<td>EDU 7217</td>
<td>Educational Systems: The Dynamics between Policy, Values, and Practice.</td>
<td>3 Hours</td>
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<td>Offers students an opportunity to analyze education systems—macro to</td>
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<td>micro—using a wide array of resources and learning experiences. Public</td>
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<td></td>
<td>school systems have been shaped by numerous policies and legislated</td>
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<td>expectations as well as by political and social arguments, values, and</td>
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<td></td>
<td>beliefs. Many of these forces greatly affect the structures, organization,</td>
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<td>practices, and cultures of districts, schools, and classrooms today.</td>
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<td>EDU 7230</td>
<td>Current and Emerging Practice in STEM Education. 3 Hours.</td>
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<td></td>
<td>Examines standards-based curricula in current use and under development in</td>
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<td>science, technology, engineering, and mathematics (STEM) education in grades</td>
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<td>K–12. Focused on the capacity of these curricula to promote scientific</td>
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<td>literacy and facilitate conceptual understanding of scientific principles</td>
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<td>through guided inquiry and other modes of instruction. Explores curricula</td>
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<td>that develop and apply mathematical skills to solving significant scientific</td>
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<td>problems. Analyzes the fidelity of implementing these standards and their</td>
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<td></td>
<td>impact on student learning as measured by national and international tests,</td>
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<td></td>
<td>including TIMSS and PISA.</td>
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<td>EDU 7242</td>
<td>Situated Leadership. 3 Hours.</td>
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<td></td>
<td>Focuses on student reflections on the challenges and opportunities they</td>
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<td>face as educational leaders and change agents in contemporary educational</td>
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<td>settings. Is theory driven. Offers students an opportunity to investigate</td>
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<td>various theoretical frameworks and apply them to their various problems of</td>
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<td>practice; to investigate, gather, and synthesize empirical research articles</td>
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<td></td>
<td>that pertain to their particular areas of interest; to write cogent literature</td>
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<td>reviews detailing their analysis; and to present and debate their ideas with</td>
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<td>classmates.</td>
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<td>EDU 7244</td>
<td>Curriculum Theory and Practice Over Time: Implications for Educational</td>
<td>3 Hours</td>
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<td>Leadership. 3 Hours.</td>
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<td></td>
<td>Explores the theoretical and historical dimensions of curriculum,</td>
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<td>teaching, and learning in varied educational settings. Offers students an</td>
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<td>opportunity to learn about touchstone principles that have shaped the</td>
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<td>thinking and implementation of subject-based curricula over time. Uses</td>
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<td>historical and contemporary case studies to examine how educational</td>
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<td>leadership is intimately connected to the process of curriculum</td>
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<td>development, teaching, and learning.</td>
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<td>EDU 7245</td>
<td>Urban Education. 3 Hours.</td>
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<td></td>
<td>Focuses on the historical and contemporary challenges and possibilities</td>
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<td>that urban public schools face. Encourages students to consider the</td>
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<td>urban school from desegregation post—Brown vs. the Board of Education</td>
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<td>through current resegregation, high-stakes testing, and education reform.</td>
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<td>Through analysis and critical thinking, offers students an opportunity to</td>
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<td>create their own research-based plans to address a critical issue in urban</td>
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<td>schools.</td>
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<td>EDU 7250</td>
<td>Organizational Systems and Institutional Governance. 3 Hours.</td>
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<td>Examines the issues related to shared governance. Focuses on managing</td>
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<td>and leading in an environment of shared governance. Institutions of higher</td>
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<td>education are unlike any other kind of institutions in either the public or</td>
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<td>private sector. The difference is largely due to the concept and use of</td>
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<td>shared governance. Other topics include variations of shared</td>
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<td>governance and organizational structures.</td>
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<td>EDU 7251</td>
<td>Student Engagement in Higher Education. 3 Hours.</td>
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<td>Examines influential student development theories and theorists. The</td>
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<td>higher education sector in the United States and around the world is</td>
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<td>being transformed by competitive forces that require institutions to be</td>
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<td>market-driven. Analyzes the implications of work on enrollment management</td>
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<td>and students in a market-driven environment.</td>
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<td>EDU 7253</td>
<td>The Legal Environment of Higher Education. 3 Hours.</td>
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<td></td>
<td>Examines the major laws that impact the decision making of higher</td>
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<td>education leaders and emphasizes strategies for navigating the legal</td>
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<td>environment and managing potential legal threats. Institutions of higher</td>
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<td></td>
<td>education operate in a complex legal environment that includes laws</td>
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<td>related to financial aid, admissions, licensure, and privacy.</td>
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<td>EDU 7254</td>
<td>Postsecondary and Institutional Public Policy. 3 Hours.</td>
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<td></td>
<td>Examines the political contexts within which institutions of higher</td>
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<td>education operate, including the influences of various interest groups—</td>
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<td>faculty, students, parents, community groups, alumni, trustees, and</td>
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<td>central administrators. Explores the additional factors affecting public</td>
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<td>institutions, including state and national education policy resource</td>
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<td>allocation priorities. Emphasizes development of the skills and</td>
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<td>understandings necessary for education leaders to navigate and manipulate</td>
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<td>a range of political environments.</td>
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<td>EDU 7256</td>
<td>Financial Decision Making in Higher Education. 3 Hours.</td>
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<td>Explores financial aspects of postsecondary educational institutions</td>
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<td>with particular emphasis on the use of financial information for decision</td>
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<td>making. Specific topics include financial analysis, budget creation, and</td>
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<td>budget oversight. Examines both cost-center and RCM models.</td>
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<td>Emphasizes using financial data for decisions related to resource</td>
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<td>allocation, forecasting, and other planning and control activities in higher</td>
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EDU 7257. The Urban University in the United States. 3 Hours.
Explores the development and special characteristics of the urban university in the United States. Includes an introductory session focused on the meaning of the term “urban university” and the societal importance of this type of institution, a sequence of historically oriented classes that explore the emergence and evolution of different types of urban universities from the late-nineteenth century to the present, a sequence of topically oriented classes that focus on various aspects of urban universities in terms of both their internal characteristics and their relationships with their surrounding communities, and a view of selected urban universities in the United States.

EDU 7258. Strategic Management in Higher Education. 3 Hours.
Examines strategic management from multiple conceptual and intellectual traditions. Focuses on the latest research and situates strategic management within the context of higher education.

EDU 7264. Educating Global Students: Issues and Practices. 3 Hours.
Examines higher education issues of quality, assessment, outcomes, faculty development, use of adjunct faculty, etc., which are intensified in transnational delivery. Transnational higher education (i.e., international education), typically defined as the mobility of higher education students and programs across countries, is not only a growing educative approach broadening world views and increasing access but is also seen as entrance to new student markets. The growth of transnational higher education brings opportunities and presents challenges.

EDU 7265. Contemporary Issues in Community Colleges. 3 Hours.
Examines contemporary issues facing community college administration, including promoting equity, open access, diversity and affirmative action, transfer policies, workforce development, and developmental education.

EDU 7269. Leadership in Higher Education: The College Presidency. 3 Hours.
Focuses on the special characteristics of the presidency in four-year colleges and universities. Structured around the three basic roles of the president—leader, manager, policymaker—uses case studies to illustrate the challenges of each. Considers views of the presidency by scholars and practitioner-observers and includes the experience of the presidency as described in the memoirs of former presidents. The premise of the course is that the presidency is a uniquely complex position, indispensable to the effective functioning of colleges and universities and subject to many different approaches depending on institutional needs and individual characteristics. Stresses the idea of the scholar-practitioner as a central element of effectiveness in each of the three critical roles.

EDU 7272. Global Perspectives of Organizational Culture. 3 Hours.
Examines organizational culture from an interdisciplinary and global perspective. The capability to understand and to interact with different organizational cultures across the world and the skill to build effective local organizational cultures are prerequisites to effective leadership. Examines key models of organizational culture and current research studies with an emphasis on how culture develops and evolves and its relationship to organizational performance. Offers students an opportunity to critique research designs and methodologies used to measure, describe, and understand organizational culture. Students with a deep understanding of organizational culture become empowered to organize systems, symbols, and people in ways that influence planning, policies, and resource allocations in their organizations.

EDU 7274. Doctoral Seminar in Organizational Leadership and Communication. 3 Hours.
Examines critical and timely issues challenging education leaders. Uses individual consultations with the instructor and critical feedback from their peers to offer students an opportunity to focus their thesis arguments and articulate how their projects contribute to applied research in the field of organizational leadership and communication. May be repeated up to four times.

EDU 7275. Contemporary Models of Leadership. 3 Hours.
Approaches leadership as a function in social systems, reviewing contemporary perspectives of organizational leadership such as leadership and identity, complexity, shared, and global leadership. Understanding the theory and research underpinning current leadership practices is invaluable knowledge for any organizational leader. Offers students an opportunity to expand, apply, reflect on, and refine their personal leadership knowledge, skills, and abilities to further how they steward their organizations.

EDU 7276. Organizational Communication: Institutional and Global Perspectives. 3 Hours.
Examines the messages, meanings, patterns, and networks of communication, discourse, and symbols as they aid in defining the nature of educational organizations. The study of organizational communication is frequently referred to as the “dynamic interplay between communication processes and human organizing.” Considers selected theoretical approaches and thematic strands in the study of organizational communication: function—the use of communication to accomplish tasks within educational settings; identity and relationship—how the organizations in which we participate affect us; technology—the centrality of social media to organizational networks, both internal and external, and globalization—the opportunities, practices, and responsibilities associated with the global organization.

EDU 7277. Organizational Learning and Systems Thinking. 3 Hours.
Examines current leadership and identity, complexity, shared, and global leadership. Approaches leadership as a function in social systems, reviewing contemporary perspectives of organizational leadership such as leadership and identity, complexity, shared, and global leadership. Considers the centrality of social media to organizational networks, both internal and external, and globalization—the opportunities, practices, and responsibilities associated with the global organization.
EDU 7280. Fundamentals of Research. 3 Hours.
Offers students an overview of all components of a doctoral thesis. Designed to support students’ efforts to hone in on their specific area of research and to write a problem of practice, research questions, and literature review. Offers students feedback on their work from faculty and peers in the course in order to complete a rough draft of the first two chapters of their potential thesis proposal.

EDU 7281. Research Design. 3 Hours.
Focuses on turning a research question into a potential thesis. Emphasizes effective alignment of problem, purpose, question, theory, and method. Offers students an opportunity to examine various qualitative and quantitative research designs and to explore the role of theory in each design. Encourages students to seek to gain a clear understanding of methodology and the different approaches and theories scholars have used to investigate their area of interest. Seeks to guide students through the process of creating a detailed outline that articulates all design components of their theses.

EDU 7282. Quantitative Research. 3 Hours.
Introduces students to a variety of quantitative research designs and the necessary procedures of each design in order for them to conceptualize their doctoral thesis research. Offers students an opportunity to acquire and practice skills in analyzing quantitative data. Students should conclude the course with a conceptual foundation for their doctoral thesis and familiarity with the proposal development process.

EDU 7283. Qualitative Research. 3 Hours.
Introduces students to a variety of methodological approaches in order for them to conceptualize their doctoral thesis research from the perspective of multiple qualitative perspectives. Students conduct a field project with the goal of gaining skills in collecting and analyzing data. Students should conclude the research series with a conceptual foundation for their doctoral thesis and familiarity with the proposal development process.

EDU 7284. Research Regional Seminar: Educational Research Ethics. 3 Hours.
Introduces ideas, legalities, and complex issues that are central to the ethics of educational research, with special emphasis on issues relevant to the Southeast region. Explores unethical research behavior that is obvious and also covers research misconduct involving principles and practices that are less easy to recognize and defend. Learning to become a responsible and successful researcher can be complicated and intellectually challenging. Being a participatory researcher within one’s specific region adds another layer of complexity to the researcher’s role and responsibility. This course is based on case studies in which there are complex and sophisticated research paradigms. Assesses and explores with a critical lens each case study to reach a higher level of nuanced understanding of the ethics in research.

EDU 7285. Research Regional Seminar: Educational Research in Regional Perspective. 3 Hours.
Designed with a focus on the collective audit of regional needs, enabling the faculty and graduate students to be involved in a broad range of community-oriented research issues in the Southeast region. Focuses on the complex economic, social, political, and educational characteristics of this region, using it as a laboratory that pedagogically links teaching, research, and service. The course is positioned around the theoretical and applied analysis of the Southeast metropolitan areas and their broader regional, national, and global contexts.

EDU 7286. Research Regional Seminar: Educational Research Design in a Postmodern World. 3 Hours.
Examines a problem of practice; the literature review associated with it; and the practice of collecting data, within the context of the Southeast region, as scholar-practitioners in a postmodern society. Explores the understandings in the Southeast region around assumptions and beliefs in education; notions of rationality, modernism, and postmodernism; the validation of value judgments; relations with future generations; multiculturalism and gender justice in democratic societies; and their impact on the review of, formulation of, and conduct of research design.

EDU 7287. Faith-Based Education in Democratic Society. 3 Hours.
Addresses the changes in the relationships between faith-based communities and democratic society as they are played out in public and private educational contexts. Emphasizes political, sociological, and historical analyses and their implications for contemporary educational leadership. Investigates controversies on forms of public funding for religious education, separation of church and state, Supreme Court decisions, and the relationship between religious communities and public policy.

EDU 7288. Faith, Ethics, and Leadership in Education. 3 Hours.
Examines the nexus between educational leaders’ multiple sources of fidelity in decision making. Focuses on the interplay between norms of specific faith-based communities and traditions on the one hand and ethical principles that cut across differences on the other. Focuses on philosophies of education and their relationships to faith-based educational aspirations. Through ethical inquiry and case studies of religious communities, offers students an opportunity to articulate their own approaches to ethical decision making in faith-based organizations and in pluralist, diverse societal contexts.

EDU 7290. Contemporary Models of Sports Leadership. 3 Hours.
Reviews contemporary leadership theory and models as applied to the world of sports. Approaches leadership as a function of social systems, emphasizing recent conceptualizations such as distributed leadership, complexity leadership, and global leadership. Offers students an opportunity to expand, apply, reflect on, and refine their personal leadership knowledge, skills, and abilities to further how they steward their sports organizations.

EDU 7291. Personnel Development in Sports Leadership. 3 Hours.
Provides an overview of general personnel development theories, techniques, and tools that are applied to the context of sport. Contrasts development in higher education, nonprofit, and private-sector sport organizations that have athlete and nonathlete members that need to work separately or in concert, including those that play a supportive role to sporting activities. Includes learning and organizing theory. Covers the basics of recruitment, training needs assessment, leading the training function for performance improvement, orienting new employees, helping personnel achieve professional and career goals, managing in-person and virtual teams, making the buy-or-build decisions, promoting diversity and inclusion, and how to use organizational strategies to ensure success of personnel development initiatives to support the mission of sport organizations.
EDU 7292. Social Justice in Sports. 3 Hours.
Examines issues related to social justice in sports, including the influence of gender, economics, and geography within sports organizations. Studies the global footprint of sport and applies sports leadership principles to discover how sport can have a positive impact on society and various cultures. These include developing personal leadership skills and assumptions that can offer solutions for change. Sport organizations have become more socially responsible within the communities that they serve to help train and educate future leaders through the power of sport. Offers students an opportunity to investigate examples of sport being used as a vehicle for social justice and change worldwide. Studies the use of sport for development and peace.

EDU 7293. Legal and Ethical Issues in Sports Leadership. 3 Hours.
Investigates numerous legal cases and issues present in sports both professionally and at the amateur level. Seeks to enable students to gain an understanding of the legal responsibilities of sports leaders. Emphasizes researching ethical business and legal cases, including social issues relating to race and ethnicity as well as other issues on gender equity. In the amateur realm, investigates athletic eligibility, drug testing, low student-athlete graduation rates, pay-for-play, concussion protocol, and violence in sports. Sport leaders also need to understand antitrust laws in order to protect and keep their respective sport organizations within the letter of the law. Offers students an opportunity to gain an understanding of how to apply legal theories to address each of these scenarios.

EDU 7295. Dissertation in Practice Seminar. 3 Hours.
Offers students an opportunity to reflect on what has been learned through the first two cycles of research and plan for their third cycle. Faculty and peers guide students in planning for final components of the dissertation in practice.

EDU 7300. Doctoral Research Seminar. 1-3 Hours.
Offers a special topics course designed to support candidates in the development of their doctoral projects. Through individual consultations with the instructor and critical feedback from their peers, this course offers students an opportunity to advance their Doctoral Project Proposal (DPP) by focusing in-depth on a specific application of practice-based research such as case studies, action research, evaluation studies, or survey studies. May be repeated for up to 6 total credits.

EDU 7962. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions.

EDU 7978. Independent Study. 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic.

EDU 7983. Topics. 1-4 Hours.
Covers special topics in education. May be repeated without limit.

EDU 8790. Doctoral Thesis Seminar. 6 Hours.
Supports the doctoral theses that must conform to the guidelines developed by members of the faculty. Final theses must be presented to a review panel prior to graduation. May be repeated once.

EDU 8791. Doctoral Thesis Continuation. 0 Hours.
Offers students an opportunity for continued doctoral thesis work conducted under the supervision of departmental faculty. May be repeated up to three times.

EDU 8792. Doctoral Thesis Continuation. 0 Hours.
Offers students an opportunity for continued doctoral thesis work conducted under the supervision of departmental faculty. May be repeated up to 24 times.

EDU 8799. Thesis Findings and Discussion. 12 Hours.
Supports the processes associated with writing the results and discussion chapters of the thesis. Highlights the scholar-practitioner aspect of the program's mission, requiring that students think carefully about the practical implications of their work and how they plan to communicate or disseminate those implications to an authentic audience and engage relevant stakeholders in a relevant application of their findings. Successful completion is determined by a student's defense of the final thesis work that is approved by their thesis committee.

EDU 8796. Thesis Proposal and the Internal Review Board. 0 Hours.
Designed to support the thesis proposal and Internal Review Board (IRB) submission. After submitting their thesis proposals to the IRB, students are expected to continue to edit the first two chapters of their proposals in order to update or expand the literature review with recent contributions that have been made to the different bodies of research that inform their studies. Seeks students to have developed a draft of the doctoral thesis proposal, including introductory chapter, literature review, and research design.

EDU 8797. Thesis Data Collection, Initial Analysis, and Management. 0 Hours.
Supports the processes associated with writing the results and discussion chapters of the thesis. Highlights the scholar-practitioner aspect of the program's mission, requiring that students think carefully about the practical implications of their work and how they plan to communicate or disseminate those implications to an authentic audience and engage relevant stakeholders in a relevant application of their findings. Successful completion is determined by a student's defense of the final thesis work that is approved by their thesis committee.