Johns Hopkins School of Education
2017-18 Course Descriptors

Please note that the School of Education cannot guarantee that every course listed below will be offered during the 2017-18 academic year. For the most up-to-date listing of the School of Education’s course offerings, please visit https://sis.jhu.edu/classes/.

ED.610.610  Foundation to Innovation: Adult Learning
Participants will study the history, philosophy, and theory of adult learning, as well as the breadth of the field as they construct their personal philosophies of adult learning for their portfolios. Participants analyze the contributions of major contributors to the field from Knowles to Brookfield. Participants explore the evolution of adult learning theory including traditional and emerging views of the practice of adult learning, such as andragogy, self-directed learning, transformative learning, social and cognitive constructivism, and critical reflection. Participants will investigate the importance of the contextual elements of epistemology and cultural issues, such as class, gender and race. They will analyze key contributions to the field of adult development and to the field of adult learning. Students will develop their own educational philosophy document. (3 credits)

ED.700.301  The Economics of Social Issues
Local, national, and international economic factors have always influenced the course of business, government, and the nonprofit community. Understanding these factors can aid leaders in forecasting, budgeting, innovating, and managing more effectively. Students critique economic articles and case studies, conduct cost and benefit analyses, and relate concepts such as market analysis, scarcity, supply and demand, and fiscal fluctuation to their daily functions and organization. Through readings, class discussion, and exercises, students explore international monetary and market systems and their effect on goods, trade, employment, and community development. (3 credits)

ED.700.302  Theories of Personality
Knowing how people mature, draw conclusions, and motivate themselves can be invaluable to leaders. In recent years, contemporary personality psychology has advanced the practical tools available to assist in managing groups, solving problems, and achieving goals. Students interpret individual and group action in certain situations by focusing on four conceptual frameworks: (1) motivation (goals, intentions, defense mechanisms); (2) cognition (self-concept, beliefs, values, attitudes, opinions); (3) traits and temperament (biological predispositions, introversion, extraversion, energy level, character); and (4) social context (culture, class, gender, ethnicity). Case studies and examples from students’ organizations are used throughout the course. (3 credits)

ED.700.303  Communication Skills for Leaders
Professionals are judged, in great part, by their written, verbal, presentation, and consultation skills. Using case studies and scenarios, students apply various tools to communicating, influencing, and persuading internal, external, and political audiences. They apply communication theory and practice to routine and crisis situations. Communication skills are practiced and critiqued in matters related to administration, operations, labor relations, interagency relations, and marketing. Students differentiate factual writing from opinion writing. They practice visual, verbal, and written presentation skills and how to use them to persuade, change, and challenge. (3 credits)
ED.700.304 Values and Ethics
Leaders have pondered ethical problems since before the days of Ancient Greece. Today, people continue to reflect on challenges to personal and organizational integrity, moral decision-making, and standardizing behavior through a common set of rules. Students discuss parameters set by great leaders and philosophers of the past and challenge many long-standing beliefs that govern modern thinking about ethics and integrity. They explore situations that, while appearing relatively simple, led to the professional demise of leaders and public disrespect for organizations. They draw on their own beliefs and experiences to debate how and why certain decisions are made. Students explore contemporary issues such as abortion, gun control, and political influence. (3 credits)

ED.700.309 Team Building and Leadership
Team building varies among organizations and units within organizations. The need for a team may be short-term or permanent. Regardless of the circumstance, the ability to develop and nurture productive, outcome-oriented teams is a primary responsibility of all leaders. Causing people to realize and achieve their potential as individuals and members of a team may seem, at times, like an all-consuming task. Students draw on their own experience and current workgroup to assess the stages of team development, solve problems that emerge within their team, gain consensus, motivate the group, and evaluate and convey success. Through readings, cases, and team projects, students identify and foster the positive capabilities of individuals, to benefit the entire team. (3 credits)

ED.700.310 Management of Information Systems
Information systems have changed the way government, nonprofit organizations, and small businesses conduct their activities. Through case studies, lectures, discussions, and hands-on activities, students explore the rapidly changing world of information systems. Focus will be on systems, networking, value and cost, the Internet, information security, the law, and the future. (3 credits)

ED.700.311 Social Problems in Contemporary Society
The number and complexity of social issues facing leaders in government, business, education, the religious community, and the nonprofit organizations abound. Among them are people’s distrust of government and long-standing institutions, use and abuse of technology, the new service industry, changes in class structure, the decline of suburbia, and a controlled media. Through case studies, readings, videos, audio books, and debate, students reflect on how past leaders have addressed these and other issues. They consider their own “sphere of influence” and ability to affect change in matters of importance to their immediate work group, organization, and community. (3 credits)

ED.700.312 Management: Power and Influence
Power and influence are important means to accomplishing a defined end, whether it is a product or service. When power and influence are applied properly, positive outcomes result. When they are abused, organizations and people are confined and success is restrained. Students scrutinize various sources of power and the social, economic, and cultural conditions that create them. They call upon their own experiences to discuss individual, group, and organizational power. Students investigate historic events in which people of great power quickly became powerless and those of modest influence grew to become world leaders. Through readings, class discussion, and group projects, they probe their own “sphere of influence” and how it may be tapped to achieve desired goals. (3 credits)
ED.700.313  Comparative Studies in History and Politics
Public safety leaders are faced with particularly challenging issues today. Many of these issues are rooted in history written during the decade of the 1960s. Students will gain a greater understanding of and new insights into many contemporary issues by studying the past within a context rich in political science, justice, and professionalism concepts. Having a thorough understanding of the 1960s and its issues will enhance leadership abilities to better guide organizations through continuing struggles with racial equality, women’s rights, war, counterculture, rebellion, loss of innocence, mistrust of authority, cultural change, misuse of government authority, and student activism. Students successfully completing this course will be able to immediately apply learned knowledge and skills in their current positions. Improved analytical and creativity skills gained through the course will assist them with future performance in higher leadership positions. (3 credits)

ED.700.315  Logic for Leaders
Logic is the branch of philosophy that studies the methods and principles of correct reasoning and argumentation, and the language involved in such reasoning. Reasoning and appeals to reason do or ought to underscore every leadership effort, every academic discipline, and common human discourse. Bad reasoning is at the root of many human mistakes and failures, including failures of leadership. Good reasoning is a preventative and a remedy for such mistakes and failures. Thus, mastery of logic should be near the top of the list of every aspiring leader, scholar, and contributor to the public conversation. To that end, this course focuses on the parts and types of arguments, good vs. bad arguments, rules for making such distinctions, and methods for making such distinctions. (NB: With its emphasis on formal logic, this course fulfills an undergraduate math/quantitative science requirement.) (3 credits)

ED.700.317  Research Evaluation: From Theory to Application
Failure to understand, conduct, and apply research weakens organizations and fosters an environment in which progress is stifled. Vendor-driven, consultant-driven, and academic-driven research are weak substitutes for agency-driven research. Students review research in several disciplines and appraise the sources of data and other information for reliability. They apply research methods to gaining new and better understanding of their community, organization, and work unit. They employ specific research methods, such as surveys, focus groups, and quantitative analysis to aid in developing ideas, solving problems, and critically evaluating programs. (3 credits)

ED.700.341  Creative Thinking and Problem Solving
Effective problem solving requires more than off-the-shelf approaches and “how to” processes. People look to their leaders to think and act creatively when faced with complex problems and critical issues. Creative thinking – like analytical, strategic, and other types of thought – can be learned and nurtured. Through discussion, class projects, and exercises, students identify and overcome obstacles to creative thinking, cultivate their own creative thought process, and learn how to encourage creative thinking in others. (3 credits)

ED.700.351  Introduction to the Change Process
Rapid, continuous change is a constant element in modern organizational life. Change is both welcomed and feared. It is needed, anticipated, and shunned. Getting people to move in a new direction is one of a leader’s most important missions and greatest stressors. Relying on their organizational experiences, students gauge the value and practical application of various schools of thought on managing change.
Through projects and case studies, they apply basic analytical and facilitation tools – scanning, planning, organizational design and structure, marketing – to the change process. Students develop a personal approach to managing change in their careers and current assignments. (3 credits)

**ED.700.352 Quality Management**

The “quality movement” changed the way government, business, and nonprofit organizations accomplish their mission. There are important lessons to be learned from the successes, failures, national and international experiments, and best practices that have emerged from efforts to achieve “total quality.” Students dissect enduring theories and principles such as Deming’s theory of profound knowledge and Juran’s approach to continuous quality improvement. With examples drawn from the public and private sectors, they discuss and debate organizational renewal and the steps required to improve and sustain organizational effectiveness and efficiency. (3 credits)

**ED.700.354 Managing Diversity**

The diversity of today’s workforce creates rich opportunities and real dilemmas for supervisors and executives. Avoiding sweeping generalities, political rhetoric, and traditional hype, and breaking diversity issues into their finest components allows leaders to identify and achieve viable solutions. Through lecture, discussion, research, and debate, students explore issues, contributions, failures, and successes related to diversity within America’s communities and organizations. They delve into behaviors, such as stereotyping, prejudice, and fear mongering that block organizational and individual progress, change, and effectiveness. Practical strategies, including organizational action plans, task forces, regional and national recruiting, and diversity education programs are assessed. Students draw on their personal and organizational experiences in examining innovative approaches to conflict management. (3 credits)

**ED.700.421 Information Resources in the Social Sciences**

Knowing how to access information – the best available information – is essential to student success. Members of the faculty expect students to apply academic excellence to exploring, selecting, analyzing, and applying sources of information. Through a series of practical exercises and experiences, students learn to conduct independent searches for social science information. They develop systematic approaches to identification and retrieval of data, research, opinion, and more. Students apply criteria to judging the quality of the information they find. They learn, too, how to incorporate quality information into papers, articles, and presentations they prepare for their courses and workplace. (3 credits)

**ED.700.470 Community Development**

Residents in urban, suburban, and rural areas are assuming greater control over the destiny of their neighborhood. The nature of suburbia is changing. The boundaries between jurisdictions in metropolitan regions are disappearing. Amid these changes, the core mission of American public safety remains the same – to serve people and, ultimately, sustain the viability of neighborhoods and communities. Through discussion, guest speakers, and exposure to a variety of neighborhood situations, students view community development as a discipline. They analyze the physical, social, and human capital in neighborhoods and how they influence progress, stability, and deterioration. Students draw on concepts such as planning, capacity building, mobilization, advocacy, and financial leveraging to solve neighborhood and community concerns. They focus on the role and responsibility of leaders to guide their organizations and units to affect positive change in neighborhoods. (3 credits)
ED.700.502  Developmental Psychology
Knowing how people develop, from conception to death, aids in understanding how they respond to those around them, their environment, and other significant influences. Students consider the “life span” approach to the study of human development as they delve into milestones of maturation in childhood, adolescence, midlife, and old age; gender and psychosexual issues; and the impact of human trauma, loss, and victimization. Popular media, long-held beliefs, major theories, and scientific research play a role in student discussion and debate on the importance of role models, relationships, morals, goals, culture, and psychological hardiness. (3 credits)

ED.700.505  Applied Ethics, the Constitution, and Leadership
Organizations and communities expect their leaders to act justly and develop, promote, and follow the rules by which all the members are expected to operate. In the United States, the most important and influential model for setting forth such parameters is the Constitution, the nation’s supreme law. How it is interpreted and applied influences issues such as privacy, intrusion, hiring, whistle blowing, trade, education, and environmental safety. Students study the Constitution, as written and intended, and use this knowledge to dissect its many judicial, legislative, and political interpretations. Students consider morality, philosophy, national crises, and more, as they discuss and debate how the Constitution has been used to better society and as a tool to foster self-serving interests. (3 credits)

ED.700.530  Special Topics in Leadership
With little or no notice, major and minor events can change the course of action for a leader. Whether the tragedy of September 11, an unanticipated work slowdown, a heinous crime, or a reduction in an overtime budget, leaders must respond with rapid, logical, sound solutions. Some events, such as the protests and riots of the late 1960s, the application of digital and microwave technology, and dramatic increases in federal funding, can change a profession – as occurred with American public safety. Others have short-term affects, if managed well. Students probe a myriad of events that shaped and continue to shape the nation’s communities. Through readings, discussion, and group activities, they scrutinize how leaders reacted to significant events and issues. Students respond to current events that emerge during the tenure of the course. (3 credits)

ED.705.605  Ethics, Integrity, and the Responsibility of Leaders
Confronted with moral problems every day, people make critical decisions based on their beliefs, which incorporate their core values. Understanding how values are formed and applied, and being able to assess those judgments, are essential to leaders who must guide and assess employees’ integrity and ethical behavior every day. Through readings, case studies, and discussion, students probe how executives and supervisors resolve ethical problems. They discover ways to develop and gain employee input to and support for agency and unit values. In addition, students examine the forces that currently guide professional and organizational behavior, such as the Constitution of the United States, judicial opinion, and religious doctrine. (3 credits)

ED.705.615  Leading and Managing Change
Change is inevitable and a constant for many individuals and organizations. Budget, demand for services, resource allocation, labor agreements, and politics are among many factors that influence change, but may not be within an executive’s control. Change can be received well and perceived as essential to progress, growth, and excellence in the delivery of services. It also may be perceived as negative,
imposing, and the cause of organizational decline. Knowing how to manage change well is the
responsibility of every leader. Students scrutinize planned and unanticipated change. They discuss and
debate current literature and processes for managing change. Focusing on change that has occurred in
their own organizations, students consider its effect on resources, employees, and people’s satisfaction
with the delivery of service. Students delve into the power, role, and influence of leaders as change
agents and apply the lessons learned to their current work environment. (3 credits)

ED.705.620 Managerial Economics
All organizations are driven by or conform to economic realities. In a period of tight budgets and public
demand for fiscal accountability, leaders must know how to apply basic economic theory to strategy,
decision-making, and problem solving. They must know how to assess demand for services and apply
scarce resources to meeting these demands, and they must do so within the constraints of a budget over
which they may have only limited control. Students apply techniques of demand analysis, benefit-cost
analysis, and forecasting and learn ways to influence decision-making and the budget process. They
apply their understanding of economics to establishing, modifying, or sustaining the strategic and daily
operational approaches and tactics of their immediate work group. (3 credits)

ED.705.635 Leadership and Organizational Behavior
Effective leaders routinely take the pulse of their organization and know what it means. They develop a
“sixth sense” about what works and what does not. Students assess how leaders influence organizational
behavior and the various systems – individual, group, and culture – that contribute to the successful
operation of today’s multifaceted service agencies. Through readings, case studies, and simulations,
students compare organizational behaviors – including internal communication, quality control, and
marketing – to activities in their own agencies. Students employ proven and innovative approaches to
assessing organizations and developing ways to accomplish defined goals and tasks. They are exposed to
the Executive Core Qualifications (ECQ’s) required of the Senior Executive Service in the federal
government. (3 credits)

ED.705.700 Individual and Group Dynamics
Individual and group dynamics are at the core of evidence-based management practices. Leaders direct
individuals and groups and the interaction that occurs among multiple groups toward accomplishment of
a mission or purpose. Additionally, they need to understand self-leadership involving personal resilience
as well as methods of building cultures of resilience. Knowing how groups and followers function is
essential to sound decision-making, implementing new concepts, changing direction, solving problems,
and motivating others. Students dissect modern theories and research in individual and group dynamics.
They identify and fit accepted principles of dynamics to their current work environment, respecting the
uniqueness of their organization. They differentiate small and large group dynamics and dissect the role
of group leader, focusing on issues such as boundaries, group identity, cohesion, conflict, power, group
recognition, and intergroup alliances. (3 credits)

ED.705.712 Project Management: Leading Projects to Successful Outcomes
Leaders manage projects and project teams every day. They form expectations, optimize stakeholder
involvement, and integrate needed change into existing environments. They develop tasks, assign
responsibilities, and track progress. Achieving intended, high quality outcomes through effective project
management is both science and art. Students apply the seven-step project management life cycle –
initiating, planning, organizing and staffing, implementing, measuring and assessing, controlling, and close-out – to routine, exceptional, unit, and agency-wide projects. They focus on essentials such as assessing capability to deliver, defining individual and team workload, budgeting, communicating, scheduling tasks, and monitoring progress. Students plan the role of managers, supervisors, and team members in a variety of projects. They have the opportunity to focus on projects they bring to the class from their own organization. (3 credits)

ED.705.718  Strategic Planning for Leaders
A strategic plan sets a steady course for an organization, allowing it to endure changes in administration, shifts in demand for service, political influence, fiscal fluctuation, and more. Setting the course of action through strategic planning is relevant to every organization, regardless of size, discipline, or task. Through readings and discussion, students develop an individualized approach to strategic planning based on experience and needs within their own agencies. Students apply an array of techniques to assess, modify, and present strategic plans and motivate others to participate in the strategic planning process. They learn to incorporate strategic plans into their day-to-day functions. Students employ a variety of techniques to involve and motivate employees to participate in the strategic planning process and implement the plan once it is established. (3 credits)

ED.705.719  Crisis Mitigation, Management, and Communication
If not managed well, a critical incident or series of critical incidents can pose significant threat to a community and an organization’s well-being. It can establish, sustain, or destroy a leader’s reputation and survival. Effective prevention, mitigation, recovery, and restoration are contingent on a leader’s ability to develop crisis management and contingency plans, assess a situation, direct and motivate individual or multi-agency response, and communicate well to all involved. This course is built on the belief that a leader in a crisis is a leader in routine day-to-day matters, as well. Students review and evaluate current crisis management theory and practice. They draw on their experience to assess high profile situations and apply lessons learned to their own organizations and work environments. (3 credits)

ED.705.720  Leadership: A Developmental Process
Two primary factors comprise leadership: 1) Knowledge of strategies, tactics, and practices, and, 2) Self-understanding to develop wisdom, a requirement for highly effective leadership. This course focuses on the latter, offering several processes including: moral development, power development, strategic and systems thinking, and organizational development—all critical understandings for the advancing leader. Students gain an understanding of the steps in the leadership development process as well as self-understanding of their current status to chart a path for future progress. (3 credits)

ED.705.732  Applying Research: Access, Methods, and Accountability
At a time when new information emerges every day, with greater speed and at a greater volume than any time in history, knowing how to find and apply research is one of a leader’s most important skills. Technology gives today’s leaders incredible access to raw data, intelligence analysis, best and promising practices, organizational histories, and much more. It is incumbent on leaders to wade through this information quickly and efficiently to determine its accuracy and relevance, and then guide others to use it. Students experiment with and apply a variety of methods designed to help them identify and assess existing research, policies, organizational studies, government data, scholarly journals, and popular articles. They apply the findings of their research to conducting agency, unit, policy, and program
assessments and convey findings in practical ways to employees, executives, political leaders, and others. (3 credits)

ED.705.745 Information Technology for Leaders
Leaders influence and are influenced by rapidly changing technology, but technology is changing with such speed that it is difficult for many leaders to remain current. Technology is transformational and connected to significant changes in interpersonal communication, shopping, war, evidence, news, intelligence, liability, and much more. Leaders drive the technology that is applied to data analysis, planning, information security, personnel management, personnel safety, internal and external communication, fiscal accountability, and routine and emergency communication. Students cite strengths, opportunities, weaknesses, and vulnerabilities associated with modern application of technology. They discuss and debate the current and future potential for technology in the workplace, as a tool to advance the well-being of people and communities, and as a vehicle for harm and disruption. Students focus on information sharing and analysis, telecommunication, and linking networks and systems. They apply technology to assessing needs and solutions, determining the best application and deciding when it reaches the point of overkill. They learn, too, how to judge technology-related information given to them by employees, vendors, and others. (3 credits)

ED.705.820 Current Issues in Leadership: Capstone
Leaders today are tasked with effectively and efficiently responding to a rapidly changing political, social, strategic, operational, and technical environment. They guide a contemporary workforce that imposes new expectations and demands on its leaders. As a culminating course, students discuss the major issues that recurred throughout the entire curriculum and the creative solutions they developed to deal with these issues. The knowledge gained in previous courses of study, combined with new learning, provides a foundation for students to embrace proven traditional approaches and develop innovative methods to lead their personnel and organizations well into the future. Students participate in individual, group, and class projects to establish a course of action to pursue as they embark from the program. (3 credits)

ED.720.600 History of Espionage
Every analyst stands on a foundation created by the long history of the profession, but few have studied the history carefully. Students will seek answers to timeless questions by exploring classic examples of intelligence gathering and analysis through the different periods of human history. Beginning with some classic, ancient examples, and working through the Middle Ages, students will note the advances to the profession during the Elizabethan period and consider how those forms of intelligence analysis have influenced current practices. From an American perspective, students will explore the intelligence activities during the Revolutionary War, the Civil War, and World Wars I and II, ending at the beginning of the modern era around 1950. (3 credits)

ED.720.604 Ethics of Belief
Students explore concepts such as logic, epistemology, and ethics and how the relationship between them influences the gathering and analysis of information and subsequent decision-making. They develop and enhance skills necessary to conduct basic and complex analysis, routinely and in crisis situations. Through discussion, debate, readings, and research, students seek to answer several important questions. How much data or evidence should one collect and consider before drawing a conclusion? Can one base
a conclusion solely on data or does it always reflect influences such as beliefs, will, politics, history, and other factors? To what degree is an employee accountable for undesirable consequences of a thoughtful, well-researched, logical decision? What is the difference between belief and knowledge and why does this matter to individuals, organizations, and political communities when drawing conclusions? (3 credits)

ED.720.609 Analytical Writing
The ability to justify and present an analytical conclusion in clear, succinct prose is essential for anyone supplying policy-makers with information they need to formulate a decision. Students consider traditional and innovative methods of intelligence briefing, focusing on the difference between accuracy and truth in nonfiction writing and how facts are woven into a narrative form. Students prepare written reports and presentations on a variety of topics and, in doing so, construct narratives, project credibility, convey recommendations, and reinforce key messages. (3 credits)

ED.720.630 Applied Critical Thinking
Applied critical thinking is the foundation of intelligence analysis and logic is the foundation for applied critical thinking. Logic studies the methods and principles of correct reasoning and argumentation, and the language involved in such reasoning. Bad reasoning is at the root of most mistakes and failures in intelligence analysis. Good reasoning is a preventative and a remedy for such mistakes and failures. Thus, mastery of logic is a valuable first step in the study and practice of intelligence analysis. To that end, students in this course learn the parts and types of arguments, good vs. bad arguments, rules for making such distinctions, and methods for making such distinctions. This course also serves as a prerequisite for other courses in the Masters in Intelligence Analysis, especially The Ethics of Belief, Art and Science of Decision-Making, and Structured Analytic Techniques. (3 credits)

ED.720.635 Leadership and Organizational Behavior
Effective employees routinely take the “pulse” of their organization and know what it means. They develop a “sixth sense” about what works and does not work within their organization and the community they serve. Students assess how people in various positions influence organizational behavior and the systems – individual, group, and cultural – that contribute to the successful operation of today’s multifaceted service agencies. Through readings, case studies, and simulations, students compare organizational behaviors, such as internal communication, quality control, and marketing, to activities in their own agencies. They employ proven and innovative approaches to assessing organizations and developing ways to accomplish organizational tasks and goals. (3 credits)

ED.720.701 Special Issues in Intelligence Analysis
New information affecting the intelligence community emerges every day. Subject matter on threat, response, groups, factions, and resources is voluminous. Specific areas warrant special attention. This course provides an added dimension to the degree program. Colloquia consist of half-day and full-day programs on important topics. They include guest lectures, panel discussions, and open debate. Colloquia supplement information provided in other courses and present new subject matter. Content is designed to engage students in addressing urgent, unexpected, and timely issues that arise. In the colloquia, students have the opportunity to raise issues and apply their analytical skills to an array of topics. This course includes a field experience. (3 credits)
ED.720.702  **Art and Science of Decision-Making**

Some of the latest research into decision-making indicates that fully one half of all decisions fail when one considers the criteria of whether the decision made was implemented and remained implemented for a period of at least two years. Further, and more disturbingly, the research indicates that two thirds of all decisions are made using bad or failure-prone practices, contributing to the high rate of failure. Failed decisions at both the personal and organizational level carry incalculably high costs in real dollars and in terms of lost credibility and missed opportunities. In some cases, bad decisions become fiascos and debacles. Interestingly, there are three common blunders and seven traps that account for most of the poor choices we make. This course will move beyond the research to explore the practical applications of how people actually go about the process of making smart decisions. Students will work with both case examples and with their own work-related and personal decisions as part of the work. (3 credits)

ED.720.710  **Structured Analytical Techniques**

In a highly diverse society with rapidly changing technological advances, leadership and management requires a broad understanding of factors that impact human behavior. Through the study of dispositional and situational influences on behavior, the leader is able to understand their impact on the performance of individuals within an organization leading to a more informed application of management practices. Moreover, through a grounding in social psychology, personality psychology, and neuroscience, the leader is better equipped to build/maintain resilience in self and others and to foster resilient cultures. (3 credits)

ED.720.718  **Terrorism: Concepts, Threats and Delivery**

Students scrutinize the changing face of terrorism and terrorist threats, from a global endeavor to garner support for a cause, to small radical cells bent on causing harm for the sake of harm. They consider terrorism as a phenomenon and examine the counterforce options and constraints used to prevent and defeat terrorists. Myths, misperceptions, and hype are distinguished from fact. Students gain the tools necessary to identify and focus on legitimate threat to guide clients to address people, time, location, and behavior – the things most critical to preventing heinous terrorist acts from occurring. Through scenarios and case studies, students exhibit leadership skills in countering terrorist activity, helping other leaders and the agencies they serve maintain perspective, and minimizing panic and alarmist reaction to terrorist threat. Students identify and apply measured responses to the information they gain on crises and potential crises. (3 credits)

ED.720.752  **Strategic Thinking: Concept, Policy, Plan, and Practice**

Strategic thinking sets a steady course for an individual task or an entire organization. It aids in confronting change, coping with crises, planning for transitions, and envisioning alternatives and new possibilities. It sustains people, programs, and assignments through changes in administration, shifts in demand for service, and political influence. Students discuss and debate strategic decisions that shaped modern history, including the use of military power to serve political ends. They examine the development of warfare from the 19th century to the present, emphasizing strategic and theoretical concepts. Through readings and discussion, students develop their strategic thinking skills and apply them to a myriad of case studies. They apply step-by-step methods to developing and implementing a strategy for their work unit. Students apply an array of techniques to assessing, modifying, and presenting strategic plans and motivating others to participate in the strategic planning process. They also examine their role in their agency’s and/or client’s strategic plan. (3 credits)
ED.720.820  Current Issues: Capstone
As a culminating course, students discuss the major issues that recurred throughout the program and the creative solutions they developed to deal with these issues. This course draws upon the knowledge students gained in previous courses and applies it to improving the quality of their work and services provided to customers. Students develop an array of new tools, such as effective questioning, and apply them to improving the products delivered to the people they serve. Through readings, lectures, dialogue, and debate, students apply the principles of enlightened leadership to challenges they face every day. Students develop a course of action to affect positive change in their current assignment and assess their experience in the degree program. (3 credits)

ED.810.602  Curriculum, Instruction, and Assessment in School Settings
Students consider the philosophical, historical, and psychological foundations for elementary and secondary school curriculum and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the K-12 curriculum, students evaluate options presented in various school reform plans and contemporary research findings in effective schools and effective instruction. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.603  Methods of Teaching in the Elementary School: Part I
This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching mathematics, language arts, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.604  Methods of Teaching in the Elementary School: Part II
This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching social studies with an integration of language arts, and the aesthetics areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and microteaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.606  Human Development and Learning
This course integrates key insights into current theory and practice in human growth and development and educational psychology (learning). Participants analyze a variety of learner characteristics that influence student development and academic achievement. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)
ED.810.607  **Culturally Responsive Teaching**
Candidates will explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis, candidates will determine the best way for them to positively impact students, regardless of ethnicity, gender, socioeconomic status, sexual orientation, etc. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (2-3 credits)

ED.810.611  **Methods of Teaching in Secondary English: Part I**
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

ED.810.612  **Methods of Teaching in Secondary Mathematics: Part I**
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

ED.810.613  **Methods of Teaching in Secondary Science: Part I**
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (6 credits)

ED.810.614  **Methods of Teaching in Secondary Social Studies: Part I**
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)
ED.810.621 Special Topics in Secondary English
The purpose of this course is to improve prospective teachers’ content knowledge in English. Students explore specific topics in English through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.622 Special Topics in Mathematics
The purpose of this course is to improve prospective teachers’ content knowledge in mathematics. Students explore specific topics in math through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.623 Special Topics in Science
The purpose of this course is to improve prospective teachers’ content knowledge in science. Students explore specific topics in science through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.624 Special Topics in Secondary Social Studies
The purpose of this course is to improve prospective teachers’ content knowledge in social studies. Students explore specific topics in social studies through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.631 Methods of Teaching in Secondary English: Part II
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

ED.810.632 Methods of Teaching in Secondary Math: Part II
Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and
classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.633  Methods of Teaching in Secondary Science: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.634  Methods of Teaching in Secondary Social Studies: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.640  Supervised Internship and Seminar in the Elementary Schools**

Students spend a minimum of a semester in appropriate elementary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (6 credits)

**ED.810.641  MAT Clinical Practice for Elementary Candidates: Part I**

This school-based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice II course. (2 credits)
ED.810.642  MAT Clinical Practice for Elementary Candidates: Part II
This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to be recommended for graduation and state certification. (3 credits)

ED.810.645  Supervised Internship and Seminar in the Secondary Schools
Students spend a minimum of one semester in appropriate secondary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (6 credits)

ED.810.646  MAT Clinical Practice for Secondary Candidates: Part I
This school-based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice II course. (2 credits)

ED.810.647  MAT Clinical Practice for Secondary Candidates: Part II
This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to be recommended for graduation and state certification. (3 credits)
ED.810.653   MAT Field Experience
This school or community-based experience is designed to provide MAT candidates with an opportunity to observe and work with public and private school students in diverse settings. Hosting sites serve as clinical laboratories where students can observe how pupils learn, discover appropriate teaching strategies, implement teaching methods, as well as begin to develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice I course. (1 credit)

ED.810.660   Teacher as Thinker and Writer
Novice teachers will reflect upon and write about their teaching experiences as a means of improving their teaching practice. They will employ a variety of writing forms to reflect on their different roles and contexts required of them in their classrooms, schools, and communities. Each class session will serve as a writing workshop with collaborative activities designed to generate pieces of writing (expository, narrative, descriptive, imaginative, and dramatic). (3 credits)

ED.810.665   School Reform in the Urban Environment
This course examines systemic school reform movements in the urban school context. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 movement, small high schools, school choice (charters and vouchers), mayoral control, merit-pay, and alternative routes to teaching. Participants will synthesize information about school reform in urban schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students in urban schools. (1-3 credits)

ED.810.679   Classroom Management
Students consider the practical ways of managing the classroom by examining organizational techniques, procedures and routines, and teaching strategies that help foster appropriate student behavior. Class members investigate management styles and discipline models to develop their own framework for effective classroom management. (3 credits)

ED.810.682   Geometry for K-8 Lead Teachers
This course will include the following topics: Geometric thinking, triangles and quadrilaterals, polygons, parallel lines and circles, dissections and proof, Pythagorean Theorem, symmetry, similarity, and solids. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.811.605   Field Experience and Student Teaching I
Residents are required to complete three weeks of student teaching during the fall semester to fulfill the field experience obligations of the residency year. The intent of the student teaching experience is to give residents a scaffold opportunity to develop and practice instructional and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Residents are expected to
implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner in the assigned host classroom. This seminar will provide information and support as residents participate in their student teaching practicum for licensure in elementary and secondary English and mathematics school education. (1 credit)

**ED.811.606 Field Experience and Student Teaching II**
Residents are required to complete seven weeks of student teaching during the spring semester to fulfill the field experience obligations of the residency year. The intent of the student teaching experience is to give residents a scaffold opportunity to develop and practice instructional and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Residents are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner in the assigned host classroom. This seminar will provide information and support as residents participate in their student teaching practicum for licensure in elementary and secondary English and mathematics school education. (1 credit)

**ED.811.608 Classroom Management Seminars II and III**
In Parts II and III of the classroom management work, participants will continue to study multiple models of classroom management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom. This two-part seminar enables participants to enhance and strengthen the skills and techniques needed to effectively and consistently create a positive, academically engaging, and student-centered classroom where 100% of students are actively engaged and supported in their learning. (1 credit)

**ED.811.611 Special Education and Inclusion: Promises and Challenges**
This course provides: (1) an overview of the characteristics of students with exceptional learning needs; (2) the field’s history, laws, procedures and trends; and (3) a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. Participants will begin to consider the cultural and linguistic issues that influence students’ needs and families’ understanding of special education services. (2 credits)

**ED.811.612 Introduction to Assessment and Tiered Instruction**
This course examines teaching and learning for students with exceptional learning needs in the general education classroom, with specific attention to the role of informal assessment and subsequent differentiation in response to findings. Foci include: (a) best practices for nondiscriminatory assessment, (b) practice administering group and individual informal assessments, (c) knowing how, when, and why to vary learning environments, learning activities, and content, and (d) implementing Tier 1 accommodations/modifications and Tier 2 interventions to support student learning opportunities. (2 credits)

**ED.811.614 Small Group Practicum (Regular and Special Education)**
Participants will select, administer, and interpret formative assessments for small groups of students (6-8 students). Using a diagnostic, clinical teaching model, participants use ongoing data to inform planning
and instruction. Participants will formulate reports that delineate student proficiencies and difficulties and offer recommendations for students, parents, and school personnel. (2 credits)

ED.811.615  **Formal Assessment and Designing Individualized Education Programs**
This course provides review of measurement statistics and practice with the administration, scoring, and interpretation of commonly used norm-referenced instruments and procedures for determination of eligibility for special education. Comparisons are made with informal assessment results, and ways to communicate results are discussed. Writing a formal report based on multiple data points is explained and detailed. The IEP process, from referral to eligibility determination and placement, is examined. (2 credits)

ED.811.616  **Understanding and Managing Behavior**
An overview of behavior management is presented within the framework of understanding the context and function of behavior and developing systems that promote prosocial behaviors to facilitate engagement in the educational activities of the classroom. Participants will show an understanding of and develop a Functional Behavior Analysis and a Functional Behavior Plan/Behavior Improvement Plan and consider the interactions of people, environments, and responses to behaviors as they influence student behavior. (1 credit)

ED.811.617  **Specialized Instructional Techniques**
Participants will investigate Tier 3 interventions in literacy, math, and behavior to establish: how they differ from the kind of support that students already receive, the evidence base for them, the factors that would need to be considered to implement them, the ways in which they are implemented, and the ways to monitor their effectiveness. (2 credits)

ED.811.618  **Clinical Residency I**
Fellows are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Fellows are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Fellows will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons. (3 credits)

ED.811.619  **Clinical Residency II**
Fellows are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Fellows are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Fellows will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons. (3 credits)
ED.811.620  Foundations in Elementary Education: Introduction to Teaching and Learning
In this course, participants will begin to examine the features of high-quality instruction and in what ways are they the same and different across the content areas. Participants will explore the issues central to urban education, including race, culture, and diversity, as well as the importance of building relationships with students and families. Participants will also explore the ways in which colleagues can support each other in improving the teaching practice of all. (3 credits)

ED.811.621  Language Development in Children
In this course, participants will begin to learn about language development. Participants will examine various aspects of language development, including second language acquisition and dialect including the milestones that mark English and second language development at various stages and the factors that influence first and second language acquisition and development. Participants will also explore how language-rich environments and practices contribute to lasting language development. (2 credits)

ED.811.622  Number, Operations, and Algebraic Thinking I
Participants investigate the conceptual and procedural knowledge involved in learning to count, understanding our number system, and adding and subtracting whole numbers. Particular attention is given to the importance of the representation and communication of mathematical ideas, the attributes of worthwhile tasks, and to gaining a deep understanding of the ways in which algebraic thinking underpins arithmetic. (2 credits)

ED.811.623  Elementary Classroom Management Seminar
This course will enable participants to study multiple models of Classroom Management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom in their host school. Each session is aligned to a particular indicator or set of indicators within the Teacher Practice Rubric. (1 credit)

ED.811.624  Number, Operations, and Algebraic Thinking II
Participants investigate the conceptual and procedural knowledge involved in multiplying and dividing whole numbers; gaining a deep understanding of the meaning of fractions, decimals, percentages and integers; and operating with rational numbers and integers. Particular attention is given to the importance of the representation, communication, and assessment of mathematical thinking as well as the ways in which algebraic structures and generalizations deepen arithmetic thinking. (3 credits)

ED.811.625  Emergent and Early Reading
Participants learn about the development of social, cognitive, and linguistic processes involved in learning to read in English. Throughout the course, participants engage in a series of iterative tasks to deepen their understanding of the connections between assessment, instruction, and materials for beginning readers and to contextualize the theoretical perspectives studied. (3 credits)
ED.811.626  Social Studies Methods
Participants are given an overview of social studies via a close study of state and national standards. They come to understand the teacher’s role in designing social studies instruction that engages students in relevant interpretation of a historical event, movement, or period. Geography as a means of helping students make sense of the world around them and civics education through the lens of social justice and active citizenship are also addressed. (3 credits)

ED.811.627  Elementary Content Area Reading
This course will give participants an in-depth understanding of nonfiction reading, writing, and researching. Participants will (1) explore nonfiction literature, (2) analyze the processes of reading and writing in the content areas, and (3) conceptualize, design, and implement a content area research project with their students. Using a workshop model, participants will be immersed in the process of researching and reporting out new content knowledge first as learners, and then through the lens of a teacher. (2 credits)

ED.811.628  Reading in the Upper Grades
Reading is an active process of constructing meaning from text. It requires the integration of a complex set of non-linear processes and is influenced by developmental, cognitive, social, and cultural factors. Participants will understand the research and use multiple ways and strategies to teach reading. Participants will use a wide array of assessment tools selected for their usefulness in improving instruction and monitoring progress. (2 credits)

ED.811.629  Measurement, Data, and Geometry
Participants investigate the conceptual and procedural knowledge involved in measurement, geometry, and data. Particular attention is given to connections among these domains; ways these domains support learning in other areas of mathematics; and strategies for interdisciplinary learning. The use of technology to support conceptual inquiry-based learning is also emphasized. (2 credits)

ED.811.630  Supporting Writer’s Development
This course prepares participants for the thoughtful examination of writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences. (2 credits)

ED.811.631  Teaching STEM in the Elementary Grades
The overarching goal of this course is for participants to experience inquiry as learners and doers of science; to demonstrate knowledge of continuous assessment strategies; and to develop the ability to utilize assessment to guide science instruction at the elementary level. Coursework experiences will allow the participants to reflect on their planning or delivery of science, to reflect on the science teaching of others, to reflect on themselves as a learner of science, and to reflect on the opinions of science experts. (3 credits)
ED.811.635  **Children’s Literature**
In this course, participants will immerse themselves in the study of a wide variety of children’s literature including traditional and nontraditional texts, informational texts, and media texts. Participants will understand the different variables for choosing texts by class and individual child. Participants will use research and literary criticism, along with their deepening content knowledge, to develop a lens for analyzing texts in terms of possible instructional purposes, student access and interests, and issues of equity (both for biased representations and the cultural and linguistic challenges of texts). Participants will examine the use of assessment strategies to select and design instruction to meet specific learning goals and will monitor progress. Data will be used to plan further lessons, systematically mark growth, and differentiate instruction for student success. (0 credit)

ED.811.640  **Secondary ELA Immersion and Discourse**
This course models a productive and nurturing classroom environment. Participants become completely immersed in their own learning about reading and writing, speaking and viewing and discussing texts of all kinds. For each sequence of instruction, participants debrief the learning and the instructor’s onstage/offstage decision-making. Participants also develop and present lessons that are closely aligned to the Common Core State Standards. (3 credits)

ED.811.641  **Language Acquisition**
Participants will look deeply at three major topics that are important to supporting linguistically and culturally diverse students in urban, secondary education settings: language variation, academic language, and second language acquisition. The course will explore these interrelated topics, attending to both socio-cultural and cognitive-linguistic perspectives on learning and learning environments. The purpose of the course is to guide educators to use linguistic awareness to inform their teaching. The course will examine the Common Core State Standards and the role of language in assessment. (3 credits)

ED.811.642  **Reading Diagnosis and Intervention**
In this course, participants will learn how to diagnose reading difficulties among struggling adolescent readers. In addition, they will learn about interventions that may be used to address Tier 2 support in the English Language Arts classroom. Specifically, participants will learn how to assess students, analyze assessment data, plan appropriate interventions, and monitor students’ progress toward literacy goals. Participants will learn research-based interventions that support the literacy development of a diverse population of secondary students. (3 credits)

ED.811.643  **Writing in the Secondary Classroom**
This course prepares participants for the thoughtful examination of writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences. Explicit attention will be paid to reading and writing connections, and technology will be used to explore new literacy practices. Data will be used to plan lessons, monitor progress, provide ongoing feedback, and differentiate instruction. (3 credits)
ED.811.644  Genre Study I: Argument and Informational Texts
This course is divided into two modules: immersion in reading and writing informational texts, and immersion in reading and writing argument. Participants will analyze texts to identify the characteristics, structures, and techniques commonly used in a variety of texts within each genre. Participants will develop and deliver comprehension lessons in each genre and will develop two mini-units, one that integrates reading and writing of informational texts and a parallel one for argument. (2 credits)

ED.811.645  Selecting Texts for Secondary ELA Instruction
In this course, participants explore a wide range of texts and genres for their quality, complexity, and the diverse roles they play in secondary ELA. Methods will be introduced for finding and locating texts appropriate for and appealing to urban teenagers. Participants will evaluate canonical, contemporary, and young adult books to consider the challenges and opportunities they provide. In addition to developing the vocabulary for analyzing how texts operate, participants will explore quantitative and qualitative methods for targeting their complexity. Participants will also examine how the text complexity of any single text is dependent on classroom context and the additional texts being used in conjunction with it, through the process of reading and then designing original multimodal, multi-genre text sets. (2 credits)

ED.811.646  Genre Study II: Poetry, Drama, and the Novel
Adolescents need opportunities to read, respond to and write in the creative genres: poetry, drama and the novel. First as learners and then as teachers, participants will read and analyze texts in the three genres (including contemporary texts and those traditionally taught at the secondary level), fostering and developing student stamina and engaging adolescent interest. Participants will (1) investigate the reading, writing and critical thinking skills required of students when reading and responding to complex texts, (2) identify the challenges unique to teaching diverse learners, and (3) conceptualize, design and implement a unit study with students in one of the three genres. (3 credits)

ED.811.650  Secondary Math Immersion
This course is designed to provide participants with an overview of mathematical thinking and reasoning put forth in the Common Core State Standards for grades 6-12. Participants will experience first-hand a mathematics learning environment that places a premium on students’ mathematical sense-making. The overarching goal of this course is to immerse participants in the kind of high cognitive demand math learning experiences they will ultimately provide for their own students. Participants will not only leave this course with lasting images of high quality mathematics instruction, they will also be able to connect those images to specific exemplary teacher behaviors articulated in the Urban Teachers’ Teacher Practice Rubric. (3 credits)

ED.811.651  Proportional Reasoning
Participants will work with their small group teaching assignments to integrate ideas of proportional thinking, such as using a factor-of-change, a ratio table, cross-multiplication, and scaling up and down. This work with their students will provide an opportunity for exploring ways to identify a student’s level of understanding for proportional thinking, such as the ability to differentiate between additive and multiplicative relationships, and developing tasks and activities that will correct and deepen that understanding. (3 credits)
ED.811.652  Algebraic Thinking
The overarching goal of this course is for participants to gain a richer understanding of high school algebra and learn how students in grades 6-12 develop algebraic thinking and skills. Participants will learn and practice the skills necessary to plan, enact and reflect on teaching in terms of its effect on student learning. Participants will experience first-hand a mathematics-learning environment that places a premium on students’ algebraic sense-making. (2 credits)

ED.811.653  Math Methods I
This course is designed to provide participants with initial structure and resources to provide a framework for teaching that includes data collection, case analysis, small group instruction, whole group paired and individual instruction. Participants will discuss effective methods for lesson planning, incorporating the needs of students with IEPs and 504 plans, and assessment. Participants will have the opportunity to rehearse lessons prior to implementation and respond to feedback. (3 credits)

ED.811.654  Geometrical Thinking
In this course, participants learn how students in grades 6-12 develop geometric thinking and skill; learn and practice the skills necessary to plan; and enact and reflect on teaching in terms of its effect on student learning. Through field experiences, observation, reflection and reading, participants will continue to identify and analyze teacher moves and mathematical tasks in terms of how well they support the development of students’ geometric thinking. (2 credits)

ED.811.655  Math Methods II
This course will continue the work done in Math Methods I around planning, collaborating, data collection, self-assessment, rehearsal, revision of lessons to suit students’ needs, and general support. Participants will continue to receive guidance on addressing the Specially Designed Instruction (SDI) needed for students with IEPs and 504 plans. This course will focus on issues arising in the participants’ clinical work providing effective math instruction to a diverse group of learners. (3 credits)

ED.811.656  Practices Concepts, and Core Ideas in Secondary Science (6-12)
This course integrates physical, life, and earth science; space, engineering, and technology. Participants will experience inquiry as learners and doers of science and demonstrate knowledge of the practices, crosscutting concepts, and disciplinary core ideas articulated in the Next Generation Science Standards at the middle and high school levels. Participants will reflect on their planning and delivery of science, the science teaching of others, themselves as learners of science, and the opinions of science experts. (3 credits)

ED.811.660  Foundations in Secondary Education: Introduction to Teaching and Learning
This course provides an understanding of key learning theories for secondary teachers. Participants will explore how issues such as race, culture, diversity, gender, and sexuality relate to and impact adolescent development and urban education. In addition, participants will learn how to build upon the strengths and skills of urban adolescents, families, and communities to facilitate academic achievement. Participants will also explore pedagogical practices that allow teachers to cultivate professional learning communities and support the success of urban adolescents. (3 credits)
ED.811.661 Secondary Classroom Management Seminar
This course will focus on introductory exposure to classroom management through readings, discussion, practice, and reflection. Participants will develop an understanding of effective classroom management systems by actively implementing strategies in a summer classroom placement. Participants will also be introduced to the concept of the school-to-prison pipeline and its relationship to classroom management and disciplinary practices. Participants will learn about and understand how effective classroom management strategies, procedures, and strong student-teacher relationships can help counteract the school-to-prison pipeline. (1 credit)

ED.811.662 Reading Processes and Acquisition
This course introduces participants to reading processes and acquisition. Specifically, the fundamental principles of reading and reading acquisition are presented and discussed. Participants will learn how young children learn to read, where reading developmental may break down, and about issues common among adolescents who struggle to make meaning of grade-level texts in the classroom. Participants will be introduced to instructional strategies, materials, and classroom-based assessments to support the adolescent reader. (1 credit)

ED.811.663 Secondary Content Area Reading/Literacy
This course explores how listening, speaking, reading, writing, and viewing are tools for both accessing and demonstrating content knowledge within an academic discipline at the secondary level. Through the lens of disciplinary literacy, participants will explore the centrality of word knowledge in the academic disciplines, and a range of reading and writing strategies to support comprehension of diverse content area texts. (2 credits)

ED.811.664 Self-Management of Learning
This course focuses on the concept of self-management and its critical role in promoting student achievement in secondary classrooms. It is meant to give teachers an understanding of how to cultivate and build upon their students’ interests in learning in order to promote self-management skills. The course will discuss learning theory and motivation as it relates to adolescent learning. Participants will have opportunities to practice and implement lessons that support students’ self-management skills, and ultimately student success. (2 credits)

ED.813.601 Seminar in Transformational Leadership and Teaching: Part I
In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today’s learners. (1 credit)

ED.813.602 Seminar in Transformational Leadership and Teaching: Part II
In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with
their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today’s learners. (1 credit)

**ED.813.603  Seminar in Transformational Leadership and Teaching: Part III**

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today’s learners. (2 credits)

**ED.813.604  Seminar in Transformational Leadership and Teaching: Part IV**

Teach For America corps members are required to attend a Seminar in Transformational Leadership and Teaching course all four semesters while in the corps. This course will develop corps members’ competencies in the Teaching as Leadership (TAL) framework, the TAL impact model, and our developing understanding of transformational teaching. While much of a corps members’ university development is rooted in instructional methods and teacher execution, the Seminar in Transformational Leadership and Teaching course develops teachers’ ability to foster the more enduring qualities of access, advocacy, and habits of mind. Additionally, the students in this class will be observed once per quarter via a video-based online protocol. (2 credits)

**ED.813.611  Classroom Management: Part I**

In this course, educators will gain a deep understanding of basic classroom management approaches including skills to maintain organized and efficient learning environments through classroom procedures and routines. Further, teachers will study motivation theory and apply the research in their own classrooms. This course focuses on how to drive students to invest in their own academic success and be self-motivated in school and beyond. (3 credits)

**ED.813.612  Classroom Management: Part II**

In this course, educators learn advanced strategies to help students become self-motivated to drive their own academic growth and future life options. By studying motivation theory, educators develop plans to support the individual learning and behavioral needs of all students, even those who may be disruptive in class. Educators use their own unique classroom experiences to further their professional growth and learning in this course. (3 credits)

**ED.813.621  Effective Practices in Teaching and Learning I: General Educators**

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. (3 credits)
ED.813.622  Effective Practices in Teaching and Learning II: General Educators
In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

ED.813.631  Effective Practices in Teaching and Learning I: Special Educators
In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Special educators will also receive differentiated instruction to address the specific needs of their classrooms. (3 credits)

ED.813.632  Effective Practices in Teaching and Learning II: Special Educators
In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

ED.813.641  Effective Practices in Teaching and Learning I: ESOL Educators
In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Further, elements of effective ESOL education will be highlighted. (3 credits)

ED.813.642  Effective Practices in Teaching and Learning II: ESOL Educators
In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

ED.813.651  Introduction to Education Budgeting
Educational leaders must be equipped to analyze and create budgets and other financial tools in order to fully realize their vision of high quality instruction in high performing schools. This course will introduce students to the fundamental principles of budgeting for educational institutions and provide them with a set of basic skills to create and analyze budgets in their specific professional context. (3 credits)
ED.813.652  Introduction to Global Education Policy and Analysis
The course provides an introduction to international comparisons of education systems as it reviews the history, comparisons and the educational systems in Europe, Asia and the OECD countries. International education systems and policies are examined on the local and national levels. Methodologies for comparison are explored. Education leaders will become knowledgeable of the systems in competitor countries in order to make their schools academically competitive in the global economy. (3 credits)

ED.813.653  Current Issues in Educational Leadership
Today’s educational leaders are confronted with a myriad of diverse issues on a daily basis. Those issues traditionally include governance, academic affairs and resources. In the current education environment, leaders must also be prepared to act on issues concerning accountability, accessibility, technology, competition and community partnerships as well as quickly changing local, state and federal policies. This course will introduce students planning to pursue careers as education leaders, in both K-12 and higher education, to the issues and pressures they will encounter in real time. After receiving instruction in a broad overview of a number of important current issues, students are asked to examine case studies and develop leadership strategies to manage these high profile education issues. (3 credits)

ED.813.661  Assessment for Reading Instruction for Young Children
This course presents foundational concepts of assessment in reading as well as the various types and purposes of emergent and beginning reading assessments. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform early literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents. (1 credit)

ED.813.662  Assessment for Reading Instruction
This course presents foundational concepts of assessment in reading as well as the various types and purposes of literacy assessment. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents. (1 credit)

ED.813.663  Teaching Reading in the Content Areas: Part II
This course focuses on research-based approaches to developing content literacy, a critical component for student achievement in the content areas. Students will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students’ content literacy strengths and areas for improvement. Educators also will learn and apply instructional strategies to use before, during and after engaging with content area texts and materials. An emphasis will be on assessing the responsiveness to student’s learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness). (1 credit)

ED.813.664  Portfolio Development, Part I: Teacher Growth
This course is required for Master of Science in Education candidates. The course is part one of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master’s portfolio (0 credit)
ED.813.665  Portfolio Development, Part II: Student Growth
This course is required for Master of Science in Education candidates. The course is part two of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master’s portfolio. The course requires successful completion of 813.664. (0 credit)

ED.813.666  Instruction in Reading for the Young Child
This course presents research-based approaches to developing a comprehensive literacy program for children at varying stages of literacy development. Early childhood educators will incorporate into their daily lessons effective practices to promote language and literacy development, including concepts of print, phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development through early intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program. (3 credits)

ED.813.667  Instruction in Reading
This course presents research-based approaches to developing a comprehensive literacy program for students at varying stages of literacy development. Educators will incorporate into their daily lessons effective practices to promote language and literacy development, including phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development in students with low reading achievement through early identification and intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program. (3 credits)

ED.813.668  Materials for Teaching Reading to the Young Child
This course focuses on evaluation and selection of reading materials for a comprehensive early literacy program. Early childhood educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and children’s interests and motivation. (3 credits)

ED.813.669  Materials for Teaching Reading
This course focuses on evaluation and selection of reading materials for a comprehensive literacy program. Educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and student interest and motivation. (3 credits)

ED.813.681  Teaching for Transformation I: Secondary Content
In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing
ED.813.682  Teaching for Transformation I: Elementary Content

In this course, educators in grades PreK-5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision-makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

ED.813.683  Teaching for Transformation II: Secondary Content

In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision-makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

ED.813.684  Teaching for Transformation II: Elementary Content

In this course, educators in grades PreK–5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision-makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

ED.813.690  TNTP Independent Study

In this course, educators will demonstrate competency of objectives related to effective instruction. Through a combination of independent personal development and cultivation of classroom evidence, educators will create a portfolio. Topics covered in the portfolio will include: instructional planning, assessment and data review, classroom management and culture, and special education. (6 credits)
ED.851.512  Politics of Education
Federal involvement in education has grown enormously in recent decades with calls for national standards and increasing reliance on standardized tests. While state legislatures and school boards traditionally provide funding and policy, mayors, parents and advocates of charter schools are seeking to redefine the nature of local control. Education leaders should understand the politics of education; the swiftly changing balance of power; and how education politics is practiced between and within the levels of government and the public. Students will study and analyze current issues and case studies that focus on the politics of education. (3 credits)

ED.851.601  Organization and Administration of Schools
Students examine the role of the school administrator, with emphasis on instructional improvement, pupil development and services, school and community relations, administration of facilities and finance, professional development and services for staff, and organizational relationships and responsibilities. Participants will explore best practices for fostering student achievement. (3 credits)

ED.851.603  School Law
Participants explore the legal foundations and structure of education and consider contemporary issues based on legislation and court decisions. Students develop techniques of legal research and analyze a topic of interest. (3 credits)

ED.851.609  Administrative and Instructional Uses of Technology
Prospective and practicing school administrators examine the issues, ideas, and programs surrounding the use of technology as a tool for administration and instructional management. Through hands-on experience, participants explore practical uses for software that can be applied to their daily work. (3 credits)

ED.851.616  Issues in K-12 Education Policy
This course provides an introduction to and an overview of several key and rapidly expanding areas of educational policy research, teacher effectiveness, teacher labor markets and teacher policy. The goals of this course are to familiarize students with some of the most current research in these areas, and to encourage and support students to develop skills as critical consumers of empirical work and policy debates in educational policy. (3 credits)

ED.851.630  School, Family, and Community Collaboration for School Improvement I
Participants examine the theory, research, and best practices on school, family, and community partnerships. Individuals explore different types of partnerships, challenges to developing school-based partnership programs, and the components of effective partnership programs that enhance student performance and success. Participants design an action plan for partnerships to address school improvement goals. (3 credits)

ED.851.631  School, Family, and Community Collaboration for School Improvement II
Building on the knowledge and skills developed in 851.630 (School, Family, and Community Collaboration for School Improvement I), students continue to explore research-based theories and best
practices in school, family, and community collaboration. The emphasis of this second course in the sequence is on students revising, implementing, and evaluating a key activity in the action plan for partnerships developed in 851.630. (3 credits)

ED.851.633  Introduction to the Independent School
This course will focus on the unique quality of the independent school. A specific focus will remain on the relationship between the parent and the teacher, reworking curriculum to fit the diverse needs of the student, understanding the importance of pedagogy and history in the independent school, and fostering a love of learning in each child. (3 credits)

ED.851.634  Curriculum, Instruction, and Assessment in Independent School Settings
Students consider the philosophical, historical, and psychological foundations for lower and upper school curricula and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the lower and upper school curricula, students evaluate options presented in various school reform plans that pertain to independent schools and contemporary research findings on effective schools and effective instruction. (3 credits)

ED.851.642  Leadership in Curriculum, Instruction, and Assessment for Independent Schools
Students examine curriculum theory, design, and content and their relation to instruction and assessment as applied to independent schools. Topics include: curriculum and the independent school mission statement; K-12 curriculum scope and sequence; leadership of curriculum change; curriculum mapping and its implications; methods of assessment; interdisciplinary curriculum development; culturally responsive curriculum, instruction, and assessment; and differentiation of curriculum and instruction. Participants apply course content by developing a plan for curriculum implementation in their own schools. (3 credits)

ED.851.643  Supervision and Professional Development for Personnel in Independent Schools
Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies appropriate for independent schools. Emphasis is on development of an annual, school-based professional development plan; alignment of instructional goals with the supervision and evaluation of teachers; delegation of supervisory roles; recruitment, retention, and support of faculty and staff in independent schools; designing teacher incentives, recognition, and award programs; and using the principles of high-quality professional development to enhance teachers’ knowledge and skills. Students apply concepts to practical situations in laboratory sessions. (3 credits)

ED.851.644  Public Relations, Marketing, and Fund-raising for Independent Schools
Students explore the importance of public relations, marketing principles, and fund raising to independent school success. Topics include: maintaining positive community relations; management of admission policies and procedures; operation of public relations and publicity functions; coordination of relations with other independent schools; facilitating relations with educational, governmental, and social service agencies; and fund-raising strategies. Students analyze and critique various strategies through case studies and discussion. (3 credits)
ED.851.645  Governance of Independent Schools
Students learn to facilitate positive working relationships within the board of trustees and build effective partnerships between the board and the school’s faculty and staff. Topics include: setting, communicating, and evaluating progress toward annual goals; strategic planning with faculty, staff, and board members; establishing structures for boards to accomplish their work; reporting effectively to boards on important issues and concerns; models for evaluating the head of school; models for evaluating board performance and contributions of individual board members; developing trustees as effective school advocates; and managing crises. Students gain an understanding of the pressures exerted from multiple constituencies, finding ways to base decisions on what is good for students, what is good for the institution, and what is consistent with their own values. (3 credits)

ED.851.646  Business Management and Finance for Independent Schools
Students learn to apply business principles and financial processes that are the foundation for successful independent school management. Content includes: oversight of independent school budgets; understanding of tuition and other revenue sources; knowledge and effective use of endowments, financial aid, and loans; understanding of major expenses; annual budget planning; grasping the legal and ethical implications of financial management; developing salary scales and policies; using principles of strategic, long-range planning; and facilities planning, maintenance, and management. Applications include case studies for identifying and resolving common problems and challenges. (3 credits)

ED.851.705  Effective Leadership
Students review the principles and techniques required of principals, assistant principals, and teacher leaders. The course emphasizes diagnosis of the school climate, principles of distributed leadership, motivation of faculty teams, and the dynamics of working in and with groups to accomplish school improvement goals. Emphasis is placed on the leader’s role in creating a collaborative vision/mission for a school and in establishing meaningful working relationships with the larger community. (3 credits)

ED.851.708  Systemic Change Process for School Improvement
Students examine the literature on systemic change in schools, with an emphasis on the roles of the teacher leader. Topics include planning, implementing, and evaluating the change process for school improvement. (3 credits)

ED.851.809  Seminar in Educational Administration and Supervision
Students prepare and present a seminar paper on a problem in educational administration or supervision. The paper includes a comprehensive literature review, an assessment of implications for administrative and supervisory behavior, and an implementation plan for addressing the problem in an educational setting. Students engage in case study analyses, role playing, and assessment exercises. (3 credits)

ED.851.810  Internship in Administration and Supervision
Students participate in a supervised practicum experience in an educational setting. Individual and group sessions of the interns are held. Students must attend an organizational meeting in the semester prior to the semester in which they wish to intern and obtain approval to register for the internship. (3 credits)
ED.851.814 Internship in Administration and Supervision

Students participate in a supervised practicum experience where they demonstrate the application of knowledge, dispositions, competencies, skills and solutions to day-to-day activities performed by practicing administrators or supervisors. Students are required to complete a minimum of 200 observation and performance hours aligned with leadership standards. Experiences are reflective of real and simulated field-based activities in a variety of educational settings. Students must complete a final internship reflection paper, as well as a comprehensive portfolio that includes artifacts that are illustrative of their best work. (3 credits)

ED.852.602 Supervision and Professional Development

Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies. Emphasis is on supervision skills, including the assessment of teacher performance, effective conferring strategies, and working with teachers to construct instructional improvement plans. Students apply concepts developed to practical situations in laboratory sessions. (3 credits)

ED.855.610 Seminar in Teacher Leadership

Students in the final year present and evaluate their projects and plans for implementing change in their work environments. In addition, participants examine selected topics and current issues in educational leadership. (3 credits)

ED.855.613 Entrepreneurship in Education

In this course, students will examine theoretical perspectives and research related to the field of entrepreneurial leadership in education. The education sector, despite the many transformative changes in the last 20 years, remains culturally traditional. Therefore, 21st century education leaders must learn to utilize entrepreneurial thinking, a sub-discipline of management as well as organizational theory, as another tool for innovation and organizational change. Students will study theories of entrepreneurship found in business, education, and other social sciences. They will also research entrepreneurial concepts and leadership traits through the disciplines of sociology, economics, and organizational management. Specific entrepreneurial research theories and practices, such as intra-preneurship and embedding of entrepreneurial leaders into educational institutions, will also be studies as means for promoting social justice, access, and equity for all learners. (3 credits)

ED.855.621 Instructional Theory in Online Teaching and Learning

This course will provide an empirical and theoretical foundation for effective online teaching and learning. Participants will explore cutting-edge research, theory, and practice of online instruction and engage in collaborative inquiry to address common assumptions about online and blended learning including cultural competence and ethical issues. Participants will draw upon relevant instructional theories, conceptual frameworks, and effective best practices as criteria for selection, implementation, and integration of online learning environments, and apply these theories and frameworks as they begin to construct a literature review to inform the intervention that addresses underlying causes and factors related to their Problem of Practice project. (3 credits)
ED.855.622  Instructional Design Theories and Models
In this course, participants will examine theory and research in instructional design (ID), evaluate the various ID models, and learn to evaluate and apply effective instructional design to enhance interdisciplinary learning experiences in online and blended educational environments. Instructional design theories and approaches will be discussed and contrasting views and perspectives of instructional design will be presented. A user-centered, iterative approach to design will be examined and applied to online and blended learning environments. Contemporary issues and trends in instructional design and a systems approach to design will be presented. The basic philosophical premise of the course is that there is not one method for design but rather an approach that considers the content, context, audience, and method of delivery in design. Participants will learn to effectively integrate and apply technology into instruction and will continue constructing a literature review that addresses underlying causes and factors related to their Problem of Practice. (3 credits)

ED.855.623  Instructional Message Design in Online Learning Environments
This course will explore theory and research as it relates to instructional message design and its effectiveness in enhancing student learning outcomes, satisfaction, message readability, and better presentation in traditional and digital media learning environments. Message design is the study of manipulating visual symbols and presentation in order to enhance learning. It presupposes that the effective manipulation of symbols modifies the cognitive, psychomotor, or affective behavior. The concepts of message design are grounded in what Dewey (1900) referred to as “linking science” between learning theory and educational practice (Fleming & Levie, 1993). The course will discuss the application of perception theory, communication theory, and systems theory to design and effectively present digital media. Participants will learn message design principles for promoting learner engagement and motivation. They will explore instructional implications, best practices, and learning activities and objectives that benefit their students in the classroom as well as inform their personal and professional development. Participants will apply these novel perspectives as they complete constructing a literature review to inform the intervention for their Problem of Practice project. (3 credits)

ED.855.640  Building Strategic School, Educational Organization, and Community Partnerships
This course provides opportunities for students to engage in reflective practice as an educational or organizational leader, while building organizational and community partnerships to leverage multiple resources for addressing a specific organizational systems issue. Students are expected to 1) become familiar with pertinent theoretical literature; 2) understand the internal and external organizational environment and the pressures of those institutional relationships; 3) understand the roles and responsibilities of creating and sustaining dynamic partnerships, including acting as an informal project manager and community advisor; and 4) anticipate the challenges of navigating through politics, policy, fundraising, marketing, social networking, and possible media involvement. This course will include creating multiple strategies for communicating with internal and external stakeholders as appropriate to disseminate findings related to their Applied Dissertation topic. (3 credits)

ED.855.641  Strategic Systems Change and Action Planning
Education leaders, public and private, need to understand the structures for managing the school and/or organizational environment. These structures include organizational visioning and action planning, budgeting and finance, and the leadership skills that incorporate instructional design, curriculum integration with standards, and logistics of technology implementation, professional development, and
evaluation. This course is designed to introduce knowledge management concepts into an organizational or educational context and to provide an in-depth focus on data-driven decision-making in organizational and educational institutions. Participants will develop an understanding of how to create and support change through a systems approach. Students will apply these novel concepts and perspectives to continued construction of the literature review to inform their Problem of Practice. (3 credits)

ED.855.642 Talent Management & Organizational Finance for Entrepreneurial Leaders
This course promotes knowledge and application of best practices in the development of primary organizational resources – its talent and financial resources. Students will engage in 1) discovering best practices in the educational and/or organizational theoretical literature; 2) exploring talent management and development (TM) concepts, applications, and solutions through analysis of current case studies from the organizational and educational environments; and 3) actively learning to apply current TM theories, principles, and practices to the student’s organization by appropriately applying these perspectives as they relate to the student’s Problem of Practice. Students will also learn to identify and manage financial resources including grants, philanthropy, and program and product revenues. Students will identify the strategic challenges within talent and financial management and the application of appropriate, yet innovative, solutions to these challenges. Students will provide evidence of a deep and comprehensive understanding of how organizations could better invest in a particular aspect of talent and financial management to achieve greater educational and organizational outcomes related to their Problem of Practice and the leadership required to initiate such an effort. (3 credits)

ED.855.643 Turnaround Leadership in Schools and Educational Organizations
This course will provide participants with a deep knowledge of the educational challenges school and other educational organization leaders face in turnaround situations as well as what is known about effective instructional, human capital, and change management strategies for turning organizations around. It will combine research from multiple fields with practice examples drawn from existing turnaround schools and organizations. The focus will be on what is needed to design an organization such as a high poverty school for success through effectively implementing high leverage change strategies including distributed leadership, recruitment, training, and evaluation; using data to guide and monitor interventions; and effectively integrating external partners to address critical capacity needs. Attention will also be paid to utilizing these turnaround strategies in educational organizations broadly, depending on the student’s Problem of Practice. This course will offer insights and opportunities to further explore the literature to support proposed solutions and/or interventions to ameliorate the identified Problem of Practice. (3 credits)

ED.855.708 Mind, Brain Science and Learning
Building on Multiple Perspectives on Learning and Teaching, this course will survey theoretical and empirical research in the study of cognitive development focusing on recent and ongoing studies of memory, attention, language, and social/emotional development. Participants will examine research literature from multiple fields in the brain sciences, including cognitive science, experimental psychology, and neuroscience. General topics include an overview of brain structure and function, imaging technology, normal brain development, and how differences in development may affect learning. They will explore recent findings on topics such as the effects of stress, sleep, and multi-tasking on brain development and learning. Students will consider how research findings inform practice and policies in education and related fields. (3 credits)
ED.855.710  **Multicultural Education**
The rapid and explosive demographic shifts in this country among culturally and linguistically diverse students, the fact that these students are projected to comprise the majority of school age students by the year 2020, and the current educational trajectory of students from marginalized groups provide a compelling rationale for identifying strategies and interventions for facilitating transformative multicultural approaches to education. Using Pedersen’s tripartite model of multiculturalism, students will address the requisite awareness, knowledge, and skills for enhancing their multicultural competencies. Students will create a conceptual framework to organize research approaches related to this model and to inform the development of their applied project of practice. (3 credits)

ED.855.712  **Multiple Perspectives on Learning and Teaching**
This course will survey classical theoretical perspectives on learning and teaching including behaviorism, cognitive, constructivist, sociocultural, social cognitive, and situative perspectives. Students will examine the research literature to identify the strengths and limitations of these perspectives in relation to understanding issues within their organizations. They will create a conceptual framework to organize these research approaches and to inform the development of their Problem of Practice. (3 credits)

ED.855.714  **Power, Politics, and Policy in Education**
Government entities have increasingly molded public education. In the United States, federal laws and mandates have enormous influence on local schools; state governments have endorsed and implemented national Common Core curriculum standards; and funding is based on top-down distribution while mayors, school boards, parents, students, and other local stakeholders bid for local control of their schools. In this vein, other political groups press for reductions or the elimination of federal involvement in schooling. These transactions involve power relations and concepts of democracy and freedom. Through this course, students will examine various theories, concepts, principles, and dynamics of power, politics, and policy and how these ideas apply to education, organizations, and leadership. (3 credits)

ED.855.716  **Contemporary Approaches to Educational Problems**
In Contemporary Approaches to Educational Problems, students critically investigate methods professionals use to theoretically and empirically examine contemporary issues in education. We introduce improvement sciences as a frame for understanding and intervening in educational problems. Students will investigate research within their area of specialization and build the knowledge and skills to critically analyze existing research literature. The final outcome of this course is a synthesis of literature relevant to factors associated with and underlying causes for their Problem of Practice. The course also includes a focus on academic writing. (3 credits)

ED.855.718  **Disciplinary Approaches to Education**
Educators use theories, concepts and approaches from sociology, economics, history, anthropology, and other disciplines to make sense of problems in their field. This course introduces the concepts central to these approaches. Students will learn about these theoretical perspectives through reading central texts related to these disciplines of educational theory and will develop a theoretical frame for their Problem of Practice project based on the perspectives examined in the class. (3 credits)
ED.855.720  Leadership in Educational Organizations
through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. this course will focus on new and historical perspectives related to leadership development, group dynamics, and effective individual and organizational behaviors, visioning, and transformation. this course navigates the complexities of human behavior and organizational outcomes from psychological and behavioral perspectives and includes empirical findings drawn from neuroscience focused on resilience and the emerging field of neuroleadership. course participants will continue to frame and examine a contemporary problem of practice significant to their workplaces and develop innovative solutions to these issues. (3 credits)

ED.855.753  Digital Age Technology and Instruction
this course provides opportunities for participants to explore integration of technology within the K-16 classroom environment. first, students will examine barriers to technology integration in the K-16 context with implications for professional development. students will examine theoretical perspectives and research to investigate the advantages and challenges of effectively integrating technology to support learning. specifically, students will be engaged in critically examining “evaluation practices” related to effective application of digital technology in the classroom from an informed theoretical, empirical, and pedagogical perspectives. examples from research that examines evaluation practices can be related to classroom connectivity technology, mobile technologies, one-to-one computing, and video use. participants will also be engaged in considering measurement to examine the effectiveness of the technology integration in instruction and gauge the capacity of their school organization in implementing digital age technology successfully. participants draw upon relevant instructional theories, conceptual frameworks, and effective best practices as criteria for selection, implementation, and integration of technology. (3 credits)

ED.855.754  Evaluation of Digital Age Learning Environments
this course provides participants the opportunity to determine how digital-age technologies improve critical thinking and achievement in the k-12 classroom. topics include evaluating the effectiveness and application of learning technologies to improve student-learning outcomes, using learning analytics to determine instruction effectiveness, online and computer-assisted testing and strategies to maximize results, federal and state reporting practices, as well as formative and summative program and performance evaluation. participants in this course analyze technology mediated education and learning environments as they relate to instruction and learning. (3 credits)

ED.855.755  How Schools Work
this course analyzes educational systems as social organizations. it gives particular attention to the often taken-for-granted ways that we structure learning in schools and classrooms and their consequences for social inequality. to these ends, the course will examine classical institutional and organizational theory and evaluate these theories in their application to historical process of educational formation and the contemporary organization of K-12 schooling in the US. (3 credits)

ED.855.756  Higher Education Teaching Skills for Doctoral Students
this course will provide a mechanism for students in the PhD program to obtain credits as a teaching assistant. (3 credits)
ED.855.764    Schools in Society
After a consideration of the historical development of modern educational systems as institutions that socialize, select, and allocate children to positions in the adult society, the course examines the origins of alternative explanations for why individuals obtain different amounts and types of educational training, considering how family background, race, and nativity shape modal trajectories through the educational system. The course also considers the particularities of the urban schooling in America since the 1960s, including the foundational literature on the effects of school and community resources on student achievement as well as the development and subsequent evaluation of school desegregation efforts. Debates over the meaning and pursuit of equality of opportunity are considered throughout the course, as they arise from broader concerns about the fairness of society, the prospects for upward social mobility, and the role that educational institutions have played in the production of socioeconomic inequalities across generations. (3 credits)

ED.855.773    Organizations and Institutions
Organizations and Institutions takes as its object of study the school, the school system, and those governmental and non-governmental organizations most central to the educational process. How are schools and school systems best organized, and what has recent research shown about how to reorganize them to improve outcomes for urban students? What other social institutions play an important role in determining outcomes for these students? This course helps students to make sense of and to improve the organizational context impacting urban students. (3 credits)

ED.855.774    Partnerships and Community Organizing
Partnerships and Community Organizing begins from the premise that schools alone are not going to solve the educational crises facing urban students, whether at the K12 level or settings such as community colleges. Building from the Organizations and Institutions course, this course examines how best to build partnerships with families, communities and other institutions to improve outcomes for urban students. What partnership models have demonstrated success in the past? What strategies have demonstrated success in involving students’ families? This course examines partnerships at the level of the school and the school district. (3 credits)

ED.855.825    Human Development from Educational Psychology Perspectives
This course will provide an overview of major concepts, theories, and psychological research related to human development, primarily from birth to the transition to adulthood. This will include discussions of developmental milestones, individual functioning, human learning, motivation, cognitive and social-emotional development, and environmental influences. In addition, we will discuss the application of psychological principles to educational research and practice. (3 credits)

ED.855.840    Doctoral Research
Doctoral students apply theories and concepts related to their areas of study. (3 credits)

ED.860.502    Self-Care and Wellness for Counselors
Compassion fatigue (Figley, 1993), also called secondary traumatic stress disorder, refers to the emotional effects on the counselor of exposure to working with those who have experienced traumatic events. Many counselors fail to recognize the signs and symptoms of compassion fatigue, and they do not
take preventive measures to avoid the physical and psychological problems that can result. This course will introduce students to key concepts related to secondary traumatic stress, compassion fatigue, stress, and burnout, and will help them explore self-care as a way to prevent problems. Students will have the opportunity to assess their current level of resilience and to experience a several self-care activities that promote physical, emotional, and spiritual wellness. Students will be introduced to the transtheoretical change model developed by Prochaska et al. (Prochaska, Norcross & DiClemente, 1995) that they will apply in developing a personal self-care plan. Although the primary focus of this course is on the individual counselor, some attention will also be given to organizational issues that can contribute to mental health workers’ role fatigue, as well as ways to address these larger systems issues. (1 credit)

ED.860.528  Post-Traumatic Stress Disorder
This course provides an overview of the etiology of and issues critical to the diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD). An emphasis is placed on the understanding of historical trends and contemporary theoretical and clinical models. (1 credit)

ED.860.548  Counseling Clients with Eating Disorders
This course provides students with an overview of current issues facing adults and children who struggle with eating disorders and eating disorder related symptomatology, with a particular emphasis on defining and assessing eating disorders from a multicultural perspective. Students will learn about the multiple risk factors that contribute to eating disorders as well as the psychological, physical, educational, societal, and counseling implications for eating disorders. (1 credit)

ED.860.556  Adlerian Approaches to Counseling
Adlerian principles and practice in counseling and therapy are examined, with an emphasis on practical application. Important Adlerian ideas are covered, such as family constellation and birth order, lifestyle, goals, striving for significance, community feeling, social interest, teleological behavior, early memories, and the concept of the self. Many Adlerian techniques are covered including, paradox, acting as-if, use of metaphor, humor, push-button, catching oneself, and spitting in the client’s soup. The use of Adlerian counseling in the context of school, group, and families is also studied. (1 credit)

ED.860.561  Adolescent Suicide: Counseling Assessment and Prevention
Participants review potential indicators leading to adolescent suicide. Students consider psychosocial factors of adolescent suicide, the influence of the school environment and support systems, the parenting process, and data on the incidence of suicide with emphasis on counseling intervention, assessment, and prevention strategies. (1 credit)

ED.860.614  Counseling Individuals with Anxiety Disorders
Students in this course review the nature of anxiety and how it affects human functioning, performance, and interaction. Topics such as phobias, panic attacks, stress management, and general anxiety are discussed. The emphasis of the course is on effective treatment using a wide range of approaches. (1 credit)
ED.860.615  Domestic Violence: Its Implications on Spouses and Children and Remediation Strategies for Mental Health Professionals

Despite the fact that more and more members of society have developed heightened awareness of the incidence and impact of domestic violence in the United States, many men, women, and children are still affected by violence in their families. The emotional, social, and physical impacts are far-reaching and usually have serious long-term effects. This seminar addresses the dynamics that occur in violent families, with particular emphasis on counseling strategies that can be used by mental health professionals when working with spouses, children, and other family members. (1 credit)

ED.860.616  Achieving Change with Difficult Clients

The mechanisms and processes of therapeutic change are detailed according to the latest research literature, and applied in the context of working with defiant, unmotivated, or otherwise resistant clients. Much of the course is devoted to providing specific techniques and strategies that are directly relevant to positive outcomes. (1 credit)

ED.860.619  Spirituality as a Resource in Counseling

Contemporary researchers in medicine Young & Koopsen, 2011; McCormick 2010), nursing (Sawatsky & Petsut, 2005), social work (McKeman, 2005), and counseling and psychotherapy (Walker, Courtois & Aten, 2015; Walker, Gorsuch & Tan, 2004; Johnson, & Hayes, 2003; Fallot, 2001) have studied the contributions religion and spirituality can make to health and mental health. This course, Spirituality as a Resource in Counseling, will identify ways that spirituality can be used intentionally in the counseling process to promote clients’ resilience and mental health, as well as ways that spiritual beliefs can function as a barrier to mental health. Various types of spiritual interventions will be discussed and related to different populations, with particular emphasis on clients recovering from trauma. Students will explore their personal spiritual beliefs and identify ways that these could possibly enhance or impede the counseling process. Spirituality will be explored in the context of cultural diversity and cultural competence, understanding spiritual beliefs as centrally important in the way individuals attribute meaning to their life experiences, including mental health and mental health problems. (1 credit)

ED.860.624  Introduction to Psychodynamic Counseling

Participants are introduced to the major concepts inherent to psychodynamic models for counseling and therapy. Emphasis is placed on the contributions of Freud and other theoreticians of his period, object relations models, and contemporary counseling/therapy approaches based on psychodynamic concepts and methods. (1 credit)

ED.860.639  Cognitive Behavioral Therapy

Cognitive behavior therapy is one of the most popular contemporary models across the helping professions because it allows clients to evaluate and alter maladaptive thought patterns that may have an adverse impact on behavior. This course explores foundations of cognitive behavior therapy to include theoretical underpinnings, methods/models, applications, and research findings around efficacy for use with various adult populations. Cross-cultural issues and ethical practices are also examined, and the course reviews models and methods for child and adolescent populations. (3 credits)
ED.860.640  Introduction to Positive Psychology
This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience. Emphasis will be placed on the significance of optimism, well-being, resilience, strong social connections and the value of contributing to something bigger than oneself. Positive psychology interventions will be addressed. (1 credit)

ED.860.645  Gestalt Therapy
This course is an introduction to the fundamental principles of gestalt therapy, including its history, context and presuppositions. A range of gestalt topics will be covered including the cycle of experience, contact, boundary disturbances, the experiment, empty-chair technique, handling resistance and gestalt dreamwork. The emphasis of the course is to instill a sense of gestalt phenomenological awareness in the student that enables his or her use of gestalt principles as an adjunct to counseling practice. (1 credit)

ED.860.655  Developing a Successful Private Practice
This course assists participants in developing a successful private practice and is suitable for those who have not yet launched a private practice, as well as for those who have already begun a practice. Students learn the pros and cons of a private practice. Topics include defining the practice, business planning, setting up an office, developing consent to treatment and other forms, recruiting clients, billing, dealing effectively with managed care, writing treatment plans and authorization requests, assessing treatment effectiveness, and many other topics. (1 credit)

ED.860.660  Psychopharmacology for Counselors
Participants are introduced to the major categories of psychopharmacologic medications and gain an understanding of and appreciation for the use of these medications in the treatment of mental and emotional disorders. The counselor also learns about the need for effective collaborative relationships with psychiatrists and other physicians. (1 credit)

ED.860.662  Counseling Refugees and Immigrants
This course provides an overview of issues, skills, and practice related to counseling refugee and immigrant populations. Students will develop an understanding of pre-migration trauma and issues that impact refugee and immigrant mental health, as well as explore post-migration issues related to mental health, acculturation, and psychosocial adjustment. The Multi-Level Model of Psychotherapy and Social Justice (MLM) will be presented with opportunities for practice and skill development. (1 credit)

ED.860.692  Counseling Gay and Lesbian Youth
This course is designed to help professionals become aware of the societal issues and developmental needs of gay, lesbian, bisexual, and questioning youth. School-based interventions are presented, including interventions related to staff development and individual and group counseling. (1 credit)

ED.860.708  Systemic Assessment of Child Abuse
Child abuse and neglect is a serious issue that threatens the lives and well-being of millions of children in the US each year. Counselors working with families must become skilled at recognizing and identifying
children who are at risk for abuse and neglect. This course addresses issues of assessment, intervention, law and ethics in the field of child abuse. (1 credit)

ED.860.710  Sexuality and Intimacy in Couple and Family Counseling
This course is designed to promote greater understanding of sexual functioning and intimacy through a study of historical, multicultural and relational perspectives on human sexuality. Specific sexual issues will be examined as these relate to clinical and relational issues in couples and families. (1 credit)

ED.861.502  Counseling Theory and Practice
(Lab course) This course provides an overview of the major theories of counseling and therapy, such as cognitive, behavioral, existential, Gestalt, and Adlerian. Students explore integrative approaches, as well as multicultural and feminist perspectives. Participants focus on a wide range of specific techniques and practices that are associated with each theory and how they are applied in various situations. (3 credits)

ED.861.503  Group Counseling and Group Experience
(Lab course) Students investigate practical and theoretical concepts of group dynamics and group counseling to acquire skills in facilitating various kinds of group interaction. Students explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and laboratory experiences. (3 credits)

ED.861.507  Counseling Techniques
(Lab course) This course provides an overview of the history and philosophy of professional counseling, with special attention to the roles, functions, and limitations of school, community, and organizational counselors. Included is an understanding of the essentials of basic counseling skills; attending, listening, and interviewing stages of clinical treatment; and client/counselor relationships. Students learn about professional counseling organizations, professional credentialing, and standards and ethics in counseling and related human services. The course emphasizes self-growth, awareness, and observational skills as related to becoming a facilitator of individual, group, family, and systems change. (3 credits)

ED.861.511  Career/Life Development and Planning
Participants review major theories of career development and decision-making, occupational sociology, and vocational psychology. The course places career counseling concepts in a life-span perspective and reviews career development materials and cross-cultural strategies. (3 credits)

ED.861.513  Integrating Alternative Approaches to Mental Wellness
The course titled Integrating Alternative Approaches to Mental Wellness seeks to include culturally diverse counseling practices such as mindfulness, yoga meditation, and expressive arts combining them with conventional psychotherapies such as Adlerian, existential, Gestalt, behavioral & cognitive behavioral therapies. It builds on the foundation established in Counseling Theory & Practice (ED.861.502), wherein students introspect, analyze and synthesize essential concepts from various psychotherapeutic theories aiming to develop a personalized integrative theory. The emphasis is on a therapist’s creation of a repertoire of counseling techniques and interventions, drawn from multiple theories and most importantly from the client’s own life practices. Students learn to integrate key concepts from theories such as cognitive, behavioral, existential, Adlerian, and Gestalt, while
concurrently resourcing alternative therapeutic modalities of expressive arts, mindfulness, movement, music, and yoga meditation. Emphasis will be placed on the importance of a therapist’s regard for a client’s competence in overcoming challenges to facilitate relief from emotional distress, reprieve from behavioral dysfunction and restructuring of maladaptive cognitive schema. (3 credits)

**ED.861.605  Human Development and Counseling**
This course reviews significant findings regarding current theory and practice in human growth and development along the life span through a biopsychosocial lens. Learners gain insights into aspects of human development that impact behavior in a variety of realms to include biological, cognitive, socio-emotional, and dispositional influences. Course outcomes focus on theoretical understanding and application of research findings to normal functioning as well as case conceptualization and counseling interventions within school and clinical mental health counseling populations. (3 credits)

**ED.861.609  Diagnosis in Counseling**
Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM V) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria. Theories related to the etiology of major categories of mental disorder such as anxiety, depression, substance abuse, and personality disorders are examined. Students gain an understanding of the impact of abnormal behavior on individuals, families, and society. Instructors provide a developmental framework for understanding diagnosis from multicultural, feminist, and systems perspectives. (3 credits)

**ED.861.612  Appraisal and Testing for Counselors**
Students explore individual and group approaches to assessment and evaluation through the use of standardized test instruments and rating scales. Emphasis is given to principles of test construction, reliability and validity, psychometric properties, and strategies for the selection, administration and interpretation of behavioral, psychological, and educational tests. Implications of age, gender, ethnicity, culture, heritage, language, disability, and professional/ethical issues are examined. (3 credits)

**ED.861.614  The Foundations of School Counseling**
This course is a survey of the knowledge base and practices in contemporary school counseling. It will emphasize the educational, historical, sociological, economic, philosophical, and psychological dynamics of the professional school counselor’s role. Students integrate knowledge and learn skills to examine data driven comprehensive school counseling programs that enhance academic, career, and personal/social development for all students. (3 credits)

**ED.861.668  Role-Play and Related Experiential Methods in Counseling**
This didactic and experiential course will introduce students to the theory and methods developed by Jacob L. Moreno, M.D., who originated group psychotherapy, psychodrama, and sociometry (the measurement of social relations). Students will have the opportunity to see a full psychodrama (via videotape) and to participate in limited psychodramatic structures to gain first-hand experience with the method. Students will also practice limited psychodramatic and sociometric techniques during supervised in-class practice sessions. Special attention will be given to the safe and ethical use of action methods with specific populations, including trauma survivors and other vulnerable populations. Culturally
competent practice will also be discussed. Applications of psychodrama and related action methods to individuals, couples, families, and groups will be discussed. (1 credit)

ED.861.713   Advanced Treatment Approaches
This course explores a wide range of effective techniques and strategies in counseling and therapy, in the context of successfully treating various mental and emotional disorders. Approaches and procedures from such diverse models as psychodynamic, cognitive, behavioral, experiential, and systemic are explored, along with theories of change and research findings on effective counseling and therapy. (3 credits)

ED.863.501   Introduction to Clinical Mental Health Counseling
This course provides an overview of the role and scope of the clinical mental health counseling profession. Students address a number of topics including the historical, theoretical, philosophical, and empirical foundations of clinical mental health counseling. The course addresses role functions and employment settings of mental health counselors; program development, emergency management, prevention, intervention, consultation, assessment approaches, and education; and the contextual dimensions of diverse clients seeking mental health counseling services. This course is a requirement of our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This is a foundational course that prepares students to work in a broad range of mental health counseling programs by acquainting them with the foundations of clinical mental health counseling. (3 credits)

ED.863.503   Introduction to Neuroscience for Mental Health Clinicians
This course will examine a selection of recent advances in neuroscience that provide clinicians with alternative ways of thinking about mental disorders. As we have moved beyond the Decade of the Brain (1990-2000), ever more exciting findings from research have emerged. We will examine examples of mental disorders where the evidence for structural and/or functional brain abnormalities is strongest. The implications of this for assessment, prevention, and treatment will be discussed. Examples from the major life stages of childhood, adolescence, adulthood, and old age will be examined. We will make use of recent research articles to frame the discussion. (1 credit)

ED.863.524   Individual and Group Dynamics: Behavior in Context
Individual and group dynamics are at the core of adaptive or maladaptive human behavior. A solid grounding in basic empirically-derived principles of motivation aids counselors in better formulating and presenting problems and in conceptualizing appropriate interventions. Foundations for this course are derived from classic theories and research findings in personality psychology, social psychology, cross-cultural psychology, and neuroscience. Students explore the influence of the person, the situation, and cultural diversity as forces in shaping behavioral tendencies. A unifying theme within the course is the influence of resilience as a dispositional perspective for both the client and the helping professional. (3 credits)

ED.863.526   Introduction to Play Therapy with Children
The major goal of this course is to facilitate students’ knowledge, dispositions and skills to counsel children through play therapy and other major theoretical applications. Students’ learning will be
facilitated through didactic presentations, interactive discussions, and supervised counseling practice with elementary school children. This course also emphasizes the counselor’s collaborative work with children's legal guardians/family members. (3 credits)

**ED.863.571 Counseling Adolescents**

This course provides an overview of the various aspects of adolescent counseling, ranging from adolescent depression, suicide, crisis, drug and alcohol abuse, peer pressure, self-esteem issues, culture, family issues, and developmental themes. Part of the course is dedicated to examining current research on adolescents. The emphasis of the course is on clinical training in group, family, and individual contexts. Relevant ethical and legal issues are addressed. (3 credits)

**ED.863.603 Couple and Family Therapy**

(Dept Course) Students study the theory and practice of family therapy with an emphasis on models of family development and major approaches to intervention with families. Systemic models of family intervention are emphasized, as well as the study of other historically important and contemporary approaches to family therapy. The course blends didactic and experiential learning. (3 credits)

**ED.863.607 Diversity and Social Justice in Counseling**

Participants explore aspects of counseling clients from diverse ethnic, racial, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students consider counseling strategies for enhancing cross-cultural interventions. (3 credits)

**ED.863.629 College Admissions Counseling**

This course presents an overview of college admissions counseling for those who work with students making the transition from high school to college (e.g., middle and high school counselors, teachers, and college admissions personnel who want to become more familiar with high school processes and protocol). Effective strategies and practices that enhance students’ college readiness will be introduced and practiced. Topics for the course include: the college counselor’s timeline, resources available to counselors for college applications and financial aid planning, academic planning for college readiness, tips for writing college recommendations, developing a school-wide college-going culture, dismantling inequities in college admissions, and managing a college counseling office. (3 credits)

**ED.863.630 Addictions Counseling I: Theory and Approaches**

Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered and examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA’s, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues. (3 credits)

**ED.863.650 Working with Children’s Contemporary Issues of Grief and Trauma**

This course recognizes a multitude of loss and grief issues faced by children in a contemporary world. Students gain an understanding of children’s complicated grief issues including suicide, homicide, AIDS, violence, abuse, bullying, terrorism, and trauma. Through the use of case studies, students learn how to
utilize specific clinical techniques when working with children experiencing traumatic loss. Participants gain an awareness of normal grief responses in children, tasks of grief, myths of grief, and techniques useful in helping children grieve. Students learn practical ways to respond to children’s grief reactions and questions and learn grief resolution techniques to work with children in educational and counseling situations. They also learn how to recognize behaviors that signal loss and how to identify at-risk and traumatized children. (3 credits)

ED.863.674 Meditation and Mindfulness
This course explores various methods of meditation from a counseling perspective to experientially understand multicultural practices that offer relief from emotional disorders such as anxiety and depression. Emphasis is placed on neuroscientific validation of meditation as a process to cultivate mindfulness and healing presence in a counseling setting. Students research natural outcomes such as concentration, awareness and insight both into self and with client. Eastern world concepts of ego, mind, body, mental health, psychopathology, suffering, compassion, and liberation are also addressed. A portion of class will be devoted to the actual practice and application of techniques from reading assignments. (3 credits)

ED.863.681 Research and Evaluation for Counselors
Participants learn the basic concepts for understanding and conducting research and program evaluation related to the counseling and human services fields. Students study experimental and quasi-experimental designs, examine quantitative and qualitative methodologies, and learn basic statistical procedures for data analysis. (3 credits)

ED.863.718 Counseling Military Families
Students explore aspects and issues affecting military families. Students consider the military as a unique culture within American society; the cultural context of the transmission of values, beliefs, and customs; and the needs of children and spouses of those serving in the military. Considerable time will be spent exploring counseling for issues of PTSD, substance abuse, isolation, frequent relocations, deployment, reintegration into family life, anticipatory loss and grief, anxiety, uncertainty, the effects of war, managing stress and anger, staying healthy, improving sleep and building resiliency. (3 credits)

ED.863.736 School Counseling Leadership and Consultation
This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent. Ultimately, the course will assist future school counselor leaders build effective stakeholder consultation teams that promote equitable services for all K-12 students. (3 credits)

ED.863.795 Ethical and Legal Issues of Mental Health Counseling
Participants explore professional issues in counseling, with specific regard to ethics and laws that pertain to the profession, such as ethical codes, responsibility, competence, public statements, confidentiality, reporting abuse, and dual relationships. Professional issues in the context of community mental health are also covered in terms of historical, societal, and philosophical aspects, as well as licensing, roles,
policies, legislation, reimbursement, and the professional identity of community counselors. Racial and ethnic issues, as well as gender, sexual orientation, socioeconomic status, and mental status in community counseling settings are also addressed. (3 credits)

ED.863.808 Practicum in School Counseling
This supervised practicum experience is offered in two modalities. The first modality is an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is a practicum course involving 100 hours of individual counseling and group counseling, as well as supervisory experience in a school setting or clinical setting where children and/or adolescents are served. Supervision of this experience will be provided by the on-site supervisor and a school counseling program faculty member. Emphasis here is given to the development of cultural competence, social/emotional issues of children and adolescents (e.g., depression, bullying) and school-related issues (e.g., crisis management). The course is taken near the end of a student’s program of study just prior to the internship. (3 credits)

ED.863.820 Internship in School Counseling
This supervised experience in school counseling includes both field work and class instruction. Students spend 600 hours, over the course of two consecutive semesters (Fall-Spring sequence), engaged in counseling, consultation, and program development activities under the direct supervision of a practicing, certified school counselor. (6 credits taken over two semesters)

ED.863.830 Graduate Project in Counseling
Students of demonstrated ability with a special interest in counseling study under the personal direction of a faculty member in the School of Education. Students must meet with their faculty advisor and prepare an outline of the proposed project prior to registration. (1-6 credits)

ED.863.870 Practicum in Clinical Mental Health Counseling
This supervised practicum experience is offered in two modalities. The first modality is an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is a practicum course involving practical training at a community-based agency or institution. Training focuses on integrating counseling theories in social context with individual counseling practice. Emphasis here is given to the development of cultural competence in joining, trust building, developing clinical hypotheses and interventions, and collaborating with clients in the development of goals, relevant legal and ethical issues. The course includes both didactic and experiential learning and is taken near the end of a student’s program of study just prior to the internship. (3 credits)
ED.863.875  Internship in Clinical Mental Health Counseling
This supervised internship in counseling includes both class instruction and either a 600- or 1000-hour internship. Students must register for this course in consecutive fall and spring semesters, as it is a two-semester course. (6-12 credits; taken over two semesters)

ED.871.501  Introduction to Children and Youth with Exceptionalities
Students investigate the major areas of exceptionality addressing the characteristics and educational needs of students with a broad range of special instructional needs. Students review incidence and etiology, diagnostic and instructional services, educational continuum of programs, and findings of recent research. (3 credits)

ED.871.502  Educational Alternatives for Students with Special Needs
Designed especially for general educators, counselors, supervisors, and administrators, this course examines differentiated instruction for students with special needs in general education classrooms. Students review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs in general education classrooms. (3 credits)

ED.871.510  Legal Aspects, Service Systems, and Current Issues in Special Education
This survey course reviews litigated and legislated standards for special education and related services for persons with disabilities. Students explore current issues in the provision of services for persons with disabilities, including inclusion, the response to intervention (RTI), and regulations for eligibility. (3 credits)

ED.871.511  Instructional Planning and Management in Special Education
Students focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies. (3 credits)

ED.871.512  Collaborative Programming in Special Education
This course focuses on collaboration themes common to various educational settings: interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Students examine techniques that promote effective communication between teachers, school administrators and related professionals, and families of students with special needs. Co-teaching models that work effectively are also discussed. (3 credits)

ED.871.513  Applied Behavioral Programming
This course will focus on the methodology of applied behavior analysis including how the principles of behavior can be used to make changes and improvements in classroom behavior. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Students assess and develop individual behavior
projects that demonstrate their ability to design, implement, and evaluate behavioral support programs in an ethically responsive manner. (3 credits)

ED.871.514  Medical and Physical Aspects of Disabilities
This survey course provides students with information from the medical sciences concerning the etiologies and treatments of disabilities. Topics include human genetics and embryology; the newborn period; the structure, functions, and interrelationships of the major systems of the human body; infectious diseases; and emergency procedures. The relationship between students’ medical issues and classroom activities is discussed. (3 credits)

ED.872.500  Seminar: Current Trends and Issues in Early Childhood Special Education
Beginning students in the Early Childhood Special Education (ECSE) program will explore research, policy and practice in the field of ECSE. Students will acquire a broader schema for roles and responsibilities, career planning, accepted standards, contemporary practice, and organizational structures related to ECSE. Students will become familiar with features of national, state, and local ECSE systems. Students will also examine issues related to reform-based preschool and primary special education in Maryland. (3 credits)

ED.872.501  Screening, Diagnosis, and Assessment of Young Children with Disabilities
The first few years of life establish initial patterns of learning, literacy, and behavior, and set the pace for subsequent development. In this course, the emphasis is on the translation of evaluation and assessment information into meaningful outcomes for young children with disabilities. Students will review instruments and procedures for screening, evaluating, and assessing the status of a young child’s cognitive development, physical development (including vision and hearing), communication development, social and emotional development, and adaptive development. (3 credits)

ED.872.502  Instructional Program Planning and Methods: Birth-3 Years
Early intervention can have a significant effect on developmental outcomes for young children with disabilities and their families. This course will prepare students to support the facilitation of a family-centered foundation for learning and literacy in infants and toddlers. Students will focus on planning, implementing, and evaluating programs for eligible infants, toddlers, preschoolers, and their families. Topics include: (a) a survey of curricular options for young children and families, (b) selection of family-centered treatment outcomes, (c) design of instructional activities for promoting developmental progress, (d) evaluation of program effectiveness, and (e) evaluation of family satisfaction with services. (3 credits)

ED.872.503  Instructional Program Planning and Methods: Grades Pre-K-3
In this course, students will develop competencies in planning, administering, and reporting the results of a variety of screening, evaluation, and assessment instruments or procedures for children in pre-kindergarten through primary level special education programs. Students will interpret test results for purposes of: (a) communicating findings to families; (b) communicating findings to colleagues; (c) individual program planning for learning and literacy; and (d) monitoring of individualized programs. Students will create strategies for effective management of resources and information related to the
screening, evaluation, or assessment process at pre-kindergarten through primary levels of special education. (3 credits)

ED.872.504  Materials for Teaching Reading to Young Children with Disabilities: Grades K-3
This course examines the variables associated with the selection and use of appropriate materials for teaching reading to kindergarten and primary level students with disabilities. Students will create an organized, comprehensive intervention plan that effectively integrates meaningful and engaging technology and print materials to address the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and written expression. Students will develop a print-rich classroom environment that promotes interests, motivation, and positive attitudes about literacy. (3 credits)

ED.872.506  Instruction of Reading for Young Children with Disabilities: Grades K-3
Students will explore evidence-based techniques that can be applied in classroom reading instruction for kindergarten and primary students with disabilities. Assessment data will be used to prepare and implement instruction in phonemic awareness, phonics, word recognition, spelling, fluency, comprehension and organizational skills. Students will develop strategies for differentiating instruction to address the wide range of reading and related language abilities found in K-3 inclusion classrooms. (3 credits)

ED.872.509  Assessment of Reading for Young Children with Disabilities: Grades K-3
In this course, students will select, administer, and interpret a variety of reading assessments to use as the basis to create individualized prevention and intervention strategies. These assessments will include formal and informal measures with a focus on the diagnosis of reading problems, individualized planning for reading instruction, and implementation of such reading programs as Orton-Gillingham, the Stevenson method, phonemic awareness, the alphabetic principle, and modification of the literacy environment. (3 credits)

ED.872.514  Development of Young Children with Disabilities
This course examines typical and atypical development of young children, with a special emphasis on the etiology of developmental disabilities. Biological and environmental influences on young children are explored within the context of family and culture. (3 credits)

ED.872.810  Internship: Early Intervention and Preschool Special Education
Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in early intervention or preschool special education programs for young children with disabilities in the birth-to-five-years age range. Internship sites and activities are individually selected according to student interest and training needs. (3 credits)

ED.872.811  Internship: Preschool and Primary Level Special Education
Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in special education for children in the three-to-eight year age range. Field sites and activities are individually selected according to student interest and training needs. (3 credits)
ED.873.601  Introduction to Applied Behavior Analysis and Special Education
This course provides introductory knowledge of Applied Behavior Analysis (ABA). Among the topics explored will be the scientific foundation on which ABA is built, the concepts and principles of behavior analysis, and an overview of the application of ABA in educational settings. (3 credits)

ED.873.602  Research Methods: Evaluation, Measurement and Single Case Design
The course will examine the methods of single subject research design, including defining and measuring behavior, data collection and interpretation of graphs, and single case research designs. Students will learn to utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting. (3 credits)

ED.873.603  Behavioral Assessment and Intervention for Challenging Behaviors
This course will investigate the principles and procedures of the field of applied behavior analysis as it relates to challenging behaviors. Observational methods, behavior promotion and reduction, and generalization strategies will be reviewed in relation to the needs of students with disabilities. Students will design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for an individual student or a group of students in an educational setting. (3 credits)

ED.873.604  Behavioral Assessment and Instructional Strategies
The course will focus on developing effective teaching plans based on Applied Behavior Analysis (ABA), exploring a variety of teaching strategies including discrete trial instruction, applied verbal behavior, shaping, chaining, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, augmentative communication systems, programming for acquisition, generalization, and maintenance, and making data-based decision-making to improve instruction. Students will design, implement and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting. (3 credits)

ED.873.605  Ethics and Professional Conduct for Behavior Analysts
This course will provide discussion and examination of ethics and responsible conduct of behavior analysts with an in-depth review of the Guidelines for Responsible Conduct for Behavior Analysts (BACB, 2012). It will also include an overview of the behavior consultation model and examine the influence of Applied Behavior Analysis (ABA) on autism, developmental disabilities, and special education. (3 credits)

ED.873.606  Applications of Applied Behavior Analysis in the Classroom
This course will provide in-depth discussion and strategies regarding the implementation of applied behavior analysis in the classroom setting. Strategies will focus on documentation of services, training, and monitoring of others in carrying out behavior change procedures, performance monitoring and procedural integrity, supervision, evaluating effectiveness of intervention and teaching, and maintaining behavior change in the natural environment. Students will also learn and plan for unwanted effects of reinforcement, punishment, and extinction in a classroom setting. Students will also examine current
issues in special education as they relate to the implementation of applied behavior analysis, including inclusion, effective data collection, choosing evidence-based practices, and discussing the benefits of behavior analysis with other professionals. Finally, the course will help candidates prepare for the Board Certified Behavior Analysts (BCBA) exam. (3 credits)

ED.873.610 Applied Behavior Analysis Practicum I
The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB; www.bacb.com). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

ED.873.611 Applied Behavior Analysis Practicum II
The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB; www.bacb.com). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

ED.874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities
Students examine the incidence, etiology, and characteristics of students with learning disabilities, behavioral disorders, and intellectual disabilities, and review major theoretical models and instructional practices associated with each. (3 credits)

ED.874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle
Students explore assessment instruments and procedures for diagnosing elementary and middle school students who are experiencing learning and behavior problems. Participants administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. (3 credits)

ED.874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult
Students examine assessment instruments and procedures for diagnosing secondary level students who are experiencing learning and behavior problems in school. Students administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social-emotional behavior, and vocational functioning. (3 credits)

ED.874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities
Students learn teaching strategies that can be used by teachers with students who have difficulty with oral and written expressive language. Instructional methods include both curriculum modifications and teacher-devised tasks. (3 credits)
ED.874.525  **Mathematics: Methods for Students with Mild to Moderate Disabilities**
Students examine effective instructional strategies for the remediation of problems frequently found in the mathematics performance of students with mild to moderate disabilities. (3 credits)

ED.874.526  **Classroom Management: Methods for Students with Mild to Moderate Disabilities**
This course reviews the theoretical foundations for developing practical interventions and management strategies to deal with inappropriate classroom behaviors, as well as strategies for individualized education program (IEP) development and implementation. Behavior modification, therapeutic strategies, social skills instruction, and communication principles are applied to the design and implementation of structured classroom management programs. (3 credits)

ED.874.527  **Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities**
This course examines the assessment and instructional methods needed to implement and evaluate career transition and vocational programs that promote successful post-school adjustments for students with mild to moderate disabilities. Participants review the practice of vocational and career assessment, vocational instruction, vocational counseling, and the development of recreation and leisure skills and activities. (3 credits)

ED.874.528  **Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities**
Students discuss the characteristics of adolescents with mild to moderate disabilities. Students review the goals of the secondary school and gain an understanding of the range of curricular demands and graduation requirements, and their impact on students with special needs. The implications of school organization and service delivery models for students with disabilities are explored. Students develop accommodations, modifications, co-teaching plans, and projects across secondary curricular content areas. (3 credits)

ED.874.541  **Reading: Methods for Students with Mild to Moderate Disabilities**
Students learn to apply strategies designed to improve the reading performance of elementary/middle school students with mild to moderate disabilities. Highlighted are strategies related to word identification and paraphrasing and methods such as progress monitoring and self-evaluation. During the course, students apply a strategy with a student who is experiencing reading difficulties. (3 credits)

ED.874.542  **Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities**
Students learn to apply strategies designed to improve the reading and writing performance of secondary students with disabilities. Highlighted are strategies designed to maximize content area reading comprehension and writing within the content areas. During the course, students apply strategies with a secondary student or students experiencing reading difficulties. This course incorporates goals and objectives that correspond to the MSDE required course, 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I. (3 credits)
ED.874.860  Mild to Moderate Disabilities Internship: Induction - Elementary/Middle
Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled approximately midpoint in a student’s program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student’s interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of elementary and middle school age students with disabilities. (3 credits)

ED.874.861  Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle
Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled near the completion of a student’s program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student’s interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent coursework, with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, 884.505 Materials for Teaching Reading. (3 credits)

ED.874.870  Mild to Moderate Disabilities Internship: Induction - Secondary/Adult
Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student’s program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student’s interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities. (3 credits)

ED.874.871  Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult
Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled near the completion of a student’s program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student’s interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge. This course incorporates goals and objectives that correspond to the MSDE required course, 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II. (3 credits)
ED.877.513  Education of Students with Severe Disabilities: Augmentative Communication Systems

Students examine the design of augmentative communication systems that include use of graphic symbols for individuals with severe disabilities. Participants design and construct communication aids and develop strategies for integrating augmentative communication into the curriculum. (3 credits)

ED.877.514  Community and Independent Living Skills

This course reviews the philosophical movements that have fostered the improvements to the instruction of children, youth, and adults with disabilities. Participants (a) apply the principles of ecological assessment in the development of curriculum sequences for children and youth with severe disabilities; and (b) examine current research-based teaching practices designed to promote the adaptive skills that contribute to the social competence and community acceptance of individuals with severe disabilities. (3 credits)

ED.877.515  Education of Students with Severe Disabilities: Hearing and Vision Impairments

Participants review suitable methods of assessing the visual and auditory capabilities of students with severe and multiple disabilities and the instructional adaptations necessary to increase their function in daily activities. Topics include ocular and auditory pathologies and their educational implications, functional vision evaluation, and behavioral audiometry. (3 credits)

ED.877.518  Education of Students with Severe Disabilities: Management of Motor Skills

This course examines atypical variations in the motor development of students with severe disabilities, with an emphasis on the remediation of abnormal patterns in the performance of daily activities. Participants gain information about specific remediation strategies and the appropriate use of assistive equipment to promote functional positioning, movement, and oral motor skills. (3 credits)

ED.877.550  Inclusive Practices for Autism Spectrum Disorders

This course examines the legal mandates for inclusive practices in public schools and barriers to successful inclusion for students with autism. Students will identify the process for determining the most appropriate educational environment and learn the critical steps in preparing students and teachers for inclusion. Models of inclusion and instructional modifications for the general education classroom will be reviewed. Students will learn to define the varying applications of inclusive settings, plan goals and objectives that reflect the inclusion goals, and implement strategies that lead toward inclusion. (3 credits)

ED.877.551  Survey of Autism and Other Pervasive Developmental Disorders

Providing a comprehensive review of current information about autism and other pervasive developmental disorders, this course draws on research findings and clinical experience from a number of related disciplines, including psychiatry, psychology, neurobiology, and pediatrics. In addition to exploring theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues, students are introduced to the primary therapeutic and intervention strategies employed with students who have autism. The theoretical basis of, and empirical evidence for, the diverse traditional and nontraditional therapies that have been proposed for persons with autism are also explored. (3 credits)
ED.877.553  Classroom Programming for Students with Autism
Students examine the design and implementation of effective classroom programs for students with autism who differ in age and level of functioning. The course topics include classroom structure and organization, group instruction strategies, educational assessment and IEP development, data collection, curriculum, instructional activities and materials, parent involvement, and staffing and support services. (3 credits)

ED.877.555  Teaching Communication and Social Skills
This course examines the assessment and instructional strategies that have been shown to be effective in promoting the development of cognitive, language, and social skills by students who have severe disabilities, including those diagnosed with autism, Asperger’s Syndrome, or other pervasive developmental disorders. Participants examine the instructional adaptations needed to promote the development of cognitive, communicative, and social skills in students with severe disabilities, and review the relevant empirical literature. (3 credits)

ED.877.810  Internship in Severe Disabilities: Induction
Designed for severe disabilities program participants on the Maryland State certification and non-certification track, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the induction internship gradually assume leadership responsibilities in their placement setting and are expected to demonstrate fluency of applied instructional and behavioral skills. (3 credits)

ED.877.811  Internship in Severe Disabilities: Culmination
Designed for severe disabilities program participants on the Maryland State certification track, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the culminating internship assume a more complete leadership role in their placement setting and are expected to demonstrate applied instructional and behavioral skills at an advanced mastery level. (3 credits)

ED.877.830  Graduate Project in Severe Disabilities
Students of demonstrated ability with special interest in services for persons with severe and multiple disabilities study under the direction of a faculty member in the School of Education. Students must meet with their faculty advisor and prepare an outline of their proposed projects prior to registration. (3 credits)

ED.878.501  Differentiated Instruction and Inclusion
Students examine practical, ethical, and theoretical issues in the context of national, state, and local initiatives for least restrictive placement of students with diverse learning needs, including typical students, ESOL students, students with disabilities, and those who are gifted. Individuals compare and contrast existing service delivery systems and model programs that are successful at integrating students with a range of educational needs into general education settings. (3 credits)
ED.878.502 Curriculum Design and Adaptations for Strategic Interventions I
Students analyze and adapt curricula from general education and design lessons to implement goals and objectives from learners’ individualized education programs into their general education settings. Topics include frameworks for curriculum design, assistive technology, effective teaching methods for heterogeneous instruction, and instructional planning techniques that address the needs of students. (3 credits)

ED.878.503 Educational Measurement and Curricular-Based Assessment
Students review standardized achievement tests, criterion-referenced tests, and curriculum-based measurement, and interpret results as they relate to program planning for learners with diverse learning needs in general education classrooms. The course emphasizes developing curricular-based assessments and progress monitoring of students, determining local and school norms for tests, and evaluating learners’ progress and performance in academic and social curricular areas. (3 credits)

ED.878.505 Cooperative Learning for Diverse School Programs
Students explore the recent research on cooperative learning and develop methods for using cooperative systems in heterogeneous settings that accommodate individuals with a range of diverse learning needs. Participants discuss cooperative and peer learning programs and explore research findings and practical classroom organization and instructional strategies. (3 credits)

ED.880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child
This course will focus participants’ learning on child and adolescent development consistent with developmental pathways: cognitive, linguistic, emotional, social, and physical. Topics include the needs of urban school children relative to health care, nutrition, differentiation, inclusion, special education, gifted education, arts education, higher order thinking and creative problem-solving. (3 credits)

ED.880.610 Writing Grant and Contract Proposals for Health Professions Education
Students in this course gain practical experience in writing grant and contract proposals addressing the education of health professionals for submission to state and federal agencies and to private organizations. Course topics include: (1) the purposes of federal grant and contract programs, (2) private and public sources of financial assistance for research and development activities, and (3) methods and procedures for writing technically sound proposals. Each student writes a complete grant or contract proposal during the semester. (3 credits)

ED.880.611 The Social Context of Urban Education
In this course, participants will explore, critique, and create lessons and activities that utilize all learners’ intellectual, social, and emotional styles that make up their cultural ways of knowing and doing. Participants will be introduced to a variety of strategies and practices that link home, school, and community experiences that nurture and foster students’ strengths and accomplishments. This course will emphasize the creation of classroom environments that are affirming, respectful and intellectually rigorous. (3 credits)
ED.880.613  Teaching, Learning and Leadership for Successful Urban Schools
This course will examine the principles, policies, and practices of leadership and instruction that promote effective schools. Students will be exposed to the Effective Schools Correlates, the principles of the Coalition of Essential Schools and numerous efforts on the local and state and federal level designed to improve the quality of education, particularly as those practices and policies affect urban student achievement. Students will weigh the traditional patterns of teaching, learning, and governance with current federal, state, and local standards and new evidence-based, collaborative practices. Emphasis will be placed on examining models and methodologies currently in use in Baltimore City Public Schools and other local metropolitan areas. Students will use this research and knowledge as a basis for selecting effective methods that could be adapted to their particular setting. (3 credits)

ED.880.617  Urban School Reform
This course examines systemic school reform movements in the urban school context. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 movement, small high schools, school choice (charters and vouchers), mayoral control, merit-pay, and alternative routes to teaching. Participants will synthesize information about school reform in urban schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students in urban schools. (3 credits)

ED.880.623  Instructional Design for Online Learning
This course will guide participants through a process of designing online instruction for adult learners, applicable for a variety of content areas and settings. Building upon a research-based instructional design model, participants will plan online learning experiences that combine pedagogy, organization, design, and technology. Participants will be able to design media-enhanced, engaging online activities and assess learning. (3 credits)

ED.880.624  Evaluation and Research in Education
This course is an introduction to research design and methodology for students working toward a master’s degree or graduate certificate within the School of Education. It enables students to design a research project proposal while developing the intellectual tools needed to critique research within a designated area of specialization. This seminar will be invaluable for students who will be completing an action research project or master’s thesis as a requirement for graduation. (3 credits)

ED.880.629  Evidence-Based Teaching
This course prepares participants for leadership in education through translation of the best available evidence and application of research into educational practice. Students will develop the skills and knowledge needed to review and synthesize the strength of evidence available, and recommend educational practice changes if indicated. Topics include: a review of the research process, research critique, rating and synthesizing the strength of evidence, decision-making for educational practice in the health professions, and research and research translation opportunities. Participants will add relevant content to their professional portfolio through this course. (3 credits)
ED.880.631   Ensuring Learning through Assessment and Feedback
This course prepares participants to demonstrate their ability to build an educational experience from the perspective of assessing student learning achievement. They will review the literature on assessment and examine the processes to align learning goals and objectives with corresponding learning experiences, assessments and scoring guides. In addition, they will examine the use of formative and summative feedback to monitor and evaluate learning. Moreover, they will explore approaches to providing feedback and will engage in scenarios to practice and evaluate its use. Finally, participants will critique and evaluate approaches to assessment and feedback in health profession settings. Artifacts from course activities will be posted in participants’ professional portfolios. (3 credits)

ED.880.633   Curriculum Development
In this course, participants will propose a curricular project in health professions education, which will be documented in their professional portfolio. They will learn and apply six steps to curriculum development: problem identification and general needs assessment, targeted needs assessment, writing goals and specific measurable objectives, choosing educational strategies, implementation, and evaluation. Educational methods include readings, mini-lectures, interactive web modules, discussion groups, and application exercises. The course also addresses issues related to curriculum maintenance and enhancement and dissemination of curriculum-related work. (3 credits)

ED.880.635   Instructional Strategies I
In this course, participants will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula, including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants’ knowledge and application of course topics will be captured in a professional portfolio. (1 credit)

ED.880.637   Instructional Strategies II
In this course, the principles underlying the assessment and teaching of adult learners will be applied to classroom and clinical settings in both academic and practice environments. Selected learning style models and technology integration strategies will be examined. Emphasis is placed on the selection and application of practical teaching strategies to diverse learners. Specific teaching skills will be analyzed for their applicability to specific methodologies, settings and learners. Course related reflections and products will be posted in participants’ professional portfolios. (1 credit)

ED.880.639   Development, Management, and Evaluation of Health Professions Education Programs
In this course, participants will demonstrate their ability to implement a systemic approach to program development and evaluation. They will review the literature on program effectiveness and examine the components that contribute to success. They will also approach program development from the
perspective of its critical components – population characteristics, needs assessment, content, logistics, instructional formats, implementation, assessment, and evaluation using quantitative and qualitative methods. In addition, participants will incorporate a continuous process of program improvement that includes closing the loop by analyzing information on student performance, stakeholders, trends, and funding to identify changes that will enhance the effectiveness of the program. Course products and reflections will be highlighted in a professional portfolio. (3 credits)

ED.880.641  Leadership in Health Professions Education Programs I

Leadership extends beyond management and involves multiple skills. This course addresses: 1) different theories of leadership; 2) self and time management; and 3) leadership of people, including hiring and staffing programs, communication and marketing of ideas/plans, motivation, use of power and influence, delegation and empowerment of others, promoting collaboration, leading and participating in teams, negotiation and conflict management, and integrating diverse backgrounds and perspectives. Participants will develop an understanding of their preferred leadership style through a variety of assessment instruments and create an individually tailored leadership development plan that will be placed in a professional portfolio. (3 credits)

ED.880.642  Leadership in Health Professions Education Programs II

Leadership extends beyond management and involves multiple skills. This course addresses: 1) organizational change theory and the leadership of change; 2) leadership of tasks/processes/systems (including principles of task management and the use of strategic planning, quality improvement, policy/procedure and data to achieve organizational goals and promote efficiency); and 3) resource management and creation (including financial management, fund raising, alignment of resource use and development with function and goals). (3 credits)

ED.880.643  Mentoring in Health Professions Education Programs

This course will provide an organizational approach to managing and evaluating faculty development and mentoring opportunities, as a means of helping all faculty members realize their potential and achieve their goals and of achieving diversity in leadership. It will review the literature on faculty development and mentoring. Participants will develop the knowledge and skills needed to address specific areas such as orientation of new faculty; policy and procedures to promote faculty development and access to quality mentoring; educational sessions and programs to address teaching methods and educational technology; promotion of research and scholarship in education; and identification of resources needed to facilitate excellence in teaching. Participants will develop their own faculty development plan for a relevant part of their own institution. (3 credits)

ED.880.647  Educational Leadership Capstone in Health Professions Education I

In the first half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to create an educational leadership/professional development project in health professions education building on their work in the Educational Scholarship courses. Fellows implement their projects under the guidance of capstone instructors and supported by sponsors at their home institutions. In Capstone I, Fellows complete the initial components of their projects including problem statements, literature searches, designs, measures, and implementations. Fellows implement their projects by following prescribed design, implementation, and evaluation guidelines including the development of PERKS and submission of their proposals to the HIRB when appropriate. They begin preparation of
scholarly manuscripts of their work for peer-reviewed dissemination or potential publication. Fellows submit deliverables according to the course schedule to their instructors and consult as needed with their institutional sponsors. Fellows may build on educational projects begun in previous courses with the approval of their instructors. (1 credit)

ED.880.648  Educational Leadership Capstone in Health Professions Education II
In the second half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to complete an educational leadership/professional development project in health professions education building on their work in Capstone I. They prepare their work for peer-review and dissemination in a manuscript following identified guidelines for authors. Fellows continue to work under the guidance of capstone instructors and supported by sponsors at their home institutions. During Capstone II, Fellows complete the analysis of data and the development of the report of findings, limitations, and implications for future work. Fellows also prepare a Voice Thread of their work for critique and feedback from both faculty and peers. As part of this course, Fellows also provide peer-feedback on a project of a colleague in the course. Final manuscripts are reviewed by a faculty team. (1 credit)

ED.880.649  Educational Research Capstone in Health Professions Education I
In the first half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to create a research study in health professions education building on their work in the Educational Scholarship courses. Fellows implement their research under the guidance of capstone instructors and supported by sponsors at their home institutions. In Capstone I, Fellows complete the development and implementation of their studies including problem statements, literature reviews, selection of population sample, research methodology, instrumentation, submission of HIRBs, and implementations. They begin preparation of scholarly manuscripts of their work for identified peer-reviewed publications. Fellows submit deliverables according to the course schedule to their instructors and consult as needed with their institutional sponsors. Fellows may build on educational projects begun in previous courses with the approval of their instructors. (1 credit)

ED.880.650  Educational Research Capstone in Health Professions Education II
In the second half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to complete an educational research study in health professions education building on their work in Capstone I. They prepare their work for peer-review and dissemination in a manuscript following identified guidelines for authors. Fellows continue to work under the guidance of capstone instructors and supported by sponsors at their home institutions. During Capstone II, Fellows complete the implementation, analysis of data, and the report of findings, discussion, limitations, and implications for future work. Fellows also prepare a Voice Thread of their work for critique and feedback from both faculty and peers. As part of this course, Fellows also provide peer-feedback on a study of a colleague in the course. Final manuscripts are reviewed by a faculty team. Publication not required to successfully complete the course. (1 credit)

ED.880.661  Educational Scholarship: Design
Participants will develop a proposal for a project in educational leadership or for a study in educational research. They will incorporate their learning from previous courses in the program to outline the study and to begin a preliminary literature review. Participants will create a case to support the need for and
contribution of their proposal. The proposal will be further developed in Educational Scholarship: Implementation. (1 credit)

**ED.880.662  Educational Scholarship: Implementation**

Participants will continue the development of their proposals begun in the Educational Scholarship Design course. With feedback from mentors and the instructor, participants will research appropriate methodologies as possible venues for the study. They will finalize the proposal and submit for review by the instructor and faculty team. Proposals must be approved in order for participants to proceed with the completion of the master’s degree. Participants in the certificate program will implement their proposals as an educational project. (1 credit)

**ED.880.665  Mixed Methods Research**

Participants will examine the nature of mixed methods research including definitions and applications to research questions. They will explore its foundation and review of various designs. Through the course, they will be able to introduce mixed methods research to their own research questions and to describe appropriate approaches to data collection, analysis, and interpretation. They will demonstrate the ability to write and evaluate mixed methods research. (3 credits)

**ED.880.667  Applied Statistics**

This course covers some of the core statistical techniques used in research and analysis. It is targeted to graduate students with limited prior experience in statistics but a willingness to learn statistical concepts and an enthusiasm for quantitative data analysis. The course will cover several techniques for describing data, estimating attributes of populations, and hypothesis testing. Some time will be spent reviewing and understanding analysis implications, assumptions and challenges when using different levels of measurement. The course will also discuss ANOVA, as well as predictive modeling with a particular focus on the role of regression (continuous and dichotomous dependent variables) in data analysis. The core of the course is the application of statistical concepts covered – it will not focus on the mathematical and statistical computations behind the various techniques. The best way to learn this material is by working through examples and assigned problems, as well as reviewing the literature using the different approaches. Consequently, students will complete problem sets using SPSS, write a data analysis proposal and submit an article critique. These assignments aim to connect the concepts discussed in class with the tools of data analysis in practice. (3 credits)

**ED.881.610  Curriculum Theory, Development, and Implementation**

Students examine curriculum theory through philosophical, historical, and sociological perspectives and apply course content to contemporary curriculum issues. Topics include aligning instruction with state and school district curricula and modifying curricula to meet individual learner needs. Students also explore effective strategies for implementing curriculum changes. (3 credits)

**ED.881.611  Action Research for School Improvement**

Students explore the role of the educator as an action researcher, with special emphasis on formulating and refining research questions as well as on selecting appropriate methodologies for classroom or school-based research. Students review research as a tool for assessing and improving teaching/learning environments. (3 credits)
ED.881.622  Advanced Instructional Strategies
Students review recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Examples include direct instruction, cooperative learning, dimensions of learning, creative problem solving, and applications of technology to thinking and learning. Students develop expert teaching skills and learn to diagnose and deliver instructional strategies that are most appropriate in specific circumstances. (3 credits)

ED.882.524  Education of Culturally Diverse Students
Participants analyze recent research related to the education of culturally diverse children and youth and explore case studies of successful minority education programs. The course focuses on understanding the interrelated roles of the school, the family, and the community in addressing the educational needs of culturally diverse children and youth. (3 credits)

ED.883.510  Understanding Educational Research
Participants explore the processes and approaches to research in education. Students critique published research studies and examine both quantitative and qualitative research methodologies. Class members conduct a computerized literature search and prepare a research review in their respective areas of concentration. (3 credits)

ED.883.601  Basic and Inferential Statistics
This course is designed as an introduction to basic descriptive and inferential statistics. Topics will include the summary and analysis of data using graphs, measure of central tendency, simple regression, correlation, t-tests (independent and dependent), and Analysis of Variance (ANOVA). Emphasis will be place on the theoretical understanding of the statistical concepts and analyses will be described in class but accomplished using Stata software. (3 credits)

ED.883.711  Qualitative Research Methodology I
Students are introduced to qualitative research methodology and designs in education. The theory and principles of observational research techniques and interpretative methodology are examined. Students are assisted in identifying components of qualitative research to look at patterns and relationships between subject and variables in a natural setting. (3 credits)

ED.883.718  Research Methods and Systematic Inquiry I
This is the first in a two-course series designed to teach students the skills necessary to design mixed methods research focused on problems of practice. The course is structured to introduce students to mixed methodology while focusing on quantitative methods including conceptualizing and identifying problems of practice. The course is based on the premise that research develops and evolves through an iterative process. This research process requires analysis, decisions, judgments, and careful consideration of alternatives. The goals for the class include a greater comfort in reading, reviewing and critiquing educational research, increased understanding of the various designs for research in educational and related fields especially mixed methods research design. Students will design a research project related to
a problem-of-practice within the students’ organizational context as partial completion of Year 1 comprehensive assessments. (3 credits)

ED.883.719  Research Methods and Systematic Inquiry II
This is the second in a two-course series focused on mixed methodology research. In this course, students continue deepening their understanding of mixed methods research through course readings, discussions, and assignments. Students will be encouraged to explore, critique, design, and conduct mixed methods research with a focus on qualitative research methodology. This course covers key strategies of qualitative inquiry, common qualitative methods (e.g., observational research techniques and interpretative methodology), and elements of effective qualitative research proposals. Students will design a research project related to a problem-of-practice within the students’ organizational context as partial completion of their Year 2 comprehensive assessments. (3 credits)

ED.883.721  Evaluation of Education Policies and Programs
This course is intended to provide an overview of key elements and topics related to program and policy evaluation and research. Students will become familiar with types of evaluation and their purposes including their role in research and development and program improvement. The course will also cover developing researchable questions and problem identification, logic models and program theory, threats to validity, experimental and quasi-experimental designs, qualitative and mixed methods designs, ethics, and cost-benefit analysis. (3 credits)

ED.883.723  Hierarchical Linear Models
This course offers an introduction to methods for the analysis of multilevel or clustered data, hands-on development, and interpretation of hierarchical linear models. The topics include conceptual development of multilevel models, estimation, model assessment, power, modeling longitudinal data, and models for continuous outcomes as well as categorical or limited dependent variables. (3 credits)

ED.883.849  Dissertation Research
Doctoral students prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the School of Education. Written approval of the proposal must be received from the major advisor prior to registration. (3 credits)

ED.884.501  Advanced Processes and Acquisition of Reading
This foundation course provides a basis for graduate study of instructional reading strategies, literacy materials, and assessment approaches in K-12 reading education. Students examine scientifically based reading research; linguistic, psychological, and sociocultural theories and factors related to reading acquisition; and how various theories are applied to classroom reading practices. Topics include phonemic awareness, phonics and spelling, vocabulary development, text structure, fluency, and reading comprehension. (3 credits)

ED.884.502  Diagnosis/Assessment for Reading Instruction
Students in this course learn approaches for assessing and addressing the reading abilities and needs of children. Course activities include the examination of learner characteristics and implications for appropriate reading instruction. Students study and analyze a broad selection of formal and informal
assessment techniques and instruments, their application to reading instruction and classroom practice, and strategies for effectively communicating relevant information to parents, educators, and other professionals about children’s reading performances. (3 credits)

ED.884.505 Materials for Teaching Reading
Students in this class develop ways to evaluate and select appropriate materials for classroom reading instruction. Course activities include reviews of commercially produced reading programs, children’s literature, remedial materials, and the use of appropriate and culturally sensitive instructional approaches for teaching diverse student learners. Materials are evaluated in relation to current research, developmental and cultural appropriateness, and student interest and motivation. (3 credits)

ED.884.507 Instruction for Reading
Students in this course study how reading research is applied to the various methods, strategies, and techniques of elementary classroom reading instruction. Emphasis is placed on developing expert knowledge in teaching phonics, word recognition, vocabulary, reading comprehension strategies, organization, and study skills related with reading and academic achievement. Participants explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I
Students in this course learn methods for developing effective reading skills and strategies that lead to student academic achievement. The course emphasizes teaching reading strategies for secondary students that can be applied across the content areas. Emphasis is placed on advanced vocabulary learning, reading comprehension, study skills, and critical reading. Participants in the class also explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II
Participants extend the methodology learned in Content Reading I to include applications in the classroom, with connections to assessment and informal diagnostic work done by content classroom teachers. Development of a classroom learning community, uniting theoretical, diagnostic, and instructional structures with carefully selected materials, is the goal of this course. Additionally, participants extend skill building related to reading across other language areas, such as writing, speaking, and listening, and throughout content areas. Discussion includes adult literacy, ESOL and reading in content classrooms, and organizational/study skills in preparation for employment and higher education. (3 credits)

ED.884.604 Emergent Literacy: Research into Practice
This course addresses in-depth instructional issues involving emergent literacy processes. Topics include the application of current literacy theory to alphabets, word identification, and word study strategies for classroom instruction; designing and providing authentic early literacy experiences and literacy-rich environments; and strategies and methods for storytelling and in developing contextual oral reading fluency. (3 credits)
**ED.884.610  Advanced Diagnosis for Reading Instruction**

This course advances and refines the knowledge of students about advanced diagnostic processes in determining reading difficulties and designing appropriate and related interventions. Case study and small group collaboration are used to develop students’ abilities to integrate data from multiple sources, generate diagnostic profiles, and make instructional recommendations. Students learn to administer standardized and criterion-referenced assessments and about the principles, philosophies, and strategies of effective remedial approaches. (3 credits)

**ED.884.612  Teaching Reading and Writing in the Content Areas to ESL Students**

The reading process for speakers of other languages is examined so that participants are able to provide a variety of instructional, cognitive, motivation, and study skill strategies. Technology instruction is addressed for teaching ESL students Internet skills, as well as other computer applications to enhance reading and writing skills. Participants become familiar with the English Language Arts Content Standards, the Core Learning Goals, and their relationship to the ESL Content Standards. (3 credits)

**ED.884.615  Cross-Cultural Studies in Literacy**

Students in this class investigate how culture, language, school and out-of-school literacy experiences, and education policy influence student attitude, learning, and content area knowledge. Participants evaluate multicultural literacy research, curriculum, literature, and new literacies, and how social and cultural factors contribute to daily classroom literacy instruction and everyday life. The course emphasizes creating democratic and culturally sensitive learning environments. (3 credits)

**ED.884.617  Children and Adolescent Literature**

This course examines in-depth instructional issues involving multiple genres of children and adolescent literature. Topics include the examination of text structures in informational, expository, and narrative materials; effective identification and selection of instructional and independent level texts for student reading; developing awareness of literature about, and resources related to, culturally diverse groups in the United States; understanding self as a reader and to use that understanding to inform teaching practices, engagement and motivational issues related to text instruction and selection; and how digital literature can be used in classroom instruction. (3 credits)

**ED.884.620  Seminar in Reading: Roles of the Reading Specialist**

Students in the final year present and evaluate their projects and plans for addressing the needs of students at all levels of reading ability in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in reading instruction. (3 credits)

**ED.884.642  Linguistics for Teachers**

This course acquaints teachers and other reading professionals with aspects of linguistic theory that apply in elementary and secondary classrooms. Emphasis is on a thorough, research-based understanding of phonology, morphology, semantics, syntax, and pragmatics. Students learn ways to use the information to strengthen existing reading and language arts instruction. Issues of cultural diversity, second language learning, and developmental issues of language are covered in this interactive format. (3 credits)
ED.884.701  **Reading Comprehension and Critical Literacy**

Building on the instructional strategies and skills of earlier coursework, this advanced graduate course examines classic and contemporary research and theory in reading comprehension and critical literacy and how these dimensions and processes are applied to literacy education. During the course students learn to explore and appreciate the diversity of literacy research perspectives, and to learn to think and write critically and analytically about research, literacy education policy, and practices that influence and are used in classroom education. These topics are overlapped by advanced instructional methods and strategies for teaching students reading comprehension and critical literacy skills and dispositions. (3 credits)

ED.884.810  **Supervised Clinical Practicum I for Reading Certificate Students**

The practicum for advanced reading education certificate students is a capstone experience of students enrolled in reading certificates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates’ knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

ED.884.811  **Supervised Clinical Practicum I for Masters in Reading Candidates**

This first practicum is a midpoint program experience of Reading Specialist candidates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates’ knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

ED.884.820  **Supervised Clinical Practicum in Reading II**

This second practicum is a capstone course that builds on all previous program coursework and especially the pre-requisite “Seminar in Reading: Roles of the Reading Specialist” course. Work concentrates on developing effective reading specialist and literacy coaching qualities and skills, facilitating change in school communities, and fostering teacher growth and student achievement. A strong emphasis of the course is on job-embedded professional development. Candidates deliver demonstration lessons and lesson planning assistance to teachers and conduct professional development workshops in school settings. The practicum allows candidates to provide evidence of their mastery of particular ILA leadership/reading specialist standards. (3 credits)

ED.884.850  **Clinical Practicum in Writing and Other Media**

Reading and writing printed texts have been, by tradition, interconnected processes. In the Digital Age, other media, such as still and moving images and audio texts, increasingly coexist alongside printed texts. During this practicum experience, candidates examine current issues involving the communication shifts that are occurring in the 21st century. Using digital literacies, writing, and object-centered multimedia ideas and instructional approaches, candidates work with teachers and students in designing, producing, and using new and traditional literacies to best prepare themselves and others for advancing technologies and practices that are changing the ways that people communicate and network. (3 credits)
ED885.501 The Gifted Learner
Students survey a historical overview of gifted education and examine research literature, intelligence theorists, and current practices used with gifted learners to gain perspective on the academic, social, and affective nature and manifestations of giftedness. Special needs populations are examined for unique characteristics and needs to further support the premise of a diverse gifted audience. Emphasis will be placed on gifted learning characteristics as they inform identification, planning, and support strategies. Participants explore the potential role they play in working with gifted youth, alternate placement opportunities, and the identification process through case studies. (3 credits)

ED885.505 Creativity and Critical Thinking
Participants examine the psychological and educational aspects of creative thinking. Participants review studies of the characteristics of creative children and adults, the creative process, and the identification of potentially creative children and adolescents. The course introduces teaching strategies and curriculum materials for fostering creative behavior in all subjects at both the elementary and secondary school levels. Participants will review studies of creative people and teaching strategies that foster creative behavior. Strategies for teaching higher level critical and creative thinking will be explored and practiced. (3 credits)

ED885.510 Curriculum, Assessment, and Instruction for Gifted Learners
Students explore the various approaches to differentiating curriculum, instruction, and assessment for gifted students. Strategies and techniques that are supported by research and best practice are discussed and analyzed. Comparisons of existing programs, theories, concepts, and ideas related to instructional programs for gifted students are encouraged. Students design interventions for translating theories about gifted education into practice in their personal workplaces. (3 credits)

ED885.512 The Gifted/Learning Disabled Learner
Participants review recent research-based findings into identification and programming for the gifted child with learning disabilities. Participants consider appropriate strategies and teaching techniques for the remediation of difficulties, as well as the development of enriched content and accelerated and innovative approaches for maximization of potential in areas of giftedness. (3 credits)

ED885.515 Program Development and Assessment in Gifted Education
Students will consider all the parts of a successful system-wide program for gifted and talented students. Emphasis will be on finding and serving diverse populations, using various assessment methods to identify and place students in a gifted program, monitor progress, and measure value added for students. (3 credits)

ED885.604 Social and Emotional Needs of the Gifted
Participants will examine the unique social and emotional needs of gifted and talented learners and their families. Primary emphasis will be on consultation, guidance and counseling strategies for use with diverse gifted learners including those from special populations. (3 credits)
ED.885.820  Practicum in Gifted Education
Students participate in a supervised practicum experience in an educational setting under the direction of the faculty. Individual assessment sessions are held. Students must receive written approval at least two months prior to registration. (3 credits)

ED.887.615  Explorations in Mind, Brain, and Teaching
During the past decade the learning sciences have produced a vast frontier of knowledge on how the brain processes, stores, and retrieves information. Educators have increasingly recognized a role as consumers of this emerging knowledge. Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching including the teaching of the arts across content areas. Topics of study will include the brain’s memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts. (3 credits)

ED.887.616  Fundamentals of Cognitive Development
This introductory course surveys theoretical and empirical work in the study of cognitive development. A variety of methodological approaches are addressed, with a focus on cognitive processes related to learning. The course proceeds from behaviorist, cognitivist, and sociocultural perspectives of the early and mid-20th century to recent and ongoing research in the neuro- and cognitive sciences. Topics include the development of language, motivation, and intelligence, as well as the acquisition of skills and concepts related to mathematics, reading, writing, and problem-solving. Implications for education are considered. (3 credits)

ED.887.617  Neurobiology of Learning Differences
This course is intended to prepare educators with information about how differences and disabilities in brain development impact the abilities of school aged children and adolescents to participate in instructional activities. Particular attention is given to autism spectrum disorder (ASD), specific learning disabilities (SLD), attention deficit disorder and attention deficit disorder with hyperactivity (ADD and ADHD), and psychiatric disorders that are found in the constellation of disabling conditions identified as emotional disturbance (ED). The course will include case studies of students with each disabling condition, with a focus on how the disability affects learning, the current status of imaging technologies, and the current uses of medications for assisting students in school settings. Students taking this course will review research and link information from lecture to the creation of an instructional unit demonstrating knowledge of how a disabling condition can be accommodated in school. (3 credits)

ED.887.618  Cognitive Processes of Literacy & Numeracy
This course is designed to offer students an opportunity to study, discuss and explore aspects of brain function that influence learning, remembering, and utilizing textual and numeric concepts. The inter-relationship of developmental factors, prior knowledge, instructional design and implementation, and assessment mandates will be investigated and discussed. Current research, differentiated strategies, technologies and the impact of disabilities will be included. (3 credits)
ED.887.619  Special Topics in Brain Sciences
This capstone course addresses specific topics in brain research and encourages the participants to apply research to inform instructional practices. (3 credits)

ED.892.562  Access to General Education Curriculum with Technology Accommodations
(Lab Class) Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning disabilities within the general education environment. Participants examine universal design for learning strategies and technologies to enhance student participation in educational programs. (3 credits)

ED.893.508  Technology and the Science of Learning
New technologies are part of the intellectual landscape in which new kinds of knowledge are breaking down the boundaries of previous distinct disciplines. The design and use of new technologies make possible new approaches to learning, new contexts for learning, new tools to support learning, and new understandings of the dynamics of the learning process itself. This course examines the role of technology relative to the key concepts of active learning, metacognition, and transfer of knowledge from multidisciplinary perspectives on learning. Based on the science of learning, students will develop and implement technology related strategies that align educational technology to standards-based instruction, promote problem solving and higher-order thinking skills, facilitate cooperative learning, and use reflective teaching and inductive approaches to increase student achievement. (3 credits)

ED.893.545  Integrating Media into Standards-Based Curriculum
Participants explore the possible ways technology can be integrated with core content standards. Technology enhanced progress tracking, evaluation and measurement tools are explored from both a hardware and software perspective. Online resources utilized to enhance curriculum and classroom learning are investigated, evaluated and discussed in an open forum. Students explore untapped technology resources and work collaboratively to design and develop learning opportunities aligned with their professional context. (3 credits)

ED.893.550  Emerging Issues in Digital Age Learning
The new digital landscape is drastically changing how people work, collaborate and learn. New innovations in digital technologies are powerful influences in 21st century classrooms. In this course, participants are exposed to emerging issues for Internet-based culture and digital age learning, including gaming, virtual and augmented reality, digital libraries and databases, big data and data mining, and the use of social media and digital tools for enhancing instructional delivery. Learners will explore the use of emerging technologies and their integration into schools and organizations. (3 credits)

ED.893.601  Evaluation and Research in Digital Age Learning
In this course, students learn and practice the skills necessary to evaluate the use of educational technology in learning environments and educational settings. The course covers a range of alternative and mixed methods for data collection, such as observation, interviewing, the use of surveys, and analysis of data. Students develop an evaluation plan that can be implemented in their own educational settings and demonstrates their ability to select and/or develop appropriate metrics to identify the impact
of technology in the teaching-learning process. Students use empirical methods to describe, explore, and/or explain the relationships between technology and program and/or individual outcomes. (3 credits)

In this course, students learn and practice the skills necessary to evaluate the use of educational technology in learning environments and educational settings. The course covers a range of alternative and mixed methods for data collection, such as observation, interviewing, the use of surveys, and analysis of data. Students develop an evaluation plan that can be implemented in their own educational settings and demonstrates their ability to select and/or develop appropriate metrics to identify the impact of technology in the teaching-learning process. Students use empirical methods to describe, explore, and/or explain the relationships between technology and program and/or individual outcomes.

**ED.893.628 Gaming and Media Design for Learning**

This course provides an overview of the learning theories, best practices, and classroom application models involved with incorporating educational games and simulations into a learning environment. The use of current and emerging technologies found in the gaming arena will be explored and documented for classroom application. This course brings together cultural, business, government, and technical perspectives on developing and integrating electronic gaming techniques and technologies to enhance and enrich learning. Course participants will develop an understanding of the current trends (technical and sociological) in computer and console gaming, and what can be learned and applied from the world of gaming to positively affect teaching and learning. They will also experience an authentic creative process when they explore the game design process. (3 credits)

**ED.893.632 Data-Driven Decision-Making**

The increasing impact of a knowledge economy and globalization has been a catalyst to the fields of knowledge management and organizational decision-making. This course is designed to introduce knowledge management concepts into an educational context and to provide an in depth focus on data-driven decision-making in educational organizations and institutions. Participants investigate how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued and shared for effective use. Course topics include leadership and strategic management relative to organizational decision-making, managerial and organizational structures, organizational learning, and decision support systems. A related intent is to develop an understanding of data mining metrics that can be used to create predictive models that support systemic change in schools. Opportunities are provided for participants to use online and electronic tools that can assist in facilitating meaningful conversations about instruction and learning among their school’s faculty and staff. (3 credits)

**ED.893.634 Technology Leadership for School Improvement**

Education leaders need to understand the use of technology for teaching, learning, and managing their school environment. These skills include schoolwide technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation. Students will develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change, creating and supporting a culture for learning and change, and managing and institutionalizing change systems. (3 credits)
ED.893.645  Designing and Delivering Online and Blended Learning Environments
This course explores how educators use online collaborative technology tools in the classroom and in professional development so that all learners achieve at higher levels. Online collaborative tools provide a new set of technologies that focus on the social collaborative aspect of the Internet. These tools include, but are not limited to: learning management systems, wikis, webinars, image repositories, document sharing, and other tools. In addition, the infusion of online collaborative technologies into professional development allows educators the opportunity to utilize methods and strategies for effective collaboration beyond the walls of the classroom. (3 credits)

ED.893.701  Advanced Seminar in Digital Age Learning
The graduate seminar is the capstone course in the Digital Age Learning and Educational Technology master’s program and reflects students’ individual mastery for leveraging technology with diverse learning populations. The seminar focuses on examining the constructs of educational technology topics and culminates in the student creation of his/her online portfolio. The portfolio showcases the products and skills developed by learners during the core courses throughout the term of their academic studies. The goals of the seminar are to engage and support participants in understanding the historical, cognitive, technical, political, and sociological issues involved in the effective use of technology in education and particularly in the integration of technology into instruction. (3 credits)

ED.893.708  Technologies and Creative Learning
Through the latest research in learning in the computer age, this course explores how technology can support creative learning. Henessey and Amabile (2010) state that creativity is essential to human progress. Through evidence-based research, learners will explore the computer culture and how it is shaping instruction. The age of machines is creating an identity crisis, the identity life-cycle will be explored as well as the field of human-computer interaction and its effects on creative thinking. The concept of participatory culture and media education will be discussed and how they support developing digital communities of learners. We will also discuss computer-supported collaborative learning and how online communities can be catalysts for interactive media creation. We will also explore disruptive technologies, radical game design, and the new literacies in the digital age. Students will submit a final project related to design and how people create and learn with a particular technology. Part of the project is to write a theoretical or critical reflection on creative learning experiences. (3 credits)

ED.893.850  Advanced Applications in Digital Age Learning
The advanced applications course provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their educational technology interests related to curriculum and professional development in support of technology-based programs. Students work with their advisor to create a professional, customized learning experience that stretches the student through his/her participation in the development, design, implementation, or evaluation of high-quality technology products, projects, or services. The activities in this course are aligned to individual students’ schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. This course supports the development of leadership expertise in an area designated by the student as a set of skills needed to advance the individual in their chosen area of study and professional practice. (3 credits)