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.610.630 Effective Instructional Strategies and Technologies for Adult Learning
Participants learn how to select and use appropriate techniques and strategies, including technology, to create learning experiences aligned with learning goals and their corresponding assessment. Participants experiment with and examine effective elements of interactive lectures, small groups, and case studies. Participants give special attention to the role of technology in enhancing the teaching-learning process. Specifically, participants analyze the impact of various techniques and technologies in order to choose the most effective means to accomplish learning goals. (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.700.313 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. (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.700.470 Community Development Leadership
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.700.505 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 Capstone I
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 Capstone II
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 recur 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
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.720.750  Case Studies in Intelligence Analysis
Learning through the experience of others is one of the best tools for building and enhancing skills and thought processes. Case studies from the public and private sector provide an opportunity for students to examine how leaders apply intelligence information to functions such as planning, policy-making, resource allocation, and field operations. Through the application of principles learned in previous classes and new ones offered in this course, students critique and debate approaches to a series of cases involving intelligence analysis. Through reading and analyzing case studies and interacting with guest lecturers, students identify strategies for resolving actual situations. Students present their own experiences and examples to enhance discussion of the cases. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. (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
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. (3 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. (5-6 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. (3 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. (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. (5-6 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. (3 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. (3 credits)

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 In the Age of Change: School Reform in the United States
This course examines reform movements across the United States. 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, community schools and federal reform initiatives. Participants will synthesize information about school reform in the United States 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 across the United States schools. (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. (2-3 credits)

ED.811.603 Special Education: Promises and Challenges I (Elementary)
This course provides: (a) an overview of the characteristics of students with exceptional learning needs and (b) the field’s history, laws, procedures and trends. This is a foundational course in special education that will allow participants to explore the state of special education in the United States today and its impact on urban education. (1 credit)

ED.811.604 Special Education: Promises and Challenges II (Elementary)
This course examines a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. This course encourages participants to consider the cultural and linguistic issues that influence students’ needs as well as families’ understanding of special education services. (1 credit)

ED.811.608 Classroom Management II
In this course, participants will continue to explore models of classroom management with an emphasis on reinforcement techniques to support student behavior. Participants will practice enacting reinforcement techniques while developing appropriate systems to use in the clinical setting. Emphasis will be placed on applied behavior analysis to support adjustments in classroom management systems and techniques. (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  Classroom Management 1 (Elementary)
In this course, participants explore multiple models of classroom management systems and
techniques that support student behavior and learning outcomes. Participants will practice
enacting the fundamentals of classroom management – building relationships, strong presence,
explicit directions, and positive narration. Participants will develop routines and procedures for
implementation in the clinical setting. (1 credit)

ED.811.625  Emergent Literacy
This course will prepare participants for teaching literacy in early grades classrooms. Participants
will be immersed in the instructional methodology that supports the social, cultural, cognitive,
and linguistic aspects of young children’s reading and writing development in the classroom.
Emphasis will be placed on utilization of assessment and its data to guide instructional planning
aligned to K-2 standards. Additionally, participants will explore ways technology and new
literacies practices can be used to support and enhance instruction. (3 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.811.646  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.811.656 Practices Concepts, and Core Ideas in Secondary Science (6-12)
This course integrates space, engineering, technology, and physical, life, and earth science. 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 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.811.664 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.811.670 Race, Culture, and Equity in Urban Education
In this course, residents will be prompted to see themselves as diversity advocates who understand and respect differences among learners in their classrooms, schools, and organizations. They will explore how by first understanding their own beliefs and biases they can then begin to better understand those around them, particularly those they have chosen to serve – students. They will learn that in order to become effective teachers who will build upon the strengths and skills of urban students and their families and communities they will need to build healthy, meaningful relationships and promote academic achievement. Residents will also explore the intersection of beliefs and practices through the examination of various learning theories and frameworks for effective, culturally responsive instruction. (2 credits)

ED.811.671 Reading, Writing, and Language Development
This course provides a foundational understanding of the ways children develop in the areas of reading, writing, speaking and listening. Participants will be immersed in the social and cultural perspectives related to literacy development, the developmental stages of literacy, the five
components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and instructional methods and materials for supporting the literacy development of students with diverse language and learning needs. (2 credits)

ED.811.672 Numbers, Operations, and Algebraic Reasoning
This course focuses on building the content understandings and pedagogical skills to teach elementary mathematics. Participants investigate the procedures, concepts, models, and representations that are required to understand our base-ten number system and operations with whole numbers, fractions, and decimals. Additionally, participants will experience and plan for Mathematics Workshops as a structure for implementing equitable, high quality mathematics teaching and learning. Participants will rehearse and plan effective teacher moves for facilitating a student-centered Mathematics Workshop lesson. Particular attention is also given to unpacking standards, identifying quality math tasks, and planning instruction which places emphasis on the representation and communication of student mathematical thinking and reasoning. Participants will also rehearse, plan, and implement effective teacher behaviors that foster student engagement in the eliciting and synthesis of mathematical ideas. (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. (3 credits)

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. (3 credits)

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 advisers 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 advisers 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 advisers 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.813.654 Race, Power and Policy in Education
This course examines the intersections of race, power and policy and their impact on education. The course is designed to review historical and systematic drivers of racial and social class inequality in American education. Through this course, students will examine various theories, concepts, principles, and dynamics of race, power, and policy and how these ideas apply to and impact education, organizations, and communities with the intent of acting as advocates and change agents to eradicate racial inequalities to a solutions based orientation. (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
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
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. (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 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.813.682 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.840.601 Mathematical Foundations in the Pre-K-6 Classroom
The goal of this course is to support Pre-K-6 content knowledge for teaching related to the
following topics: patterns; number and operation; measurement and data. Connections of these topics to an integrated approach to curriculum and instruction will be emphasized. (3 credits)

ED.840.670 Advanced Methods in the Elementary STEM Classroom
This course will engage students in technology-enhanced, problem-based, and student-centered instructional strategies. Participants will learn to create an integrated, inclusive, and equitable STEM approach to support Pre-K-6 student learning and positive affect toward STEM. The course will include skills essential to the STEM learning environment. (3 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 curriculum 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.851.635 Educating the Whole Child: Teaching to the Developmental Needs of the Child
This course will provide students with a whole picture of the child they will be, or are, teaching. In-depth examination will be on the cognitive, physical, and emotional development of a child from age 4 through 18 years. (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 School
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.851.648 Team Leadership
This course is designed for school leaders, including administrators, supervisors, and teachers, who want to improve their knowledge and ability to facilitate change in the classroom, school, or district. The course is based on the premise that educational leaders devote considerable time working in group situations. The course is based on research and theory in education and other fields related to individual, group, intergroup, and organizational development. Opportunities are provided for participants to explore and practice various strategies with special emphasis on how these relate to change in educational settings. (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. (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.855.600 Extended Learning I
Students will participate in a variety of informal educational experiences, from guest lectures and one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

ED.855.601 Extended Learning II
Students will participate in a variety of informal educational experiences, from guest lectures and
one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

ED.855.602 Extended Learning III
Students will participate in a variety of informal educational experiences, from guest lectures and one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

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 studied as means for promoting social justice, access, and equity for all learners. (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 ID to enhance interdisciplinary learning experiences in online and blended educational environments. ID theories and approaches will be discussed and contrasting views and perspectives of ID 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 ID 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. (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. (3 credits)

ED.855.624 Trends and Issues in Instructional Design, Message Design, and Online Learning
This course explores trends and issues of current and historical significance to instructional design, message design, and online learning. The course prepares participants to make and defend policy decisions and become conversant with current trends and issues in the field. Readings will include contributions of key scholars, past and present, and topics covered include the history of instructional design, message design, and distance education. Critical issues, current trends and future prospects for the field are addressed as well as, research, theories, and approaches and their impact on present and future applications of instructional design, message design, and distance education. (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 adviser; and 4) anticipate the challenges of navigating through politics, policy, fundraising, marketing, social networking, and possible media involvement. (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. (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. (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. (3 credits)

ED.855.702 Causal Inference When Regression Fails
This course introduces strategies for estimating causal effects from a counterfactual perspective when conditioning techniques, such as matching and regression, do not identify the parameter of interest. After a review of scenarios when such conditioning will fail, the course then presents intervention designs, explaining randomization from both a potential outcome and causal graph perspective. The challenges to implementation of these designs are then discussed, with a special focus on large-scale randomized trials in education research. The course then considers the most prominent designs for causal inference in observational research in the presence of troubling unobservables: instrumental variable estimators, pre-post longitudinal designs, regression discontinuity, and estimation via exhaustive mechanisms. The course concludes with a consideration of credible avenues for investigation when point identification cannot be achieved, including an analysis of bounds and the estimation of a provisional estimate followed by a sensitivity analysis. (3 credits)

ED.855.708 Mind, Brain Science and Learning
Building on ED.855.712 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. (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. (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. (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. (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. (3 credits)

ED.855.725 Research Landscape
This course is designed to teach students the skills necessary to understand different paradigms and methods of research. Students will have the opportunity to evaluate quantitative and qualitative research. Further, students develop an understanding of the principles, processes, and purposes of different types of educational research. Types of research methodology that will be discussed include: experimental research, quasi-experimental research, correlational research, single-subject research, and qualitative research. Students will develop an understanding of the quality indicators and high standards necessary to conduct educational research within their areas of interest. Further, students will have the opportunity to develop the skills to critique quantitative and qualitative research studies published in peer review journals. (3 credits)

ED.855.751 Diffusion of Technology Innovations
This course explores theories, research, and strategies related to the diffusion and adoption of scalable and sustainable instructional technology innovations in education. It targets the diffusion of technologies and the transition from experimentation and research to adoption and implementation. Participants review contemporary theoretical developments in the science of implementation through evidence-based educational examples and are introduced to current technologies and anticipated future trends and ubiquitous practices in the field. (3 credits)

ED.855.752 Trends, Principles, and Practices of 21st Century Learning
This course explores pedagogical shifts in education that have arisen as a result of the integration of advanced digital tools and considers how these shifts and tools impact leadership, organization, instructional delivery, and student learning in today’s schools. Participants learn essential principles and practices for building 21st century content and technology-rich learning environments for all students including those with disabilities and other special needs. (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.855.755 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 Ph.D. program to obtain credits as a teaching assistant. (3 credits)

ED.855.807 Career Development and Academic Writing
What is the next step? Doctoral students face a variety of career development stages as they work toward their professional goals. This course will cover a wide range of topics related to Ph.D. students’ career development, including the university and non-university job market, research and teaching portfolios, CV and resume, job interview skills, networking, and negotiating tips. Furthermore, it is critical for graduate students to have writing skills to effectively convey their ideas to different types of audience and to achieve their goals as a researcher. This course will also offer an introduction to scientific writing and will provide an overview of important features of academic writing. We will primarily focus on academic writing tasks that may be required in the earlier stages of an academic career. This course will help students to feel prepared for their career and to accomplish their professional goals. (1 credit)

ED.855.815 Science of Learning
The science of learning spans many disciplines (neuroscience, cognitive psychology, sociology, education, etc.) and can be investigated at all levels of analysis from the cellular and molecular bases to the application of principles in formal and informal learning environments. This course will offer an introduction to the fundamental issues in this area as they relate to educational research and practice, broadly defined. We will read primary and secondary sources that offer insights into how people learn, how we study learning, and how to take this information from the laboratory to the classroom. (3 credits)
ED.855.840  Doctoral Research
Doctoral students apply theories and concepts related to their areas of study. (3 credits)

ED.855.851  Research on Effective Professional Development
This course is designed to provide students with an overview of theoretical perspectives and research that provides evidence for the development of effective professional development that fosters instructional change on the preK-16 levels. Foundational to this work are sociocultural, situated learning, and adult learning theories, which will serve as the theoretical frame for course topics. Students will explore evidence-based professional development practices that support instructional change and student learning as well as contextual factors that impede or support educator learning with professional development programs. Finally, students will consider methods for evaluating the effectiveness of professional development programs. (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 preventative 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 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.860.548  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.860.639 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.860.666  Applied Cognitive Behavioral Therapy
This course covers advanced issues in the real-time application of the theories of Cognitive Behavioral Therapy (CBT) to the treatment and treatment planning of the most commonly diagnosed DSM-5 disorders. Building on the theoretical learning objectives in the Cognitive Behavioral Therapy course, the emphasis of this course will be on the development and application of CBT-based techniques and skills to clinical cases presented by the students. (3 credits)

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
This course 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 and cognitive behavioral therapies. It builds on the foundation established in ED.861.502 Counseling Theory and Practice 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 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.863.524 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 (Lab 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.863.626 Behavioral Medicine and Health Psychology Applications in Clinical Mental Health Counseling**
This course provides a broad introduction to the field of behavioral medicine as part of the field of health psychology. Through a culturally-sensitive biopsychosocial lens, students examine theory and research as it applies to behavioral and emotional factors that impact the delivery of primary, secondary, and tertiary prevention efforts as part of a multidisciplinary team within medical settings. The content will explore applications of behavioral medicine and health psychology principles to a variety of health care conditions as they occur across the developmental continuum, preparing the clinical mental health counselor for a variety of roles in health care systems. (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.863.674 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 identify 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 adviser 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: Part I
This supervised internship is the first semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and either a 300 or 500-hour internship. (3-6 credits)

ED.863.876  Internship in Clinical Mental Health Counseling: Part II
This supervised internship is the second semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and either a 300 or 500-hour internship. (3-6 credits)

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.872.810 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 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). 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). 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, ED.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, ED.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, ED.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.877.551 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.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.880.644 Advanced Simulation Strategies
This course will explore simulation and how simulation pedagogy contributes to evidence-based teaching and assessment. Participants will develop a simulation scenario appropriate for learners at their home institution. Clinical scenarios will be designed using a theoretical framework. Teaching strategies when using clinical simulations will be discussed and development of an evaluation plan to ensure attainment of learning outcomes in simulation will be reviewed. (1.5 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 is 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 ED.880.662 Educational Scholarship: Implementation. (1 credit)

ED.880.662  Educational Scholarship: Implementation
Participants will continue the development of their proposals begun in the ED.880.661 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.880.830  Graduate Project in Interdisciplinary Studies
Students of demonstrated ability with special interest in interdisciplinary projects study under the direction of a faculty member in the School of Education. Students must meet with their faculty adviser and prepare an outline of their proposed project prior to registration. (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 placed 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
This seminar provides an introduction to qualitative research methods, with a focus on education, culture, and society. Primary attention will be given to case study methods and ethnography, including interviews, observations, and data analysis. The course will give detailed guidance on developing field notes and codes and actively engaging in thematic analysis of data. In addition, we will examine the role of theory, epistemologies, and subjectivity/subjectivity, and grapple with and explore strategies to produce validity and reliability in qualitative research. (3 credits)

ED.883.718 Research Methods and Systematic Inquiry I
This course is designed to teach introductory concepts in quantitative, qualitative, and mixed methods research. The course is structured to introduce students to these three paradigms while focusing on research inquiry and data collection, management, and analysis. 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 through reflection. Specifically, students consider the process of school improvement from improvement sciences and design-based research perspectives. Students will design a research project and collect data to understand contributing factors related to a problem of practice within their organizational context. The goals for the class include building a strong foundation in research methods through engaging in the process of reading and conducting educational research. (3 credits)

ED.883.719 Research Methods and Systematic Inquiry II
This course continues students’ explorations of research methods. Specifically, students will explore analysis procedures across the quantitative, qualitative, and mixed methods research paradigms. In doing so, students will engage in: (a) quantitative data analysis to explore relationships between important constructs related to an educational context using inferential statistics; (b) qualitative analysis to explore phenomena using inductive and deductive approaches; and (c) mixed methods analyses to explore educational problems of practice with depth and breadth. Students will also begin exploring variables and change mechanisms for their intervention research. (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, and experimental, quasi-experimental, and mixed methods designs. (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 adviser 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 ED.884.508Methods of Teaching Reading in the
Secondary Content Area, Part 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.884.615 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.884.620 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.884.811  Supervised Clinical Practicum I for Masters in Reading Candidates
This first practicum is a midpoint program experience for Reading 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 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 ED.884.620 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)

ED.885.501  The Gifted Learner
Graduate 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, recommending program
delivery options, and the identification process. (3 credits)

ED.885.505 Creativity in Education
Graduate students will 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 at both the
elementary and secondary school levels. (3 credits)

ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners
Graduate students explore the various approaches to differentiating curriculum, instruction, and
assessment for advanced learning. Strategies and techniques that are supported by research and
best practice are discussed and analyzed. Candidates design interventions that translate theories
about gifted education into practice in their education contexts. (3 credits)

ED.885.512 Twice Exceptional Learners
Graduate students review recent research-based findings regarding identification and
programming for the gifted child with learning differences. Candidates consider appropriate
strategies and teaching techniques that address learning challenges as well as the development of
enriched content and accelerated and innovative approaches for maximization of potential in
areas of giftedness. (3 credits)

ED.885.515 Leadership of Gifted Education and Talent Development Programs
Graduate students will learn how to develop, implement, and supervise interventions for gifted
students in both K-12 and out-of-school settings. An emphasis is placed on how talent
identification, service delivery, student assessment, and program evaluation are included in the
design of talent development systems. (3 credits)

ED.885.519 Seminar I in Gifted Education and Talent Development
Graduate students will explore current issues, research, and trends in gifted education and talent
development at the local and national levels, including ways to advocate for programs and
services, and the roles of a leader in the field. (3 credits)

ED.885.604 Social and Emotional Needs of the Gifted
Graduate students 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 and Talent Development
Candidates participate in a capstone supervised practicum experience in an educational setting
with a focus on advanced learners under the direction of the faculty. Practicum experiences will
be individually designed in consultation with the student’s adviser to address the student’s
professional goals. Individual and small group consultation sessions are held. (3 credits)
ED.887.611 Understanding Human Behavior and Helping Relationships, Part I
This course provides an introduction to the various helping professions that are available to support teachers in their work with students, including school counselors and clinical mental health counselors. The differences between these helping professions and services provided through special education will be discussed. The course addresses various approaches to helping students, as well as means for collaborating with helping professionals, consulting with other school leaders, and counseling students. Finally, students will learn how to use data in making decisions about how best to address socio-emotional issues so as to promote academic achievement. (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 influences 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.893.546 Inclusive Technology for All Learners
This online course is designed to prepare education professionals to address a major contemporary concern – the access and use of inclusive technologies to meet the needs of diverse learners. Course participants will investigate the role of adaptive and assistive technologies in learning. Course participants will develop the knowledge and skills necessary to select and use inclusive technologies and enabling applications to enhance, augment, and ultimately maximize learning experiences for learners of all abilities. Participants will examine existing inclusive technologies and investigate the potential of emerging technologies to determine how these may
contribute to the continuum of technology-based applications for all learners in classroom or workplace settings and across all societal sectors. (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 of Technology Supported Interventions and Programs
In this course, students learn and practice the skills necessary to evaluate the use of instructional technology in 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)

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 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 potential for technology to support instruction and learning. The digital age is affecting how identity is defined and managed. The identity life-cycle will be explored as well as the field of human-computer interaction and its effects on creative thinking. The concepts of participatory culture and media education will be discussed and how they support developing digital communities of learners. We will 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. (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 adviser 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)