EDUC 1111. Education in the Community. 4 Hours.
Considers the unique contributions of community, family, and public schools to education in the United States today. Uses classroom and field-based activities to provide historical and social contexts of public education. Encourages students to reflect on their own prior education, to learn from persons active in the education community, and to consider their future roles as educators.

EDUC 1990. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

EDUC 2990. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

EDUC 3521. Field Experience. 0 Hours.
Provides field placement and performance assessment that complements an intermediate or advanced course taken concurrently by students in the School of Education. Requires admission to the School of Education.

EDUC 3568. Literacy Field. 0 Hours.
Provides field placement and performance assessment that complements EDUC 5121 taken concurrently by students in the School of Education.

EDUC 3990. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

EDUC 4000. Ethics and Education. 4 Hours.
Offers an interdisciplinary ethics and education course intended for students interested in considering how educators’ ethical dispositions, decisions, and behaviors affect and reflect a society’s values and ideals. Covers three primary areas of inquiry in this course. The first is the field of ethics itself—ethics of duty, idealism, utilitarianism, virtue, relativism, pragmatism, pluralism, critical ethics, ethics of care, and ethics of professionalism. The second is these ethical paradigms’ import for education, including issues relating to equality, diversity, cultural recognition, competition, dishonesty, privacy, discrimination, reward, and punishment. Third, the course considers particular theories of moral development and their relationship to moral education. Emphasizes the particular types of ethical issues presented in urban education contexts.

EDUC 4504. Learning and Accomplished Practice. 4 Hours.
Offers a practice-mediated survey of contemporary educational theory of human learning and accomplished teaching. Students develop a working understanding of teaching and learning as they occur in different types of schools and community settings. Investigates two kinds of theories: theories learning and cognition—how humans learn, acquire knowledge, and make sense of their experience; and theories of teaching or pedagogy—how best to teach for understanding and learning achievement. Students synthesize their developing understanding through their instructional activity with children in field placements. Includes a field placement and performance assessment to complete the course satisfactorily. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4511. Curriculum Design and Assessment. 4 Hours.
Explores the discourse about ‘curriculum’ as an evolution in our thinking about what’s worth learning and teaching. Links learning theory and teaching practice in three key areas: the impact of the community on the student as learner, the role of pedagogy in creating access to learning for all students, and the selection of curriculum content to create both inclusive and challenging learning environments. Students examine and develop several curricula as they explore the process of curriculum construction and the theoretical perspectives that affect what and how teachers teach, and how they assess student work. Presents an opportunity, prior to student teaching, for students to model both the concrete activities of the curriculum design process and their reflection on that process. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4521. 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. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4522. Teaching the Language Arts. 4 Hours.
Aims at developing competence and confidence in secondary teachers 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. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4524. Teaching History and the Social Studies. 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. Graduate students are required to demonstrate advanced levels of study and research.
EDUC 4525. 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. Students develop a curriculum unit including assessment philosophy and practices. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4526. Teaching Mathematics. 4 Hours.
Explores mathematics teaching methods that are research based, experienced based, and grounded in the contemporary theoretical frameworks influencing mathematics education. Emphasis is on 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. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4530. Race and Urban Education. 4 Hours.
Provides an intensive examination of racism in the United States and the implications of race on homophobia, sexism, and so on, with a focus on the context of urban education. Through the lenses of color, ethnicity, and class, explores questions and concepts that lie at the heart of our personal and professional interactions in the school, classroom, and the community. Students are expected to participate in class discussion and begin the personal exploration of their own feelings and experience with racism. Combines formal lectures with group and small-group discussions, fieldwork, and video presentation.

EDUC 4552. Inquiry in the Humanities and Social Sciences at the Elementary Level. 4 Hours.
Examines how teachers enhance children's understanding of history and social studies as part of a coordinated approach to the humanities. The goal is for teachers to engage students actively in reading, writing, and speaking through approaches that develop critical skills and habits of mind in relation to issues of citizenship, community, social justice, and the pursuit of truth in an evolving world. Explores methodology and curriculum design, applicable within and beyond social studies/history and language arts/English. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4553. Inquiry in Math and Science at the Elementary Level. 4 Hours.
Designed to help students enhance their understanding of how children develop math, science, and technology knowledge and skills, and how the three areas are interconnected. Examines research into current issues influencing elementary school math, science, and technology. Emphasis is on strategies for planning and implementing an integrated lesson; equity, gender, and access issues; problem solving; state and national curriculum and assessment issues related to math, science, and technology education; and standards-based curriculum materials. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4567. Literacy Development and Instruction. 4 Hours.
Using an inquiry approach, explores the rich complexity of literacy development and instruction in the elementary grades. Considers reading and writing as ways of exploring and reacting to the world in a thoughtful, articulate manner. Considers how reading, writing, speaking, and listening are interrelated, critical processes for exploring and responding to the world. An integrated language model serves as a basis for instructional methodology. Explores a range of approaches to reading and writing instruction based on students' own experiences and questions, in light of research on cognitive development and language acquisition, and informed by political and sociocultural perspectives. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4570. Inclusion, Equity, and Diversity. 4 Hours.
Provides students with tools and understanding to address the range of learning needs of special education legislation, as well as the politics of who is identified and why. Examines students' own attitudes about teaching children with learning disabilities, and develops skills and strategies for identifying and teaching. Graduate students are required to demonstrate advanced levels of study and research.

EDUC 4580. Teaching Practicum. 8 Hours.
Supervised 300-hour-minimum practicum situated within Boston Public School system that meets the requirements for Massachusetts State initial licensure. The teacher candidate is mentored by cooperating teachers and NU faculty to meet performance assessment of professional standards. Director of field placement approval required. Requires appropriate fieldwork, completion of education licensure courses, and passing scores on the Massachusetts Tests for Educator Licensure (MTEL).

EDUC 4851. Teaching Seminar. 4 Hours.
Integrates theoretical knowledge and practical understanding through a cycle of action and reflection. In conjunction with a teaching practicum, enables the teacher candidate to meet the professional standards for Massachusetts State initial licensure. Requires appropriate fieldwork and completion of education licensure courses.

EDUC 4936. Disciplines Field. 0 Hours.
Provides field placement and performance assessment that complements the following discipline courses: EDUC 5122, EDUC 5124, EDUC 5125, or EDUC 5126 taken concurrently by students in the School of Education.

EDUC 4947. Teaching Preparatory Lab 3. 0 Hours.
Provides field placement and performance assessment that complements an intermediate or advanced course taken concurrently by students in the School of Education. Requires admission to the School of Education.

EDUC 4970. Junior/Senior Honors Project 1. 4 Hours.
Focuses on in-depth project in which a student conducts research or produces a product related to the student's major field. Combined with Junior/Senior Project 2 or college-defined equivalent for 8 credit honors project. May be repeated without limit.

EDUC 4971. Junior/Senior Honors Project 2. 4 Hours.
Focuses on second semester of in-depth project in which a student conducts research or produces a product related to the student's major field. May be repeated without limit.

EDUC 4990. Elective. 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

EDUC 4992. Directed Study. 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. May be repeated without limit.
EDUC 4993. Independent Study. 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. May be repeated without limit.

EDUC 5503. 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. Expects students to participate in reflective discussion and begin to explore 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.

EDUC 5504. Child and Adolescent Development, Learning, and Teaching. 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.

EDUC 5570. Inclusion, Equity, and Diversity. 4 Hours.
Addresses the range of learning needs of special education legislation, as well as the politics of who is identified and why. Examines students' own attitudes about teaching children with learning disabilities. Offers students an opportunity to develop skills and strategies for identifying and teaching learning-disabled children. Requires graduate students to demonstrate advanced levels of study and research.