

# Education - CPS (EDU)

## **EDU 1007. Child and Adolescent Development and Variation. (1 Hour)**

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 in K–12 educational settings. Infuses the impact of culture on development throughout the course. Introduces assessments and interventions in development and learning in educational K–12 settings. Offers students an opportunity to apply developmental concepts to experiential learning opportunities.

## **EDU 1008. Overview of Applied Behavior Analysis. (1 Hour)**

Provides an overview of applied behavior analysis (ABA), which is concerned with the improvement and understanding of human behavior. Focuses on basic concepts and methodologies involved in behaviorism and their application to behavior change within educational settings. Offers students an opportunity to apply behavioral concepts related to education in the K–12 setting through experiential learning opportunities.

## **EDU 1009. Evidence-Based Practices. (1 Hour)**

Explores specific strategies to help students retain new academic information, stay motivated, and generalize academic skills. Builds upon brain development, behavioral interventions, and educational best practices in K–12 settings to study differentiation within heterogeneous groups through experiential learning opportunities.

## **EDU 5051. Culture, Equity, Power, and Influence. (3 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 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 5086. Foundations of Literacy Development and Instruction. (3 Hours)**

Introduces fundamental theoretical and practical instructional principles of developing reading, writing, and language arts, grounded in research on cognitive development and language acquisition, and informed by political and sociocultural perspectives. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support developing literacy and engaging learners.

## **EDU 5101. Critical Issues in Education: Past and Present. (2 Hours)**

Examines the historical, political, economic, and societal roles of schools while interrogating educational policies, inequities, and controversies that impact K–12 education, as well as the classroom and community opportunities for teachers to effect change. Educational experiences and outcomes in the United States are shaped by existing systems and institutional structures.

## **EDU 5102. Reflection, Community Engagement, and Agency in Education. (2 Hours)**

Introduces the facets of reflective practice beginning with a dispositional self-assessment to ground an exploration of culturally responsive teaching, culturally and linguistically sustaining practices, and to cultivate an activist mindset. Includes a community-based field component to explore funds of knowledge within specific community contexts to in order to support the development of an asset view of students and families and empower an understanding of dynamic experiential teaching and learning.

## **EDU 5104. Child & Adolescent Development, Learning, and Teaching. (3 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 5107. Inclusion, Equity, and Diversity. (3 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.

## **EDU 5978. Independent Study. (1-4 Hours)**

Offers independent work under the direction of members of the department on a chosen topic.

## **EDU 6001. Experiential Learning Theory and Practice. (4 Hours)**

Offers experiential educators an opportunity to obtain the knowledge, skills, and competencies needed to design and facilitate engaging and meaningful learning experiences. Compares different theoretical foundations for how people learn through experience and how these theories are put into practice using different approaches for teaching through experiences including active learning, inquiry-based learning, service-learning, place-based learning, and project-based learning. Discusses the principles of deeper learning and how to support the development of deeper learning competencies through experiential learning.

## **EDU 6002. Culturally Responsive Experiential Teaching and Learning. (4 Hours)**

Offers experiential educators an opportunity to obtain the knowledge, skills, and competencies needed to design and facilitate engaging and meaningful student-centered learning experiences that meet the needs of a diverse range of learners. Explores the constructs of culture, equity, power, and positionality and how educators facilitate the learning of others, it is important to understand who we are and how our own learning experiences shape our practices and perspectives. Also explores how to facilitate social emotional growth, agency, and self-authorship in students through culturally responsive experiential learning.

**EDU 6003. Applied Research in Experiential Teaching and Learning. (4 Hours)**

Offers experiential educators an opportunity to obtain the knowledge, skills, and competencies needed to collect, analyze, and use data as evidence to inform best practices in experiential teaching and learning. Explores the limitations of current assessment and teaching practices, after which learners apply Mind, Brain, and Education (MBE) science, the Understanding by Design (UbD) framework to develop an Experiential Learning (EXL) plan for deeper learning at the classroom, school, or district level. Learners reflect on how the design thinking process can be used to improve the EXL plan through the collection of a mix of multimodal, formative, and summative data collected from a variety of stakeholders. Learners share their EXL plan with relevant stakeholders and incorporate feedback.

**EDU 6004. Leading Experiential Teaching and Learning. (4 Hours)**

Offers experiential educators an opportunity to obtain the knowledge, skills, and competencies needed to engage in leadership practices to negotiate challenges and opportunities associated with experiential teaching and learning by applying the different leadership frameworks. Explores how to lead successful professional development experiences and how to establish and support effective professional learning communities. Offers students an opportunity to learn how to lead efforts to engage with, leverage, and contribute to different networks dedicated to supporting experiential teaching and learning.

**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. Introduction to Social Justice in Educational Settings. (4 Hours)**

Introduces the concepts of social justice, especially as they relate to educational access. Explores educational institutions as systems and questions how individuals can be agents of change in teaching, learning, curriculum, and administration. Offers students an opportunity to engage in reflective discussion and begin to explore their own feelings and experiences with social justice and development of cultural intelligence to prepare them to influence and advocate for systemic change.

**EDU 6064. Curriculum and Assessment. (4 Hours)**

Presents how curriculum, student performance, and assessment are currently practiced in a variety of school settings with a view toward changing current practice to meet future needs. 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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**EDU 6086. Foundations of Literacy Development and Instruction. (4 Hours)**

Introduces fundamental theoretical and practical instructional principles of developing reading, writing, and language arts, grounded in research on cognitive development and language acquisition, and informed by political and sociocultural perspectives. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support developing literacy and engaging learners.

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**EDU 6101. Critical Issues in Education: Past and Present. (2 Hours)**

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**EDU 6102. Reflection, Community Engagement, and Agency in Education. (2 Hours)**

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**EDU 6107. 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.

**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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**EDU 6154. 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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**EDU 6155. 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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6104 (may be taken concurrently) with a minimum grade of C- ; EDU 6107 (may be taken concurrently) with a minimum grade of C-

**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. (3 Hours)**

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 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.

**Prerequisite(s):** EDU 6050 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6051 (may be taken concurrently) with a minimum grade of C- or EDU 6204 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6051 with a minimum grade of C-

**EDU 6204. The Foundations of Higher Education. (5 Hours)**

Offers students an opportunity to obtain a foundation to understand the structure, governance, and operations of institutions of higher education in the United States. Students examine peer-reviewed articles, study the rules and methods through which scholarly works are developed, and begin to apply research findings to real problems and issues in higher education. Through critical evaluation, interpretation, and uses of published research, assesses higher education's complex organizational structure. Examines how these constructs are subject to today's environmental, financial, technological, and competitive pressures; considers how higher education may implement innovation; and analyzes strategies for adaption. Offers students an opportunity to learn to use an ePortfolio to document their development as scholar-practitioners.

**EDU 6205. The Demographics of the New College Student. (4 Hours)**

Offers students an opportunity to understand the changing demographics of students who matriculate at higher education institutions, such as first-generation college students, veterans, international students, and adult learners. Explores strategies and theories for college student access and success.

**Prerequisite(s):** EDU 6051 with a minimum grade of C-

**EDU 6216. The College Student Experience. (4 Hours)**

Explores how various student development theories can be leveraged to positively impact learners' social and academic success in higher education.

**Prerequisite(s):** EDU 6205 (may be taken concurrently) with a minimum grade of C- or EDU 6447 (may be taken concurrently) with a minimum grade of C-

**EDU 6217. The History of Colleges and Universities. (4 Hours)**

Explores the historical origins of higher education in the United States, from the colonial era to the present. Focuses on an array of topics including liberal arts, graduate education, community colleges, historically black colleges and universities, Hispanic-serving institutions, study abroad, international students, online education, religious-affiliated institutions, and professional higher education associations.

**EDU 6218. Money Matters: Financial Management in Higher Education. (4 Hours)**

Offers students an opportunity to develop the practical skills and competencies necessary to build and manage budgets, advocate for and allocate both human/financial resources, and effectively articulate how strategic initiatives translate into budget requests. Linking theory to practice, successful students develop core financial management competencies while also being exposed to how colleges/universities approach critical fiduciary responsibilities. Developing both a conceptual and practical understanding of the financial management strategies employed within today's changing landscape of higher education is critical to professional success.

**Prerequisite(s):** EDU 6204 with a minimum grade of C-

**EDU 6219. Higher Education Law and Policy. (4 Hours)**

Offers an overview of the major aspects of the legal and political environments that impact institutions of higher education, ranging from access, affordability, readiness, and completion to gainful employment. Offers students an opportunity to learn multiple approaches for addressing these requirements and understanding and influencing policy development at all levels, both internal and external.

**Prerequisite(s):** EDU 6204 with a minimum grade of C- ; EDU 6217 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 with a minimum grade of C-

**EDU 6222. Contemporary Issues Capstone. (4 Hours)**

Offers students an opportunity to reflect on their development as scholars, practitioners, and leaders in the field of higher education. Students apply knowledge developed throughout the program to various contemporary issues in higher education. Requires students to demonstrate mastery of content through a significant project and present their final ePortfolios to showcase their work.

**Prerequisite(s):** EDU 6204 with a minimum grade of C- ; EDU 6217 with a minimum grade of C- ; EDU 6051 with a minimum grade of C- ; EDU 6205 with a minimum grade of C- ; EDU 6218 (may be taken concurrently) with a minimum grade of C- ; EDU 6234 (may be taken concurrently) with a minimum grade of C- ; EDU 6219 (may be taken concurrently) with a minimum grade of C-

**EDU 6223. Change Agency. (4 Hours)**

Examines change management theories and strategies across disciplines. Students apply course work to their own unique contexts. Offers students an opportunity to identify a change they wish to make in their own environment and explore strategies they can utilize as individuals, resulting in the articulation and implementation of a plan to create change in their workplace.

**EDU 6224. Strategic Leadership in Enrollment Management. (4 Hours)**

Examines the multifold strategies in student enrollment including predictive analytics models, branding and marketing, access and affordability, and communication with internal and external constituents. Taught from a systems-thinking perspective.

**Prerequisite(s):** EDU 6050 with a minimum grade of C- or EDU 6204 with a minimum grade of C-

**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 6226. Budget Development. (2 Hours)**

Offers students an opportunity to engage in a budget development process by selecting a focus area, identifying and articulating a vision for a new initiative/department, and creating a plan for implementation. Students then design, build, and defend a budget proposal in order to fund their initiative.

**Prerequisite(s):** EDU 6218 with a minimum grade of C-

**EDU 6227. The New Supervisor. (2 Hours)**

Explores leadership, group dynamics, change management, and staff motivation within the field of higher education. Assuming a supervisory role over an established staff creates challenges and opportunities. Students draw from their professional contexts and engage in the process of developing a plan of action for assuming leadership in a new environment.

**EDU 6228. Supervising Through Change. (2 Hours)**

Explores topics such as the role of the supervisor during change, change management theories, communication strategies, leadership, and management techniques in the field of higher education. Leading a team through a change in organizational structure, philosophy, or shift in duties creates unique challenges for supervisors. Offers students an opportunity to navigate the challenge of motivating their staff through an identified change by creating an action plan.

**EDU 6229. Challenges in Supervision. (2 Hours)**

Explores topics around motivating difficult employees, communication techniques, management techniques, action plans, and power dynamics in the field of higher education. Offers students an opportunity to navigate the challenge of working with an underperforming employee.

**EDU 6231. Crisis Management. (2 Hours)**

Offers students an opportunity to identify a potential crisis relevant to their workplace or engage in a simulated crisis experience. Crisis can occur in any job function in higher education administration. Students develop and implement a tabletop exercise to stress-test their crisis management plan.

**EDU 6232. Midlevel Strategic Planning. (2 Hours)**

Offers students an opportunity to develop departmental strategic plans. Includes goals, objectives, forms of assessments, and development of a multipronged approach toward achieving departmental goals.

**Prerequisite(s):** EDU 6204 with a minimum grade of C- ; EDU 6234 with a minimum grade of C-

**EDU 6233. Survey Design. (2 Hours)**

Reviews how to build a survey that assesses the intended outcome efficiently, effectively, and accurately. Topics include logic, branching, customization, and writing better survey questions. Designing a survey is a basic requirement for assessing the effectiveness of programs and initiatives. Poorly constructed surveys can yield misleading results. Offers students an opportunity to utilize survey tools.

**Prerequisite(s):** EDU 6234 with a minimum grade of C-

**EDU 6234. Program Evaluation, Assessment, and Accreditation in Higher Education. (4 Hours)**

Examines the purpose and goals of program evaluation. Offers students an opportunity to explore the different methodologies of program evaluation and the application of results for continuous improvement at their workplace. Reviews various assessment tools, such as NSSE surveys and campus climate surveys. Also explores the role and purpose of accreditation associations and the impact on colleges and universities.

**EDU 6236. Data Decision Making in Higher Education. (4 Hours)**

Introduces students to descriptive data analysis and data visualization techniques. Examines ethical considerations, communication around data, and effective uses of data through an equity lens. Addresses questions such as how data should inform decision making, what story data tells and how, and what data reflects and omits.

**Prerequisite(s):** EDU 6234 (may be taken concurrently) with a minimum grade of C-

**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 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.

**Prerequisite(s):** EDU 6050 (may be taken concurrently) with a minimum grade of C- or EDU 6204 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6051 (may be taken concurrently) with a minimum grade of C- ; EDU 6319 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6051 with a minimum grade of C-

**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. The act of assessment verifies that learning has taken place, but it also provides opportunities for refining plans and improving student learning. Some strategies are easily implemented, while others require advanced expertise. Covers recent advances in technology that make it possible to gather a wealth of data on how people interact within the environments in which they learn, recording each click of the mouse. In education, the use of this data to improve learning is referred to as "learning analytics."

**Prerequisite(s):** EDU 6051 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 with a minimum grade of C- or EDU 6204 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 with a minimum grade of C-

**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. Early innovators on the Web proclaimed that “information wants to be free.” This perspective is the heart and soul of open learning, whose mission often includes global and affordable access to education. Analyzes whether an open approach is appropriate for the learning scenario, the strategy for sustainability, if the learning experience is equally viable across cultural and economic demographics. Takes a case-study approach that investigates and critically analyzes open learning exemplars. Expects students to design and develop an open learning experience.

**Prerequisite(s):** EDU 6050 with a minimum grade of C- or EDU 6204 with a minimum grade of C-

**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 6334. Foundations of Learning Experience Design. (4 Hours)**

Designed to orient students to the learning design profession and introduces the foundational elements of learning experience design. Emphasizes core theories, design frameworks, and delivery methodologies. Offers students an opportunity to practice introductory design-related skills.

**Prerequisite(s):** EDU 6050 (may be taken concurrently) with a minimum grade of C- ; EDU 6319 (may be taken concurrently) with a minimum grade of C-

**EDU 6335. Advanced Practices in Learning Experience Design. (4 Hours)**

Guides students through an entire learning design planning process. Includes an initial analysis of needs; the design of aligned objectives, learning strategies, and assessments; and resource development, delivery methods, implementation, and evaluation planning. Emphasizes creation of authentic learning-based solutions to identify problems of practice using design models that align with scope, content, learning context, and learner.

**Prerequisite(s):** EDU 6334 with a minimum grade of C-

**EDU 6336. Data Literacy for Data-Driven Decision Making. (4 Hours)**

Explores the role that data plays in decision making. Emphasizes the use of data to determine needs, unpack performance data, and interpret course or program performance measures. Highlights data exploration and analysis methods that support data visualization storytelling. Examines ethical and cultural implications around data use.

**EDU 6338. Learning Experience Design Studio. (4 Hours)**

Offers students a loosely-structured design space for the independent creation of an authentic learning experience or product (e.g., course, workshop, webinar, app, website), guided by professional learning designers. Emphasizes individual design decision-making and creative risk-taking opportunities throughout the learning design process, while also providing collaborative opportunities for critiquing, inspiring, and uplifting peers through the successes and challenges indicative of the learning design field.

**Prerequisite(s):** EDU 6335 with a minimum grade of C-

**EDU 6340. Learning Analytics Concepts and Theories. (4 Hours)**

Offers students an opportunity to learn about diverse perspectives in the field of learning analytics—including learning analytics assumptions, theories, epistemologies, and debates—in order to understand this emerging field. Explores distinctions among educational data mining, learning analytics, and big data, as well as their relationships to data analytics. Discusses key ethical, practical, and cultural challenges to the effective and appropriate use of learning analytics. Expects students to demonstrate their understanding of learning analytics concepts and theories through the development of a learning analytics philosophy statement.

**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. Expects students to demonstrate their educational data mining skills through a hands-on final project.

**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.

**Prerequisite(s):** EDU 6182 with a minimum grade of C- ; EDU 6341 with a minimum grade of C-

**EDU 6344. Data Visualization for Learning Analytics. (4 Hours)**

Studies how to synthesize the technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience and deliver those components in a coherent, convincing format. In addition to gathering and interpreting data, today's educational environment requires the ability to communicate the results of data analysis to a variety of audiences. Expects students to produce a sample research report as a culminating project.

**Prerequisite(s):** EDU 6182 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6051 (may be taken concurrently) with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6050 (may be taken concurrently) with a minimum grade of C-

**EDU 6516. Sheltered English Instruction 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 explores how to translate those theories 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. Addresses basic strategies for incorporating academic vocabulary into content instruction and assessment of language proficiency. 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. Joins theory to practice by introducing students to current instructional research and practice and includes fieldwork.

**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.

**Prerequisite(s):** EDU 6104 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 6183 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- or EDU 7209 with a minimum grade of C-

**EDU 7207. Foundations of Doctoral Studies. (3 Hours)**

Examines professional doctoral studies, the construct of scholar-practitioner, and the role of action research in creating change for social justice. Offers students an opportunity to define problems of practice and explore the basic components of action research.

**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).

**Prerequisite(s):** EDU 7209 with a minimum grade of C-

**EDU 7213. Education Entrepreneurship. (3 Hours)**

Examines how entrepreneurial activity can make a significant impact on the lives of others and considers how political, social, and community conditions can either support or hinder such activity. Uses several contemporary case studies to examine how individuals and groups have pursued entrepreneurial activity. Through scenario planning students analyze the critical elements that lead to successful entrepreneurial activity. At the end of the course, offers students an opportunity to design their own entrepreneurial endeavor grounded in the impact they would like to make for others and their communities. Educators at all levels need to be innovators, capable of creating, facilitating, and supporting entrepreneurial activity that serves others and their communities.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7214. Changing Conceptions of Learning and Human Development: Research and Practice. (3 Hours)**

Examines how interdisciplinary fields in the social sciences and the humanities provide frameworks for thinking about changing conceptions of learning and human development at the levels of the individual, the individual in relationship with others, and the individual in varied social contexts. Close examination of primary source readings offers students an opportunity to investigate the ways these ideas have influenced educational research and practice. Requires students to deeply reflect about how conceptions of learning and human development matter when designing and conducting their own doctoral research.

**Prerequisite(s):** EDU 7209 with a minimum grade of C-

**EDU 7216. Social Justice and Educational Equity. (3 Hours)**

Explores how conceptions of justice and oppression have evolved in the United States. Offers students an opportunity to examine seminal texts, analyze contemporary educational research, and explore and analyze how social justice issues inform and contribute to problems of practice in contemporary educational contexts. Instructors employ a variety of pedagogical strategies to facilitate independent and collaborative learning.

**EDU 7217. Educational Systems: The Dynamics of Policy, Power, and Practice. (3 Hours)**

Introduces the policy process, education governance, and education policy issues. Critically analyzes professional practice and problems of practice within the broader context of local, state, and federal education policy systems. The course is divided into four units: the foundations of education policy; education governance and policy subsystems; the policy process; and analyzing policy to develop more just and equitable educational outcomes.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7218. Leadership for Social Justice. (3 Hours)**

Examines how knowledge is produced in the context of historical and contemporary understandings of power. Focuses on change agency through ongoing self-examination, context analysis, and development of an action plan.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- ; EDU 7225 (may be taken concurrently) with a minimum grade of C-

**EDU 7219. Foundations of Collaboration, Leadership, and Change. (3 Hours)**

Focuses on the collaborative nature of leadership and the skills necessary to enact change. Considers the importance of teamwork in the collaboration process along with an understanding of what makes teams effective from both relational and task perspectives. Students examine their own role as a change agent and explore opportunities for social change from diverse and global perspectives. In combination with other foundation and research courses, offers students an opportunity to develop and execute action research plans.

**Prerequisite(s):** EDU 7218 with a minimum grade of C- ; EDU 7226 (may be taken concurrently) with a minimum grade of C-

**EDU 7225. Fundamentals of Research. (3 Hours)**

Examines the theory and philosophy behind qualitative, quantitative, and mixed-methods approaches to action research. Additional course topics include understanding research paradigms, translating theory to practice, and exploring the roles of stakeholders. Offers learners an opportunity to gain skills in collecting data, creating research questions, and exploring ethical considerations of conducting research.

**Prerequisite(s):** EDU 7207 (may be taken concurrently) with a minimum grade of C-

**EDU 7226. Research Design. (3 Hours)**

Introduces learners to qualitative and quantitative research methodology. Emphasizes qualitative data collection, making meaning of data, and creating an action plan for research. Offers students an opportunity to practice sharing data in a meaningful way to promote reflection on change.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- ; EDU 7218 (may be taken concurrently) with a minimum grade of C- ; EDU 7225 with a minimum grade of C-

**EDU 7227. The Power of Experiential Learning. (3 Hours)**

Examines the theory and employment of personal, group, and organization-based experiential learning to effect change and innovation. By employing experiential learning we seek to transform our thinking, understanding, and actions of how we can design, support, and use experiential learning in our contexts to engender individual, educational, and organizational development, improvement, and transformation.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- or EDU 7209 with a minimum grade of C-

**EDU 7228. Bringing Experiential Learning, Assessment, and Reflection to Life. (3 Hours)**

Offers students an opportunity to design, develop, and pursue organizational experiential learning activities, reflection, and assessment to explore understanding the impact and influence of experiential learning. Students design and implement the oversight of an experiential learning initiative and assess outcomes.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- or EDU 7209 with a minimum grade of C-

**EDU 7229. The Experiential Learning Leader. (3 Hours)**

Focuses on the role of the leader in the design and use of experiential learning to effect improvement and change. The experiential learning leader engages their colleagues and community in experiential learning design, actions, reflection, and assessment, empowering others and their organization in that process. Explores and develops employing experiential learning tools—the skills, mindset, and competencies to lead through experiential learning.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- or EDU 7209 with a minimum grade of C-

**EDU 7230. Current and Emerging Practice in STEM Education. (3 Hours)**

Examines standards-based curricula in current use and under development in science, technology, engineering, and mathematics (STEM) education in grades K–12. Focuses on the capacity of these curricula to promote scientific literacy and facilitate conceptual understanding of scientific principles through guided inquiry and other modes of instruction. Explores curricula that develop and apply mathematical skills to solving significant scientific problems. Analyzes the fidelity of implementing these standards and their impact on student learning as measured by national and international tests, including TIMSS and PISA.

**EDU 7234. Thinking and Acting Entrepreneurially. (3 Hours)**

Considers theory, research, and case studies to critically analyze entrepreneurial thinking, behaviors, and pursuits. Explores insights as to how entrepreneurial thinking and activity can lead to the transformation of agency and organizational capacity. Offers students an opportunity to understand how the entrepreneurial mindset can lead to the transformation of one's actions and an organization's structures, practices, and use of resources to effect desired outcomes.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7235. Leading Entrepreneurial Practices in Organizations. (3 Hours)**

Examines theory and case studies of entrepreneurial organizations and the leadership behaviors supporting entrepreneurial activity in organizations, incorporating students' own thinking and actions. Explores a variety of theories of entrepreneurial activity across organizations and social contexts, as well as case studies of entrepreneurial activity and the role of leadership in organizations and communities.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7242. Situated Leadership. (3 Hours)**

Focuses on student reflections on the challenges and opportunities they face as educational leaders and change agents in contemporary educational settings. Is theory driven. Offers students an opportunity to investigate various theoretical frameworks and apply them to their various problems of practice; to investigate, gather, and synthesize empirical research articles that pertain to their particular areas of interest; to write cogent literature reviews detailing their analysis; and to present and debate their ideas with classmates.

**EDU 7243. Doctoral Seminar in Curriculum Leadership. (3 Hours)**

Offers a special topics course that examines critical and timely issues challenging curriculum leaders. Through individual consultations with the instructor and critical feedback from their peers, offers students an opportunity to explore these topics and discuss how they relate to applied research in the field of curriculum leadership.

**EDU 7244. Curriculum Theory and Practice Over Time: Implications for Educational Leadership. (3 Hours)**

Explores the theoretical and historical dimensions of curriculum, teaching, and learning in varied educational settings. Offers students an opportunity to learn about touchstone principles that have shaped the thinking and implementation of subject-based curricula over time. Uses historical and contemporary case studies to examine how educational leadership is intimately connected to the process of curriculum development, teaching, and learning.

**EDU 7245. Urban Education. (3 Hours)**

Focuses on the historical and contemporary challenges and possibilities that urban public schools face. Encourages students to consider the urban school from desegregation post-*Brown vs. the Board of Education* through current resegregation, high-stakes testing, and education reform. Through analysis and critical thinking, offers students an opportunity to create their own research-based plans to address a critical issue in urban schools.

**EDU 7250. Organizational Systems and Institutional Governance. (3 Hours)**

Examines the issues related to shared governance. Focuses on managing and leading in an environment of shared governance. Institutions of higher education are unlike any other kind of institutions in either the public or private sector. The difference is largely due to the concept and use of shared governance. Other topics include variations of shared governance and organizational structures.

**EDU 7251. Student Engagement in Higher Education. (3 Hours)**

Examines influential student development theories and theorists. The higher education sector in the United States and around the world is being transformed by competitive forces that require institutions to be market-driven. Analyzes the implications of work on enrollment management and students in a market-driven environment.

**EDU 7253. The Legal Environment of Higher Education. (3 Hours)**

Examines the major laws that impact the decision making of higher education leaders and emphasizes strategies for navigating the legal environment and managing potential legal threats. Institutions of higher education operate in a complex legal environment that includes laws related to financial aid, admissions, licensure, and privacy.

**EDU 7256. Financial Decision Making in Higher Education. (3 Hours)**

Explores financial aspects of postsecondary educational institutions with particular emphasis on the use of financial information for decision making. Specific topics include financial analysis, budget creation, and budget oversight. Examines both cost-center and RCM models. Emphasizes using financial data for decisions related to resource allocation, forecasting, and other planning and control activities in higher education.

**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 7259. Doctoral Seminar in Higher Education Administration. (3 Hours)**

Offers a special topics course that examines critical and timely issues challenging postsecondary leaders. Through individual consultations with the instructor and critical feedback from their peers, this course offers students an opportunity to explore these topics and discuss how they relate to applied research in the field of higher education administration.

**EDU 7260. Comparative International/Global Higher Education. (3 Hours)**

Examines the many educational systems that exist around the world, along with worldwide emerging trends in education. An understanding of these global models can better inform policy decisions, institutional strategies, and pedagogy at the micro- and macrolevels. Emphasizes topics of governance, credentialing, assessment, portability, funding, curriculum, and instruction. Examines current and emerging trends resulting from changing demographic and economic shifts, as well as varied reform initiatives.

**EDU 7261. International Student Markets. (3 Hours)**

Examines the characteristics and drivers that influence the needs and interests of various student markets, as well as current strategies being employed domestically and internationally to recruit and retain international students. International students have become a major factor in education markets that include specialized preparatory schools to major research universities. Many schools have relied on international students, who generally pay full tuition, to meet tuition revenue targets. As the world economy continues to globalize, and the importance of knowledge-driven industries expands, the importance of understanding and competing in global education markets continues to increase.

**EDU 7266. 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 7272. Organizational Culture and Change. (3 Hours)**

Examines organizational culture models and change processes through the lenses of seminal theory and current research. Focuses on how organizational culture develops and evolves and discusses the relationship of organizational culture to leadership and organizational effectiveness. Students engage in an experiential field project that simultaneously seeks to build understanding of culture in practice and to enhance doctoral-level research skills. The capability to build effective local organizational cultures that function within larger cultural systems and to create lasting cultural change are key for effective leadership. With a deep understanding of organizational culture, students become empowered to organize systems, symbols, and people in ways that influence planning, policies, and resource allocations in their organizations.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**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 Leadership Perspectives. (3 Hours)**

Reviews contemporary leadership theory and models emphasizing recent conceptualizations, such as relational, distributed, complexity, followership, and global leadership. Using these models as a diagnostic lens, offers students an opportunity to explore and develop real-world answers to the leadership challenges facing their organizations. Emphasizes personal leadership development, which allows students to expand, apply, reflect on, and refine their personal leadership knowledge, skills, and abilities to further how they steward their organizations. Understanding the theory and research underpinning current leadership practice is invaluable knowledge for any organizational leader.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7276. Communication: Teams, Organizations, and Global Networks. (3 Hours)**

Examines the ways we interact, make meaning, and work together—in our teams, within our organizations, and throughout global networks. Teams are the foundational, organizational archetype for bringing groups of people together to get things done. An essential experiential component of the course is the study of teamwork, analyzing the development and functioning of the team along with assessing individual roles and responsibilities. Considers organizations from perspectives such as messaging and meaning making, identity and relationships, and social media/technology. Finally, examines global networks of individuals and/or communities through levels of interconnectivity worldwide and through varying forms of social interaction.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7277. Organizational Learning, Innovation, and Systems Thinking. (3 Hours)**

Offers students an opportunity to explore foundational concepts of organizational learning and innovation from a systems perspective; to gain comprehension of strands of systems thinking and its grounding for action research; to critically compare organizational learning models for their requisite usefulness in enhancing innovative practices; and to develop diagnostic skills for assessing learning systems of an innovative workplace. Embraces a system perspective of collective learning, grounded in the premise that sustainable innovation is contingent upon an organization's ability to create new knowledge through dynamic social learning processes. An experiential learning design seeks to offer students multiple opportunities to apply scholarly concepts to workplace practices, to include collaborating in a microlearning network designed to enhance knowledge sharing practices, and to conduct a microfield project of an innovative workplace.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7278. Organization Theory and Design. (3 Hours)**

Reviews the organizational design literature, both theory and research, in various settings and focuses on the interaction between the organization and its environment. As we move into a new century, the organizations we work in take on new shapes. The ability to anticipate and create new organizational forms is the mark of a successful leader. Emphasizes organizational theory and the many internal and external factors that cause an organization to fit a particular architecture. Explores classical and modern theories and key organizational design models. Offers students an opportunity to design a forward-thinking organization, creating all components, including vision, mission, strategy, structure, and processes.

**EDU 7279. Organizational Consulting. (3 Hours)**

Reviews various consulting strategies and organizational assessment models. Effective leadership requires the ability to critically diagnose and provide consultative services to an organization. This key competency helps leaders to continually identify and implement robust organizational systems and processes. Students select an organization and apply theory and models to conduct an organizational diagnosis. Offers students an opportunity to gain a comprehensive understanding of the theories, models, variables, and perspectives used to understand complex organizational processes. Diagnostic components include entry, data collection, interpretation, synthesis, and diagnostic conclusions.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- or EDU 7209 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 7202 with a minimum grade of C- ; EDU 7209 with a minimum grade of C- ; EDU 7210 with a minimum grade of C- ; EDU 7214 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 7280 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 7205 with a minimum grade of C- or EDU 7208 with a minimum grade of C- or EDU 7281 with a minimum grade of C-

**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.

**Prerequisite(s):** EDU 7205 with a minimum grade of C- or EDU 7208 with a minimum grade of C- or EDU 7281 with a minimum grade of C-

**EDU 7294. Advanced Research Design 1. (3 Hours)**

Offers students an opportunity to engage in cycle 1 of their action research project. Emphasizes techniques to support data collection and analysis, as well as communication of findings. Projects must be IRB-approved before students can enroll in this course.

**Prerequisite(s):** EDU 7207 with a minimum grade of C- ; EDU 7218 with a minimum grade of C- ; EDU 7219 with a minimum grade of C- ; EDU 7225 with a minimum grade of C- ; EDU 7226 with a minimum grade of C-

**EDU 7295. Dissertation in Practice Seminar. (3 Hours)**

Introduces learners to the tools, skills, and practical aspects of constructing a dissertation proposal plan for completing action research for the dissertation in practice. Learners practice writing a literature review and construct a plan for completing their dissertation research.

**Prerequisite(s):** EDU 7294 with a minimum grade of C-

**EDU 7296. Adult and Workplace Learning. (3 Hours)**

Offers a comprehensive overview of major adult learning models and philosophies and addresses application to research and problems of practice in the workplace and beyond. Invites students to explore self-as-learner as a first step for understanding what it means to be a leader of learners. Offers students an opportunity to learn about the basic tenets and major models of adult learning (andragogy), including self-directed, transformational, and experiential learning, as well as foundational philosophies. Additional topics covered include learning transfer, diversity and motivation, technology, instructional design, workplace learning, and reflective practice. Students participate in experiential learning through the observation and review of a program in a real-life setting from the perspective of adult learning scholarship and address ways adult learning theories can frame doctoral research.

**Prerequisite(s):** EDU 7209 with a minimum grade of C- or EDU 7207 with a minimum grade of C-

**EDU 7310. Advanced Research Design 2. (3 Hours)**

Offers students an opportunity to extensively explore their problem of practice through expanded data collection and review. Students use analytical research tools to reveal insights into their problems of practice and inform future cycles of research. Project must be IRB-approved.

**Prerequisite(s):** EDU 7294 with a minimum grade of C-

**EDU 7311. Designing Educational Systems for Justice and Equity. (3 Hours)**

Provides an overview of transformative educational models that center justice and equity across a diverse range of learning contexts. Education leaders across contexts must be innovators, capable of facilitating the generation and advancement of new ideas and strategic initiatives to promote greater learning and greater equity. Offers students an opportunity to engage with current and emerging theories and practices related to designing and transforming educational systems that are grounded in equity and justice.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7312. Landscape of Educational Leadership. (3 Hours)**

Offers an overview of the history and context of educational leadership, including leadership theory and foundational models of leadership. Examines local, state, and global trends in education. Provides direct application to a variety of school settings. Emphasizes transformative and justice-oriented leadership throughout the course.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7313. Leading and Managing Change. (3 Hours)**

Examines current and emerging challenges across educational contexts. Focuses on building capacity for transformative leaders. Emphasizes three main areas related to leading change: developing a greater understanding of models for leading local and educational district change initiatives; developing leadership capability, including mentoring and coaching; and developing shared and collaborative leadership models. Explores potential supports and constraints, moving beyond the traditional paradigms, structures, policies, and practices. Offers direct application to school settings as students apply concepts to their practice of leading change.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7314. Collaboration and Networks in Educational Leadership. (3 Hours)**

Engages students in the iterative development of the competencies needed for transformative leaders, beyond traditional paradigms, structures, policies, and practices. This course is comprised of three main areas of focus related to leading change: developing a greater understanding of models for leading local and district change initiatives; developing leaders and building capacity—which includes mentoring and coaching; developing shared and collaborative leadership. Embedded within the course are opportunities for direct application to a variety of school settings as students apply concepts learned to practice leading educational change.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7315. Landscape of Teaching and Learning. (3 Hours)**

Explores the history and context of teaching and learning by examining curriculum theory and trends in curriculum development. Examines local, state, and global trends in education by focusing on the social, political, and other contextual factors that influence the ever-changing nature of curriculum work. Emphasizes curriculum that fosters antiracist teaching and culturally responsive pedagogy. Provides direct application to a variety of school settings.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7316. Designing Transformative Curriculum and Professional Development. (3 Hours)**

Examines transformative models for teaching and learning. Offers students an opportunity to develop competencies in designing and delivering curriculum in a variety of P–20 learning settings. Focuses on four main areas related to leading curriculum change: developing a greater understanding of transformative models for curriculum; designing curriculum; delivering professional development, including mentoring peers; and assessing the effectiveness of the design and delivery process. Embedded within the course are opportunities for experiential learning, so that students may apply concepts learned to practice by integrating and delivering innovative curriculum.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7317. Collaboration and Networks in Teaching and Learning. (3 Hours)**

Offers students an opportunity to practice leadership innovation through collaboration, planning, and implementation. Designed to merge conceptual knowledge with active and applied participation in real-world contexts. Explores contemporary initiatives intended to address challenges in K–12 educational contexts. Students collaborate with practicing educational leaders to investigate, plan, and implement solutions to complex issues being confronted by partner schools.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7501. Designing Workplace Learning. (3 Hours)**

Explores foundational theories and methods for learning in the workplace. Discusses fundamental learning tenets that support high-performing workplace learning programs, initiatives, and functions across modalities. Focuses on the promotion and design of successful and multilevel program outcomes that are strategically aligned to the organizational mission and support justice-oriented work.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7502. The Dynamics of Workplace Learning. (3 Hours)**

Focuses on emerging dynamics of organizations with the conditions to foster new knowledge and, in turn, foster conditions to create new knowledge, leading to a just and equitable workforce. Offers students an opportunity for hands-on experience within and across innovative workplace systems.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7503. Leading the Learning Strategy. (3 Hours)**

Focuses on the role of leading the creation of an actionable learning strategy in meeting an organization's objectives, leading to justice-oriented work. Topics include alignment with objectives, skills, and capabilities needed to deliver upon an organization's objectives; needs assessments; a governance model for stakeholder partnerships; multimodal learning journeys; and harnessing analytics to shape the learning and development agenda.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7504. Diversity, Equity, and Inclusion in Workplace Learning. (3 Hours)**

Focuses on developing a deeper understanding of the value of diversity, equity, and inclusion in workplace learning and development. Explores how to create learning experiences that recognize and influence social inequities experienced by marginalized populations and to create learning strategies for greater inclusivity and productivity across the organization.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7510. Data-Driven Decision Making. (3 Hours)**

Focuses on how learning organizations make strategic decisions informed by data. Offers students an opportunity to learn how to discern decisions that lead to maximized human capital, how to create environments that are conducive to learning, how to increase productivity, and how to achieve organizational success that acknowledges the equity and diversity of the organization and leads to justice-oriented work.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**EDU 7511. Digital Workplace Learning. (3 Hours)**

Offers students opportunities to investigate current and emerging technologies and their application in the context of formal and informal digital workplace learning. Students examine theories of digital workplace learning while considering diverse stakeholder perspectives that may lead to justice-oriented work. Explores digital workplace learning happening at the individual, social, and organizational levels.

**Prerequisite(s):** EDU 7207 with a minimum grade of C-

**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 8750. Proposal, Action Step, and Evaluation. (6 Hours)**

Offers students an opportunity to complete their dissertation in practice proposal and submit modifications, if necessary, to the IRB. Following IRB authorization, students conduct the action step, analyze the data, and write up initial field reports. Students evaluate the effectiveness of the action step.

**Prerequisite(s):** EDU 7295 with a minimum grade of C-

**EDU 8751. Proposal, Action Step, and Evaluation Continuation. (0 Hours)**

Offers students an opportunity for continued dissertation work conducted under the supervision of their faculty chair toward the completion of their proposal and action step.

**Prerequisite(s):** EDU 8750 with a minimum grade of S

**EDU 8752. Dissertation in Practice Research 1. (0 Hours)**

Offers students an opportunity for continued dissertation work conducted under the supervision of their faculty chair toward the completion of their proposal, action step, and evaluation.

**Prerequisite(s):** EDU 8751 with a minimum grade of S

**EDU 8760. Action Research Results and Dissemination. (6 Hours)**

Supports the processes associated with writing the results and disseminating the results to relevant stakeholders. Successful completion is determined by the student's defense of the final dissertation in practice that is approved by the student's committee.

**Prerequisite(s):** EDU 8750 with a minimum grade of S

**EDU 8761. Action Research Results and Dissemination Continuation. (0 Hours)**

Offers students an opportunity for continued dissertation work conducted under the supervision of their faculty chair toward the completion of a student's defense of the final dissertation in practice that is approved by the student's committee.

**Prerequisite(s):** EDU 8760 with a minimum grade of S

**EDU 8762. Dissertation in Practice Research 2. (0 Hours)**

Offers students an opportunity for continued dissertation work conducted under the supervision of their faculty chair toward the completion of the student's defense of the final dissertation in practice that is approved by the student's committee.

**Prerequisite(s):** EDU 8761 with a minimum grade of S

**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.

**EDU 8792. Doctoral Thesis Continuation. (0 Hours)**

Offers students an opportunity for continued doctoral thesis work conducted under the supervision of departmental faculty.

**Prerequisite(s):** EDU 8791 with a minimum grade of S

**EDU 8796. Thesis Proposal. (0 Hours)**

Offers support for the thesis proposal. Expects students 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. By the end of the course, students should have developed an initial draft of the doctoral thesis proposal, including introductory chapter and literature review.

**Prerequisite(s):** EDU 7282 with a minimum grade of C- or EDU 7283 with a minimum grade of C-

**EDU 8797. Thesis Data Collection. (0 Hours)**

Offers students an opportunity to obtain approval of the thesis proposal by the Institutional Review Board so that they can begin their research projects. Expects students to design their data collection and analysis and to follow their clear plans for gathering data.

**Prerequisite(s):** EDU 8796 (may be taken concurrently) with a minimum grade of S

**EDU 8798. Thesis Data Analysis and Presentation. (0 Hours)**

Offers students an opportunity to engage in the data analysis process and construct their presentation strategy for their analyses. Culminates with a completed outline of the fourth thesis chapter approved by the student's thesis advisor and second reader.

**Prerequisite(s):** EDU 8797 (may be taken concurrently) with a minimum grade of S

**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.

**Prerequisite(s):** EDU 8798 (may be taken concurrently) with a minimum grade of S