

ED (EDUCATION)

Courses

Advanced Studies in Education

ED.610.600. Introduction to Teaching, Scholarship, and Research in Health Professions.

This course provides a clear structure to orient MEHP fellows to the teaching, scholarship, and leadership through the examination of their personal values, research and scholarship basics, personal educational values and beliefs, and the exploration of technologies needed to successfully engage in the fully online program.

ED.610.601. Academic Writing in Education. 1 Credit.

This course supports graduate students in learning fundamental skills for academic writing, including reading of academic literature, annotation techniques, and writing skills at the sentence, paragraph, and paper level. Overall, the course focuses on writing clear, cogent, and concise academic prose tailored to a U.S.-based academic institution. Students bring a writing sample, and improve it throughout the course.

ED.610.602. Teaching Academic Writing in Education. 1 Credit.

This course supports graduate students in learning fundamental skills for teaching academic writing to a diverse audience of students in higher education. Course topics include understanding human learning, reflecting on one's own writing skills, principles of multimedia design for learning, and culturally inclusive and relevant pedagogy. Students need to have completed ED 610.601 or receive instructor permission to enroll.

Prerequisite(s): ED.610.601

ED.610.610. Foundation to Innovation: Adult Learning. 3 Credits.

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.

ED.855.613. Entrepreneurship in Education. 3 Credits.

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.

ED.855.621. Instructional Theory in Online Teaching and Learning. 3 Credits.

This course will provide an empirical and theoretical foundation for effective online teaching and learning. Participants will explore cutting-edge research, theory, and practice of online instruction and engage in collaborative inquiry to address common assumptions about online and blended learning including cultural competence and ethical issues. Participants will draw upon relevant instructional theories, conceptual frameworks, and effective best practices as criteria for selection, implementation, and integration of online learning environments, and apply these theories and frameworks.

ED.855.622. Instructional Design Theories and Models. 3 Credits.

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.855.624. Trends and Issues in Instructional Design, Message Design, and Online Learning. 3 Credits.

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.

ED.855.640. Partnerships and Educational Organizations. 3 Credits.

This course provides opportunities for students to engage in reflective practice as an educational or organizational leader, while building organizational and community partnerships to leverage multiple resources for addressing a specific organizational systems issue. Students are expected to: 1) become familiar with pertinent theoretical literature; 2) understand the internal and external organizational environment and the pressures of those institutional relationships; 3) understand the roles and responsibilities of creating and sustaining dynamic partnerships, including acting as an informal project manager and community advisor; and 4) anticipate the challenges of navigating through politics, policy, fundraising, marketing, social networking, and possible media involvement.

ED.855.641. Data-Driven Decision Making. 3 Credits.

Education leaders, within public and private educational environments or within NGO or corporate environments, should understand the structures for managing the school and/or organizational environment. These structures include strategic planning, 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 data-driven decision-making as viewed through the elements of strategy, the salient knowledge management concepts relating to strategy and tactics, and an in-depth focus on how decisions are made in high-functioning organizations. Participants will develop an understanding of how to create and support change through a systems approach. Participants also will be introduced to wicked problem theory and why intractable issues are controversial and hard to address or resolve in public discourse. This will include the paradox of how humans perceive statistics, probabilities and decision action, including the effects of lag time in results and how this challenges decision accuracy.

ED.855.642. Talent Management & Organizational Finance for Entrepreneurial Leaders. 3 Credits.

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.

ED.855.643. Leadership for School and Educational Organization Redesign. 3 Credits.

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.

ED.855.701. An Introduction to Causal Inference. 3 Credits.

This course introduces strategies for estimating causal effects from a counterfactual perspective, uniting the potential outcome model with causal graph methodology. After an examination of the primary features of the counterfactual perspective and criteria for causal effect identification, the course focuses on developing a deep understanding of data analysis techniques that can work in favorable circumstances, such as matching, regression from a potential outcome perspective, and inverse probability of treatment weighting. The course concludes with the vexing challenges posed by unobserved determinants of both the cause and outcome of interest, and it provides a review of specialized designs that can salvage a research project in these situations.

ED.855.703. Research on Online and Blended Teaching and Learning. 3 Credits.

This course will explore research as it relates to online and blended learning contexts in the digital age. The theoretical perspectives you studied in ED.855.621 Instructional Theory in Online Teaching and Learning have served as the lenses through which researchers have examined online teaching and blended learning contexts. Students will explore an overview of research in this area, social justice issues and inclusive pedagogy relative to online and blended learning environments, conditions of online and blended learning contexts, and engagement in formal and informal learning environments. Trending issues such as virtual reality, augmented reality, and mixed reality scenarios will be examined through empirical research.

ED.855.704. Economics of Education. 3 Credits.

Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on K-12 and higher education; and outcomes, school reform, and school choice.

ED.855.708. Mind, Brain Science and Learning. 3 Credits.

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)

Prerequisite(s): ED.855.712[C]

ED.855.710. Multicultural Education. 3 Credits.

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.

ED.855.712. Multiple Perspectives on Learning and Teaching. 3 Credits.

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.

ED.855.714. Power, Politics, and Policy in Education. 3 Credits.

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.

ED.855.716. Contemporary Approaches to Educational Problems. 3 Credits.

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.

ED.855.718. Disciplinary Approaches to Education. 3 Credits.

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.

ED.855.720. Leadership in Educational Organizations. 3 Credits.

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.

ED.855.723. Education Policy Practicum. 3 Credits.

In this course students will learn how national and state education policy is made, examine the impact it has, and learn how research findings can influence its formation.

ED.855.725. Research Landscape. 3 Credits.

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.855.730. Doctoral Directed Readings. 3 Credits.

Students work under the direction of a faculty member to explore literature related to a specialized topic in education while developing a product, such as a paper, article, or course syllabus.

ED.855.751. Diffusion of Technology Innovations. 3 Credits.

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.

ED.855.754. Evaluation of Digital Age Learning Environments. 3 Credits.

This course provides participants the opportunity to critically consider how digital-age technologies may affect critical thinking and achievement in the k-18 classroom. Topics include evaluating the effectiveness and application of learning technologies to improve student-learning outcomes, using data to determine instruction effectiveness, online and computer-assisted testing and strategies to maximize results, federal and state reporting practices, as well as formative and summative program and performance evaluation. Participants in this course analyze technology mediated education and learning environments as they relate to instruction and learning.

ED.855.755. How Schools Work. 3 Credits.

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.

ED.855.756. Higher Education Teaching Skills for Doctoral Students. 3 Credits.

This course will provide a mechanism for students in the PhD program to obtain credits as a teaching assistant.

ED.855.764. Schools in Society. 3 Credits.

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

ED.855.771. Approaches to Urban Education. 3 Credits.

Approaches to Urban Education introduces students to urban studies, including an examination of the nature of cities in the 21st century and theoretical approaches to understanding urban life. Students explore both the diversity that characterizes many cities and the concentrated poverty and segregation along racial and ethnic lines that are found in many urban school districts. The course examines the question of how urban education is both similar to and different from education in other geographical contexts.

ED.855.772. Individuals in Urban Contexts. 3 Credits.

Individuals in Urban Contexts examines urban residents, with a specific focus on those populations most likely to attend public schools. Students also explore their own position relative to these populations. The course begins with a look at the expression of diversity in urban public school systems, especially around characteristics such as race, class, culture and linguistic status. Students undertake an ethnographically-informed study of the populations with which their Problem of Practice is most concerned, focused on an assets-based understanding of their context. Finally, the course helps students to examine and reflect upon their own position with respect to the identity of these populations and the categories examined in the first part of the course.

ED.855.773. Organizations and Institutions. 3 Credits.

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

ED.855.774. Partnerships and Community Organizing. 3 Credits.

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

Prerequisite(s): ED.855.773[C]

ED.855.800. EdD Online First Year Orientation.

This course serves as an introduction to the EdD Program. Specifically, students will begin to explore relevant course topics, complete preliminary work on their problem of practice, and gain familiarity with the learning management system and the related tools. The course also serves as a tool to cultivate connections among cohort members and build a community of support for their doctoral journey.

ED.855.815. Science of Learning. 3 Credits.

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.

ED.855.835. Interdisciplinary Seminar II: Socio-Cultural Perspectives. 3 Credits.

This seminar will provide candidates the opportunity to examine race, ethnicity, and culture within the context of pre-K-12 and higher educational settings. Students will become familiar with the major racial, ethnic, and cultural groups in the United States. Through self-disclosure, experiential exercises, student presentations, readings, and lectures, students will gain a better knowledge of themselves, culturally distinct groups, multiculturalism, and implications for education.

ED.855.840. Doctoral Research. 1 - 9 Credits.

Doctoral students apply theories and concepts related to their areas of study.

ED.855.851. Research on Effective Professional Development. 3 Credits.

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.

ED.855.853. Savvy Surveys: A Questionnaire Design Process for Social Scientists. 3 Credits.

Many courses on questionnaire design focus on statistical techniques used to analyze surveys after the data are collected. In contrast, this course prioritizes the "front-end" survey design process that enables researchers to collect high quality data in the first place. Through this survey experiential learning course, students will enact seven steps en route to designing a survey scale on a research topic of interest to them that will have strong evidence of validity and minimize common sources of measurement error. The course is oriented with the assumption that the surveys will be used to produce quantitative data. However, the principles generalize to all types of survey questions and there are no statistical pre-requisites (though an understanding of descriptive statistics and correlations is useful).

ED.855.854. Practice Proseminar. 1 Credit.

Students will be exposed to current educational practice and perspectives on school improvement, school reform, urban education, and the science of learning through weekly sessions with educational professionals. Participants will develop and articulate their own broad research interests and will have an opportunity to explore the alignment of those interests with current educational practice.

ED.855.855. Research Proseminar. 1 Credit.

Students will be exposed to current research and scholarly perspectives on school improvement, school reform, urban education, and the science of learning through weekly sessions with current SOE faculty conducting research in these areas. Participants will develop and articulate their own broad research interests and will have an opportunity to explore the alignment of those interests with different faculty members.

ED.855.856. The Sociology of the School to Prison Pipeline. 3 Credits.

To prepare students to understand and conceptualize research, programs, and/or advocacy related to intersectional disparities in safety, surveillance, and carceral outcomes for school-age youth.

ED.880.600. Health Professions Education Capstone Extension. 1 Credit.

This course provides additional time for fellows who are unable to complete their Capstone program evaluation or educational research study and manuscript in the allotted program academic timeframe. Completed work must be written so that it is judged ready to be submitted for review to a professional journal.

ED.880.610. Writing Grant and Contract Proposals for Health Professions Education. 3 Credits.

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.

ED.880.619. Foundations of Online Teaching and Learning. 3 Credits.

This course will provide a research, theoretical, and practical foundation to online teaching and learning. Participants will engage in collaborative inquiry regarding the field of distance learning, resulting in the ability to address common assumptions about online learning, cultural competence in online learning, and ethical issues. Participants will be able to distinguish an effective online learning experience for adults and create criterion for selection, implementation, and integration of an online learning tool or application.

ED.880.624. Evaluation and Research in Education. 3 Credits.

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.

ED.880.629. Evidence-Based Teaching. 3 Credits.

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.

ED.880.631. Ensuring Learning through Assessment and Feedback. 3 Credits.

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.

ED.880.633. Curriculum Development. 3 Credits.

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.

ED.880.635. Instructional Strategies I. 1.5 Credits.

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.

ED.880.637. Instructional Strategies II. 1.5 Credits.

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.

Prerequisite(s): ED.880.635

ED.880.639. Development, Management, and Evaluation of Health Professions Education Programs. 3 Credits.

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.

ED.880.641. Leadership Essentials for Health Professions Educators. 3 Credits.

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.

ED.880.642. Leadership Theory in Action for Health Professions Educators. 3 Credits.

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).

ED.880.643. Mentoring in Health Professions Education Programs. 3 Credits.

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.

ED.880.644. Advanced Simulation Strategies. 1.5 Credits.

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.

ED.880.646. Critical Issues in Health Professions Education. 1.5 Credits.

This course provides Fellows in interprofessional health professions' education the opportunity to deepen their understanding of a timely issue important to their practice as teachers, educational researchers, and educational leaders. This course will address specific outcomes among the MEHP outcomes related to these three foci. This course will examine the topics' theoretical foundations and best practice through a literature review, evaluation of current practice, and the design of an application of an intervention with an evaluation or research component. Issues will be identified and addressed as needed. Current issues include: Leading Instructional Design for Online Learning, Survey Design, Advanced Assessment, Qualitative Research, and Advancing Interprofessional Education and Collaboration.

ED.880.647. Educational Leadership Capstone in Health Professions Education I. 1.5 Credits.

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.

ED.880.648. Educational Leadership Capstone in Health Professions Education II. 1.5 Credits.

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.

ED.880.649. Educational Research Capstone in Health Professions Education I. 1.5 Credits.

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.

ED.880.650. Educational Research Capstone in Health Professions Education II. 1.5 Credits.

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.

ED.880.652. Survey Design for Research in Health Professions Education. 1.5 Credits.

This course will examine Survey Design. Surveys wield tremendous impact on decision-making and are becoming increasingly common when evaluating educational processes, conducting research, and in society more broadly. The major topics of the course will include defining constructs; creating items and item wording; response anchors; formatting surveys; and bolstering response rates. The course will also cover some basic design features of Qualtrics, a leading survey software system. Students do not need to have any previous experience with developing surveys to be successful in this course. The course is targeted toward 1) students who are actively adapting or developing survey measures for research projects and 2) students who are interested in professionally designing surveys. The course is more orientated toward collecting quantitative data, but only minimal knowledge of data analysis is needed.

ED.880.661. Educational Scholarship: Design. 1.5 Credits.

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.

ED.880.662. Educational Scholarship: Implementation. 1.5 Credits.

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.

Prerequisite(s): Prereq is ED.880.661[C]

ED.880.665. Mixed Methods Research. 3 Credits.

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.

ED.880.667. Applied Statistics. 3 Credits.

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.

ED.880.672. Leadership Capstone in Health Professions Education I: Problem, Gap, Hook, and Methods. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In the first course of the series, fellows will focus on the identification of a problem of urgent concern, establish a gap in the current knowledge or thinking about the problem, and articulate a compelling hook to convince readers that this gap requires attention. They will explore the literature to identify the methodology, the method, and instruments for the project. They will prepare and submit the IRB for their home institutions and prepare the Hopkins IRB for their instructor to submit as the project PI. This course will be complete with the receipt of Hopkins IRB approval. Fellows begin preparation of a 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. They also submit progress on their overarching Specialization Portfolio. Fellows may build on educational projects begun in previous courses with the approval of their instructors.

ED.880.673. Leadership Capstone in Health Professions Education II: Implementation and Results. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In the second course fellows will implement the project by following prescribed design, implementation, and evaluation guidelines. They will conduct the process, collect data, and select appropriate statistical tools for data analysis. They will submit as amendments to Hopkins IRB any modifications to the project components that require IRB approval. Fellows continue 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 continue to add evidence to their Specialization Portfolio.

ED.880.674. Leadership Capstone in Health Professions Education III: Analysis, Discussion, Conclusion, Dissemination. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In this third course fellows will complete data analysis, construct tables and figures, develop the discussion, identify limitations, write the conclusion, close the Hopkins IRB, and prepare the manuscript for submission to a target journal. They will create a Voice Thread presentation of their project. Fellows complete the Specialization Portfolio including the final program reflection. Fellows complete their scholarly manuscript 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.

ED.880.676. Research Capstone in Health Professions Education I: Problem, Gap, Hook, and Methods. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In the first course of the series, fellows will focus on the identification of a problem of urgent concern, establish a gap in the current knowledge or thinking about the problem, and articulate a compelling hook to convince readers that this gap requires attention. They will explore the literature to identify the methodology, the method, and instruments for the project. They will prepare and submit the IRB for their home institutions and prepare the Hopkins IRB for their instructor to submit as the project PI. This course will be complete with the receipt of Hopkins IRB approval. Fellows begin preparation of a 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. They also submit progress on their overarching Specialization Portfolio. Fellows may build on educational projects begun in previous courses with the approval of their instructors.

ED.880.677. Research Capstone in Health Professions Education II: Implementation and Results. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In the second course fellows will implement the project by following prescribed design, implementation, and evaluation guidelines. They will conduct the process, collect data, and select appropriate statistical tools for data analysis. They will submit as amendments to Hopkins IRB any modifications to the project components that require IRB approval. Fellows continue 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 continue to add evidence to their Specialization Portfolio.

ED.880.678. Research Capstone in Health Professions Education III: Analysis, Discussion, Conclusion, Dissemination. 1.5 Credits.

Participants will engage in a three-course series capstone to culminate the MEHP program. They will employ principles and concepts from their MEHP educational experiences to develop, implement, and disseminate a research or evaluation project focused on an issue of importance to health professions education. Their projects will be performed under the guidance of assigned capstone instructors and the director with support from fellows' institutional sponsors. In this third course fellows will complete data analysis, construct tables and figures, develop the discussion, identify limitations, write the conclusion, close the Hopkins IRB, and prepare the manuscript for submission to a target journal. They will create a Voice Thread presentation of their project. Fellows complete the Specialization Portfolio including the final program reflection. Fellows complete their scholarly manuscript 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.

ED.883.510. Understanding Educational Research. 3 Credits.

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.

ED.883.520. Socially Responsible Research. 3 Credits.

This course will introduce students to the landscape of educational research from three predominant research paradigms. Students will explore and critique different research approaches, consider the epistemology of research, and how research is situated within the academic community and employed in policy and practice.

ED.883.521. Doctoral Dossier Research I. 3 Credits.

This course introduces students to systems thinking to help them identify, model, and begin to describe a system of factors contributing to their problem of practice (POP) as they investigate the research literature. Through an iterative exploration of their POP, students will 1) move from solution-thinking to examining assumptions, thinking critically, and exploring their problem from a systems perspective; 2) articulate the rationale to pursue their POP; 3) engage in conceptual modeling; 4) develop interested party engagement skills; and 5) develop the habit of using a researcher's journal.

ED.883.522. Doctoral Dossier Research II. 4 Credits.

This course guides students through preparation of their proposal defense for either an Empirical Project Deeper Dive or an Applied Project. Additionally, students will explore a variety of modalities of dissemination of scholarly work. Finally, students will have time to work with peers in self-guided preparation for the comprehensive exam.

ED.883.523. Doctoral Dossier Research III. 4 Credits.

This course guides students through preparation of their final defense of their Empirical Project Deeper Dive or Applied Project
Prerequisite(s): (ED.883.521 OR ED.883.855) AND ED.883.522]

ED.883.524. Critical Theory. 3 Credits.

This course will introduce and interrogate the diverse set of theories called 'critical theory.' How have scholars explained differential access to social, cultural, political, and economic power? Topics may include the Frankfurt School of Critical Theory, intersectionality, Critical Race Theory, DisCrit, and other frameworks that are utilized to explain inequality and social justice in modern society. Students will apply these diverse theoretical traditions to contemporary educational problems and practices. This course demands a willingness to be self-reflexive around topics of race, gender, class, socioeconomic status, and other categories of social identity.

ED.883.526. Understanding Social Problems. 3 Credits.

This course introduces students to the social problems within areas of interest in the field of education. Students will examine social problems through the lens of areas of interest and systems thinking to understand content and relevant power structures and relations. They will consider underlying assumptions and major constructs related to the areas of interest and explore the processes through which social problems come to be known within those areas.

ED.883.601. Basic and Inferential Statistics. 3 Credits.

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.

ED.883.711. Qualitative Research Methodology I. 3 Credits.

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/ objectivity, and grapple with and explore strategies to produce validity and reliability in qualitative research.

ED.883.718. Research Methods and Systematic Inquiry I. 3 Credits.

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.

ED.883.719. Research Methods and Systematic Inquiry II. 3 Credits.

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.

Prerequisite(s): ED.883.718[C]

ED.883.721. Evaluation of Education Policies and Programs. 3 Credits.

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.

ED.883.723. Hierarchical Linear Models. 3 Credits.

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

ED.883.812. Data Workflow. 3 Credits.

This course is designed to teach students the skills necessary for them to develop efficient and accurate practices for handling, preparing, documenting and analyzing data for investigation. Students will be taught fundamental concepts of workflow, data cleaning, and statistical computing/programming.

ED.883.814. Structural Equation Modeling. 3 Credits.

This course will offer a basic introduction to structural equation modeling (SEM). In this course, students will develop a fundamental understanding of SEM methods and be familiarized with SEM applications in order to critique a research study with respect to the statistical analysis, and select an appropriate model and be able to apply it. The topics will include conceptual development of SEM, exploratory and confirmatory factor analysis, path analysis, model specification and identification, and model estimation and fit testing. Also, we will focus on applying SEM methods to non-nested data and continuous outcome variables. The STATA software will be used for application.

ED.883.849. Dissertation Research. 1 - 9 Credits.

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.

ED.883.850. Dissertation Research. 1 - 9 Credits.

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.

ED.883.855. Doctoral Dossier Research I. 3 Credits.**ED.889.601. Critical Theories of Race and Racism (in Education). 3 Credits.**

This course offers an in-depth examination of prevalent racial disparities embedded within the educational system. Often misconceived as an equalizer, education can in fact mimic and perpetuate society's significant racial inequalities. To address this, the course engages in a comprehensive exploration of racism's intricate complexities within educational contexts, emphasizing its pervasive, deep-seated impact on students of color's experiences and outcomes. The curriculum involves a detailed analysis of systemic racism in education, including historical elements like segregated schooling, and opens discussion on a range of critical race theories such as anti-blackness, everyday racism, institutional racism, and color-blind racism. The course also introduces students to Critical Race Theory (CRT) and 'ethnoraciality', providing a foundational understanding of intersectional frameworks and a fresh perspective to understand race and ethnicity within the social sciences. Students are encouraged to challenge preconceptions, amplify marginalized voices, and dismantle narratives that uphold unjust systems. By the end of this course, participants will be well-equipped to address race-based disparities within educational institutions effectively.

ED.893.708. Technologies and Creative Learning. 3 Credits.

The students will examine the topic of creativity in educational settings through the implementation of the technology frameworks of universal design for learning (UDL), the Substitution, Augmentation, Modification, Redefinition (SAMR) model (Puentedura, 2014), and the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler et al., 2013). The course begins with defining creativity and identity, then examines design thinking, games as medicine, assessment, and learning, and ultimately addresses equity through the symbolic language of emojis and the UNICODE system. This course employs alternative assessments to exercise students' examination of creativity instead of APA papers. The Flip, StoryboardThat, Voki, Book Creator, MURAL, Scratch, and Thinglink platforms provide students with new ways to assess learning. Discussions are asynchronous Flip and synchronous "salon" formats.

ED.900.895. Graduate Research.

Fulltime Equivalency

ED.910.600. Non Resident Status.

The purpose of this course is for Doctoral Students who have been granted non resident status to maintain their matriculation status. While on non resident status, students are required to enroll in this course continuously, including summer semester.

Counseling & Educational Studies

ED.820.600. Introduction to Statistics. 3 Credits.

This course is designed as an introduction to basic descriptive and inferential statistics, with a focus on how they are used in education research. Students will learn to describe variables using graphs and tables, and summarize variable distribution using measures of central tendency and spread. As a basis for inferential statistics, students will explore concepts of basic probability, and apply them to understand probability sampling, sampling distribution, hypothesis testing and confidence intervals. Finally, students will learn to describe the relationship between two variables using correlation and regression. Students will apply this knowledge to a series of problem sets that ask them to think about research problems in education, and conduct their own analysis of an educational or other social science problem in a research paper that asks them to conduct a bivariate analysis and discuss their results.

ED.820.601. Intermediate Statistics. 3 Credits.

This course introduces students to multiple regression as a tool for inferential statistics in the social science, with a focus on applications to education research. Students will begin with a review of basic statistical concepts, then move on to the basics of linear regression including model assumptions, estimation, and statistical inference. Emphasis will be placed on interpreting coefficients, assessing model fit, and critiquing empirical studies. We will review methods for specific types of data in the linear model, including categorical variables, interactions, data transformations and limited dependent variables. Finally, students will consider the limitations of regression and diagnostics for challenges including missing data and outliers. This course is designed for students who have had at least a one-semester introduction to statistics. Students should have existing knowledge of probability theory, properties of distribution and random sampling, and basic statistical tests.

ED.820.602. Introduction to Education Policy. 3 Credits.

Introduction to Education Policy is an intensive hybrid course in the first summer, which will be delivered partially in-person in Washington, DC, and partially online. Through the preparatory readings, an online pre-test, and a five full-day study and learning experience, students will grapple with the current challenges that apply to different levels of education policy and their relevance to the structure, content, and funding of education in the United States. The readings, assignments, and seminars with senior policy experts will introduce students to the central dilemmas and debates in education policy. Students will leave the course with a strong foundation from which to engage, in much greater depth, with course material throughout the degree.

ED.820.603. Federal Education Policy. 3 Credits.

This course will explore the federal government's role in K-12 education policy. While the course will address the historic roots of the federal government's role, it will focus largely on the federal government's rapidly evolving policy role in education over the past two decades. During this period, on global measures of education, U.S. performance has stagnated while other countries' results trend up, and educational achievement gaps continue to reflect a system that is riddled with inequity. Technology is playing a greater role in students' learning out of school – and indeed in all facets of Americans' personal and professional lives – but educators are struggling to use technology effectively in schools. Teachers unions are engaged in existential identity crises, while over one million new teachers will enter the profession in the coming decade. And the hyper-partisan conflicts that we see across the country come home to roost in the context of education policy as fights over which level of government is in charge of what. In this course, students will explore many of these issues, including: the historic roots of the federal role in education within the context of the Civil Rights movement; the structure of the U.S. educational system; school accountability and the Elementary and Secondary Education Act (ESEA)'s evolution over time; academic standards and assessments; school turnaround and choice; and educator effectiveness and teacher policy.

ED.820.604. Diversity. 3 Credits.

This course introduces students to the ways in which diverse student bodies are constructed, educated, and multiply challenged in K-12 American education. Students will analyze research on, and craft responses to, the following issues: the social construction of race; racial achievement gaps; the impact of socioeconomics upon educational performance; the ways in which students of diverse religions and sexual orientations, and who are differently-abled, experience the classroom; and the challenges to creating high-quality culturally relevant educational experiences.

ED.820.605. International Education Policy. 3 Credits.

K-12 education outcomes in the United States are often contrasted with those of other countries, especially nations now showing stronger results than America on international assessments such as TIMSS (Third International Math and Science Study) and PISA (Program for International Student Assessment). But what, exactly, are the top-performing countries doing differently from the United States? How do they structure K-12 education, and how do they manage accountability for excellence? Students will research these questions from several vantage points. They will review synoptic treatments that span multiple countries, and do a "deep dive" on one country's reforms and evaluate the impact of the different ways in which countries abroad structure their public education systems. Finally, students will assess the strengths and weaknesses of applying international models to their own national or state contexts.

ED.820.606. State and Local Education Policy. 3 Credits.

Since the creation of public schools, education in the US has predominantly been a state and local prerogative. Through this course, students will acquire an empirically-grounded and theoretically-informed understanding of state and local education policy and politics, investigating how various actors, institutions, interests, and issue contexts influence the development, implementation, and outcomes of education policies within and across states and school districts. Through engagement with primary data, documents, and in-depth case studies of different jurisdictions and policy issues, students will develop an appreciation of the complexity of state and local education governance, the opportunities this system presents for educational innovation and diversity, the challenges of reforming education through policy, and the role of research in shaping policy. The course will also introduce students to the concept of intergovernmental relations and the implications of this dynamic for education policymaking and outcomes. Ultimately, the course will push students to engage in thoughtful discussions about the contours, purpose, promise, and limitations of state and local education policy.

ED.820.607. Understanding Education Research. 3 Credits.

One of the most familiar refrains in education policy is: “research shows...” But what exactly does this mean? This course will help students better understand education research, with a focus on methodology and its application in education research. For each method studied, students will learn the structure and requirements of the method, common challenges faced by researchers employing the method, and conclusions that can be drawn from the method. Once students understand the method from a theoretical standpoint, this knowledge will be applied by reading and discussing a peer-reviewed journal article that employs the method to answer a question in the field of education. Students will demonstrate their understanding of the methodologies and articles by leading an online discussion of one article; writing a summary of each methodology/article read; participating in online discussions; and writing a summative research proposal.

ED.820.608. Education Finance. 3 Credits.

This course will give students a strong understanding of the history of education finance, how and from what sources public education is financed in the United States, various finance reforms, and the impact of finance structures on student outcomes and other educational policies. Specifically, the course will layout the tri-part structure of funding between federal, state, and local governments, the revenue sources available to each, and policy tensions created between the three levels of government. The course will cover specific federal funding elements such as the Elementary and Secondary Education Act (ESEA), Title I, and the Individuals with Disabilities Education Act (IDEA). On a state level, the course will provide an understanding of the constitutional requirement that each state has to finance public education and the various ways states elect to do this. The course will use case studies from states that have unique funding structures, such as Indiana which abolished local funding of public education. Next, the course will offer an analysis of various finance reforms focusing on court ordered reforms as a result of state finance litigation as well as more recent funding interventions such as education savings accounts and tax credits along with the debates surrounding these issues. Throughout the course, students will wrestle with ideas over what it means to have equitable, sufficient, and adequate education funding and how education finance affects student outcomes.

ED.820.609. Outside the Schoolhouse. 3 Credits.

It is often said that the greatest impact on student learning comes from outside the school, via family background and the educational opportunities associated with income and education levels. Students will be introduced to the macro-data that is used to test these claims. They will review evidence on family structure and its intersection with race and economics, behavior that can challenge economic determinism, and initiatives such as Say Yes and Thread that are intended to support students to achieve outsized success. How successful are these programs – and where they are successful, and are they scalable? The course will also review the research on “community schools” and “wrap-around services” – two related approaches to giving less privileged students some of the supports that are automatic for those of greater means.

ED.820.610. Capstone Course. 3 Credits.

The capstone course will offer students real-world work scenarios in which they will apply knowledge and skills gained during the program. Students will choose from a list of topics provided by the supporting organizations of the program – from the public and non-profit sector. They will research the topic, and then create three items: a policy brief, an Op. Ed., and a blog entry on their findings. Their work will be read by the most appropriate program partner, as well as being read and graded by the course instructor. The strongest of the policy briefs will be published by the Institute for Education Policy.

ED.820.611. Experiential Learning. 3 Credits.

This course is an elective that may be taken by candidates who have not yet worked in an organization that influences, responds to, studies, or implements education policy. Based on initial market analysis, IEP anticipates that the majority of our applicants will come to us with some in-field experience. This may come from legislative or Congressional offices, state education agencies and district offices, mayoral offices, education research centers, or public policy think tanks. To candidates who are undertaking the program for the purpose of gaining skills that enable a transition into this field for the first time, we will offer a field placement designed to support a sustained, on-the-ground experience with education policy. The field placement will be designed in collaboration with the candidate, to reflect his or her professional goals and geographic environment, and the needs of the hosting institution. Candidates must have received, prior to the start of Spring semester, written program approval of their proposed placement, mentor, projects, and deliverables. Mentors will receive a stipend for their role. Candidates' work will be supervised by the mentor and evaluated by IEP faculty.

ED.840.600. Instructional STEM Leadership and Professional Development in the Elementary School. 3 Credits.

This course is designed to provide students with an overview of theoretical perspectives and research influencing STEM instructional leadership in elementary schools. Students will consider curriculum development, supervision and evaluation of teaching, assessment of student learning, and the design and implementation of school improvement programs. Strategies for developing a constructive, collaborative approach to supporting STEM teachers to improve student learning outcomes will be emphasized.

ED.840.601. Mathematical Foundations in the Pre-K-6 Classroom. 3 Credits.

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.

ED.840.650. Physical Science in an Integrated Pre-K-6 Classroom. 3 Credits.

The goal of this course is to provide Pre-K-6 teachers a rich understanding of foundational physical science concepts and their applications in an integrated science, technology, engineering, and mathematical world. Topics will include; structure, properties, and interactions of matter; physical and chemical properties of materials; mechanics, force, and motion; gravity, energy transformation, energy sources, electricity, magnetism, light, sound, and wave interactions. Problem-based inquiries will be organized to engage the participants in planning investigations, gathering and analyzing data, offering plausible explanations, and developing a deeper knowledge base in the physical sciences. The engineering design process will be integrated throughout the course.

ED.840.651. Earth and Space Science in an Integrated Pre-K-6 Classroom. 3 Credits.

The goal of this course is to provide Pre-K-6 teachers a rich understanding of Earth and space science content and pedagogy. Topics will include: chemical and physical interactions of the environment, Earth, and the universe; weathering and erosion; processes and events causing changes in Earth's surface; Earth history; plate tectonics; and astronomy. Problem-based inquiries will be organized to engage participants in planning investigations; gathering and analyzing data; offering plausible explanations, and developing a deeper knowledge base of Earth and space science. The engineering design process will be integrated throughout the course.

ED.840.652. Life Science in an Integrated Pre-K-6 Classroom. 3 Credits.

The goal of this course is to provide Pre-K-6 teachers a rich understanding of life science content and pedagogy. Topics will include: living organisms and their interactions, diversity of life, genetics, evolution, flow of matter and energy, and ecology. The applications and impact of technology on human life will be an important feature of the course. Problem-based inquiries will be organized to engage the participants in planning investigations, gathering and analyzing data, offering plausible explanations, and developing a deeper knowledge base of life science. The engineering design process will be integrated throughout the course.

ED.840.670. Advanced Methods in the Elementary STEM Classroom. 3 Credits.

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.

ED.840.671. Algebraic and Geometric Thinking in the Pre-K-6 Classroom. 3 Credits.

This course will model the process standards of problem-solving, reasoning and proof, representations, connections and communication within the context of algebraic and geometric thinking (NCTM, 2000).

ED.840.672. Advanced Topics in the Pre-K-6 Mathematics Classroom. 3 Credits.

The purpose of this course is to develop teachers' content knowledge for teaching (knowledge of mathematics content, pedagogy, and student learning) in the context of advanced mathematics. This course builds on the previous courses: Mathematical Foundations in the Pre-K-6 Classroom and Algebraic and Geometric Thinking in the Pre-K-6 Classroom.

ED.840.673. Practicum in STEM and Mathematical Instructional Leadership. 3 Credits.

Candidates participate in a supervised practicum experience in an educational setting under the direction of the faculty where they demonstrate the application of knowledge, dispositions, competencies, skills and solutions to day-to-day activities performed by Mathematical and or STEM Instructional Leaders. Experiences are reflective of real and simulated field-based activities in a variety of educational settings. Candidates must complete a final practicum reflection paper, as well as a comprehensive portfolio that includes artifacts that are illustrative of their best work from the program.

ED.851.630. School, Family, and Community Collaboration for School Improvement I. 3 Credits.

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.

ED.851.631. School, Family, and Community Collaboration for School Improvement II. 3 Credits.

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.

Prerequisite(s): ED.851.630

ED.851.633. Introduction to the Independent School. 3 Credits.

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.

ED.851.634. Curriculum, Instruction, and Assessment in Independent School Settings. 3 Credits.

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.

ED.851.635. Educating the Whole Child: Teaching to the Developmental Needs of the Child. 3 Credits.

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.

ED.860.501. Crisis Intervention and Assessment. 1 Credit.

This course provides an overview of the various crises that may trigger trauma; theories and models of intervention; assessment techniques in crisis situations, and the issue of client resistance is also examined from a cognitive-behavioral point of view.

Prerequisite(s): ED.861.507

ED.860.639. Cognitive Behavioral Therapy. 3 Credits.

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.

Prerequisite(s): ED.861.502 AND ED.863.501 AND ED.861.605 AND ED.861.507 AND ED.863.607 AND ED.861.609 AND ED.863.709

ED.860.822. Entrepreneurship in Mental Health: Introduction to Building a Private Practice. 3 Credits.

Students investigate principles related to business foundation, principles, legal and ethical implications, and the development of private practice. The course will explore legal, ethical, and practical ways to start a private practice while ensuring that students have a comprehensive expectation and exposure to current practice sites. Students will examine methods to combine the counseling profession, with clients, while establishing and leading a business.

ED.861.502. Counseling Theory and Practice. 3 Credits.

(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. <P></P></I>Notes: </I>Students are required to attend the two-day laboratory sessions.

Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): ED.861.605

ED.861.503. Group Counseling and Group Experience. 3 Credits.

(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. <P></P></I>Notes: </I>Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): (ED.861.614 OR ED.861.605) AND ED.861.502 AND ED.861.507 AND ED.863.501 AND ED.863.607 AND ED.861.609 AND ED.863.709 AND ED.863.795

ED.861.507. Counseling Techniques. 3 Credits.

(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.

ED.861.511. Career/Life Development and Planning. 3 Credits.

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. <P></P></I>Notes: </I>Tuition includes materials fee.

Prerequisite(s): (ED.861.614 OR ED.863.501) AND ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.607

ED.861.513. Integrating Alternative Approaches to Mental Wellness. 3 Credits.

The 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. 3 Credits.

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.

ED.861.609. Diagnosis in Counseling. 3 Credits.

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. <P></P></I>Notes: </I> Must be taken before ED.863.809 or ED.863.870.

Prerequisite(s): ED.861.507 AND ED.861.502 AND ED.861.605 AND ED.863.501

ED.861.612. Appraisal and Testing for Counselors. 3 Credits.

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. <P></P></I>Notes: </I> Tuition includes materials fee.

ED.861.614. The Foundations of School Counseling. 3 Credits.

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.

ED.861.712. Advanced Techniques in Counseling. 3 Credits.

(Lab course) Students review major theories of counseling with an emphasis on the integration of theory and practice. Emphasis is given to management of client resistance, trust building, use of interpretation and confrontation, and 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. <P><I>Notes: </I>Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): ED.861.507[C] OR ED.861.502[C] OR ED.861.503[C] OR ED.861.609[C]

ED.861.713. Advanced Treatment Approaches. 3 Credits.

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.

ED.863.501. Introduction to Clinical Mental Health Counseling. 3 Credits.

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.

ED.863.524. Individual and Group Dynamics: Behavior in Context. 3 Credits.

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.

ED.863.526. Introduction to Play Therapy with Children. 3 Credits.

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)

Prerequisite(s): ED.861.507

ED.863.571. Counseling Adolescents. 3 Credits.

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. <P><I>Notes: </I> This course must be taken prior to ED.863.820. Master's students must have completed a minimum of 15 credits before registering for this course.

Prerequisite(s): ED.861.502[C] OR ED.861.503[C] OR ED.861.507[C] OR ED.861.609[C]

ED.863.603. Couple and Family Therapy. 3 Credits.

(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. <P><I>Notes: </I> Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques. Master's students must have completed a minimum of 15 credits before registering for this course .

Prerequisite(s): ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.501 AND ED.863.607 AND ED.861.609 AND ED.863.709

ED.863.607. Diversity and Social Justice in Counseling. 3 Credits.

(Lab course) 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. 3 Credits.

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.

ED.863.630. Addictions Counseling I: Theory and Approaches. 3 Credits.

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)

Prerequisite(s): ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.501 AND ED.863.607 AND ED.863.709 AND ED.861.609

ED.863.674. Meditation and Mindfulness. 3 Credits.

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.

Prerequisite(s): ED.861.502

ED.863.681. Research and Evaluation for Counselors. 3 Credits.

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.

Prerequisite(s): ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.501 AND ED.863.607 AND ED.861.609 AND ED.863.709

ED.863.709. Psychopathology. 3 Credits.

This course provides a broad overview of the field of psychopathology using lifespan development and biopsychosocial models to understand the etiology, psychological dynamics, trajectory, and symptomatology of disordered behavior. Students examine theoretical, clinical, legal, ethical, multicultural, and empirical perspectives as they influence case conceptualization, diagnosis, and treatment formulations within a social justice framework.

Prerequisite(s): ED.861.502 AND ED.861.507 AND ED.861.605 AND ED.863.501 AND ED.861.609

ED.863.718. Counseling Military Families. 3 Credits.

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)

Prerequisite(s): ED.861.503[C] AND ED.861.507[C] AND ED.861.609[C] AND ED.861.502[C]

ED.863.736. School Counseling Leadership and Consultation. 3 Credits.

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.

Prerequisite(s): ED.863.808[C];ED.861.614[C]

ED.863.795. Ethical and Legal Issues of Mental Health Counseling. 3 Credits.

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

Prerequisite(s): ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.501

ED.863.808. Practicum in School Counseling. 3 Credits.

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.

Prerequisite(s): ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.861.614 AND ED.861.609 AND ED.863.795 AND ED.861.503

ED.863.820. Internship in School Counseling. 3 Credits.

This supervised internship is the first semester of a two-semester supervised internship in school counseling. The course includes both class instruction and a 300-hour internship.

Prerequisite(s): ED.861.503 AND ED.861.609 AND ED.861.612 AND (ED.861.614 AND AND ED.863.809 OR ED.863.808) AND ED.863.681

ED.863.828. Internship in School Counseling II. 3 Credits.

This supervised internship is the second semester of a two-semester supervised internship in school counseling. The course includes both class instruction and a 300 hour internship

ED.863.830. Graduate Project in Counseling. 3 Credits.

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.863.832. Internship in School Counseling. 6 Credits.

This supervised internship is a one-semester course that includes both class instruction and a 600-hour internship experience.

ED.863.870. Practicum in Clinical Mental Health Counseling. 3 Credits.

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.

Prerequisite(s): ED.861.503; ED.861.605 AND ED.861.502 AND ED.861.507 AND ED.863.501 AND ED.861.609 AND ED.863.709 AND ED.863.795 AND ED.861.503

ED.863.875. Internship in Clinical Mental Health Counseling I. 3 Credits.

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 a 300-hour internship.

ED.863.876. Internship in Clinical Mental Health Counseling II. 3 Credits.

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 a 300-hour internship.

Prerequisite(s): ED.863.875

ED.880.603. Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child. 3 Credits.

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.

ED.880.611. The Social Context of Urban Education. 3 Credits.

The course examines the role played by culture, race, language, and class in creating the conditions that lead to structured inequality of educational outcomes in urban areas. Through a diverse set of readings, students will consider questions such as: What is the role of a state-sponsored, public education in a multicultural democracy? Should all students receive the same education, both in terms of curriculum and pedagogy? Why might some students resist efforts to educate them? Does education reproduce social divisions or provide a way for the most talented to rise in society? Through an exploration of these and related questions, the class addresses the relationship between the concepts of race, language and culture; the controversy over efforts to take language into account in the teaching of some students; "multicultural" approaches to education; pedagogical interventions meant to (a) reach "culturally diverse" learners, and (b) create culturally diverse learners; and the role of education in a pluralistic, democratic society.

ED.880.613. Teaching, Learning and Leadership for Successful Urban Schools. 3 Credits.

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.

ED.880.617. Urban School Reform. 3 Credits.

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.

ED.881.611. Action Research for School Improvement. 3 Credits.

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.

ED.885.510. Curriculum, Instruction, and Assessment for Advanced Learners. 3 Credits.

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.

ED.885.512. Twice Exceptional Learners. 3 Credits.

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.

ED.885.515. Leadership of Gifted Education and Talent Development Programs. 3 Credits.

Graduate students will learn how to develop, implement, and supervise services and programs for students with gifts and talents in K–12 schools and other settings. An emphasis is placed on how identification, service delivery, student assessment, and program evaluation are aligned in the design of gifted education and talent development programs

ED.885.519. Seminar I in Gifted Education and Talent Development. 3 Credits.

Graduate students will explore current issues and research in gifted education and talent development at the local and national levels including emerging trends in programs and services.

ED.885.520. Seminar II in Gifted Education and Talent Development. 3 Credits.

This course is designed to provide students with an overview of current issues, research, and trends in gifted education and talent development. Students will apply an understanding of national standards that guide the field of gifted education to analyze case studies. An emphasis is placed on ways to advocate for programs and services.

ED.885.604. Social, Emotional, and Psychosocial Development of the Gifted. 3 Credits.

Graduate students will examine the unique social, emotional, and psychosocial development of the gifted. Primary emphasis will be on consultation, guidance, and counseling strategies for use with diverse gifted learners including those from special populations.

ED.885.720. Research in Gifted Education and Talent Development. 3 Credits.

Graduate students who have completed their general coursework in Gifted Education and Talent Development may register for this capstone course with their adviser's approval. This course provides an opportunity for graduate students who are not pursuing the MSDE state Gifted and Talented Specialist certificate to conduct research and pursue a special project related to their area of interest under the guidance of the instructor. In collaboration with the instructor, a personalized project will be developed and implemented. Graduate students will select a current issue or problem of practice in the field of gifted education or talent development, conduct a review of the literature, design an intervention or research proposal to address the issue, create and share a written product to inform the community on the issue.

ED.885.820. Practicum in Gifted Education and Talent Development. 3 Credits.

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 advisor to address the student's professional goals. Individual and small group consultation sessions are held. (3 credits)

ED.885.840. Graduate Project in Gifted Education. 3 Credits.

Students of demonstrated ability with a special interest in gifted education study under the direction of a faculty member in the School of Education. Applicants must meet with their faculty adviser and prepare an outline of their proposed project prior to registration.

ED.887.615. Explorations in Mind, Brain, and Teaching. 3 Credits.

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. 3 Credits.

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.

ED.887.617. Neurobiology of Learning Differences. 3 Credits.

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.

ED.887.618. Cognitive Processes of Literacy & Numeracy. 3 Credits.

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.

ED.887.619. Special Topics in Brain Sciences. 3 Credits.

This capstone course addresses specific topics in brain research and encourages the participants to apply research to inform instructional practices.

ED.893.508. Technology and the Science of Learning. 3 Credits.

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 their readings of empirical literature from the science of learning, students will develop and implement a technology-related strategy that aligns 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. Students must take Technology and the Science of Learning as one of their first courses in the program.

ED.893.546. Technology for Learner Variability. 3 Credits.

This course provides an overview of the historical foundations and the advancements in the learning sciences related to learner variability. Students will learn to apply the Universal Design for Learning framework in understanding and addressing learning variability. Students will develop the knowledge and skills necessary to anticipate and plan for systematic differences in learners, and apply technology to that end. Students will investigate existing and emerging technologies to determine how these may support all learners in becoming purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

ED.893.550. Emerging Issues in Digital Age Learning. 3 Credits.

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.893.600. Maker Education: Cultivating Curiosity, Creativity, and Problem Solving in Theory and Practice. 3 Credits.

Maker Education is an educational approach and culture that emphasizes collaboration and community-mindedness, and uses hands-on, project-based learning methods to demonstrate student learning. Well-designed and implemented maker activities and curricula promote creativity, problem-solving, experimentation, and collaboration, as well as content learning, and they are often connected to STEM and STEAM initiatives. In this course, students will learn and apply theoretical principles for Maker Education and the culture of making. They will investigate tools and strategies that hold promise for engaging and empowering learners of all ages in maker-related activities. Students will develop authentic learning experiences that support inclusive and equitable access to technology and maker education for diverse learners in a range of learning environments. Students will also become familiar with critiques of maker education, formulate plans to integrate maker activities with "traditional" learning activities, and develop rubrics to assess student learning with maker activities.

ED.893.601. Evaluation and Research in Digital Age Learning. 3 Credits.

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

ED.893.628. Gaming and Simulations for Learning. 3 Credits.

This course provides an overview of game-based learning theories and best practices for incorporating educational games and simulations into a range of learning environments. Students will learn to apply analytic frameworks to commercial and educational games so as to evaluate a game's potential as a learning tool or environment for K-18, business, and government settings. Students will integrate games with lessons and other learning activities, as well as produce prototypes for their own educational games and plan to use gameplay data for assessment.

ED.893.632. Data-Driven Decision Making. 3 Credits.

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.

ED.893.634. Technology Leadership for School Improvement. 3 Credits.

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.

ED.893.645. Explorations in Blended and Hybrid Learning. 3 Credits.

In this course, students will become familiar with different models of blended learning, discuss how blended learning differs from “technology integration,” and examine the potential for blended learning instructional models to provide learners with more personalized learning experiences. Students will evaluate and compare different blended learning models to justify their rationale for selecting models appropriate for their teaching and learning contexts. They will describe instructional strategies and technologies that can be used to increase learner engagement in blended learning environments. Through course readings and their own analyses, students will also examine challenges associated with the implementation of blended learning activities and the impact that implementation has on students, teachers, schools, or stakeholders in other workplace contexts. While exploring these topics, students will to choose a path for their learning based on their teaching and learning context. The course will culminate with students designing their own blended learning initiative that is authentic to their teaching and learning context.

ED.893.650. Fundamentals of Design Thinking. 3 Credits.

This foundational course in the DALET program, to be taken during a student’s first term of enrollment, operationalizes principles of design thinking, instructional design, and learning theories to equip learners with foundational knowledge and skills for designing learning experiences in a range of contexts. Throughout the course, students will independently and collaboratively engage in the multiple phases of an iterative design cycle (framing, ideation, prototyping, testing and evaluating) to create human-centered design prototypes to address specific learner/user needs. Students will leave the course with a set of practical tools and techniques to design innovative design solutions within their own professional setting.

ED.893.651. Computational Thinking for K-12 Educators. 3 Credits.

In 2006, Jeannette Wing published a seminal paper on computational thinking, arguing that “it represents a universally applicable attitude and skill set everyone, not just computer scientists, would be eager to learn and use.” This course will provide an overview of computational thinking (CT), in theory and in practice, with an emphasis on its use in different K–12 disciplines and contexts. Students will investigate CT theories, CT measures, the benefits of building CT competencies, and approaches to developing CT in many different disciplines. Students will work with a variety of tools, including the Scratch block programming environment, to explore how these can be used to develop CT competencies among their learners, and create a long-term plan for nurturing CT in their particular context.

ED.893.701. Advanced Seminar in Digital Age Learning. 3 Credits.

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.

Prerequisite(s): ED.893.601

ED.893.850. Advanced Applications in Digital Age Learning. 3 Credits.

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

Innovative Teaching & Leadership

ED.600.601. Social and Cultural Diversity. 3 Credits.

Education is a vast discipline, and it is approached in a variety of ways based on a person’s role (e.g., teacher, counselor, administrator, consultant, higher education professional, etc.), professional context (e.g., P-12, higher education, counseling private sector, government, etc.), and/or geographic location (e.g., the United States, international, rural, urban, suburban, etc.). This school-wide survey course focuses on aspects of diversity, equity, inclusion, antiracism, justice, belonging, and accessibility with the intent to provide candidates with a collective understanding, language, and/or lens to approach their professional work and their overall educational journey within the School of Education. Students will develop a base of understanding that is foundational to all disciplines, after which each program will provide discipline specific modules that further candidates’ development as leaders within diverse educational contexts. This course will help candidates translate research and engage in an early foray into qualitative research skills. These skills will help students develop a knowledge base and a set of strategies for working more effectively with their respective stakeholder groups.

ED.810.502. Specialized Methods of Teaching: Mathematics Methods I. 3 Credits.

This course provides participants with the knowledge, skills, and dispositions for effective, culturally relevant, and equitable mathematics teaching focusing on data-based decision-making. Participants will explore topics such as culture and mathematics education, effective methods for lesson planning, computational thinking, rational numbers, proportional thinking, geometrical thinking, and assessment. Common throughout these topics will be an enactment critical consciousness with particular attention to social and environmental justice. In addition, this course will provide participants with a space for self-analysis and collaborative reflection to analyze pedagogical efficacy and carefully consider how to connect mathematical experiences with students’ lived experiences, thus humanizing mathematics education.

ED.810.503. Specialized Methods of Teaching: Mathematics Methods II. 3 Credits.

This course will build on practices and knowledge established in Math Methods I. The focus remains on the design of high-quality mathematics experiences inclusive of student needs, identities, points of view, and lived experiences. This course is deliberately designed to increase participants' knowledge of, and ability to enact, exploration/discovery-based lessons, differentiation, critical consciousness, and culturally relevant pedagogy. Participants will engage in discussion and implementation of practices related to differentiated instruction (e.g., modifying tasks to promote student choice and challenge; adjusting lesson delivery for cognitive strategy, explicit/direct instruction, and explicit inquiry instruction; etc.) with close attention to equitable mathematical discourse. Participants will learn to incorporate Funds of Knowledge, Culturally Specific Pedagogy, Social Justice Mathematics, and Ethno-mathematics principles into their data collection and instructional planning. Participants are expected to apply their work from this course to their fieldwork settings. This will provide them with the opportunity to reflect, revise, and develop new understandings about the impact of teaching on student learning.

Prerequisite(s): ED.810.502

ED.810.505. Connecting Education and Health through Human Development and Learning. 3 Credits.

In this course, students will explore human development across the lifespan and its implications for learning with focus bidirectionally. That is, students will examine the impact of human development on learning and the impact of context, including health issues such as physical, mental, social, emotional, economic, and environmental impact on human development and learning. Candidates will develop competencies needed to support students, families, and their communities. Special attention will be given to applications aimed at the promotion of health, positive development, and social justice among diverse people.

ED.810.531. Specialized Methods of Teaching: Science Methods I. 3 Credits.

Participants explore a variety of innovative and high-impact instructional techniques that are informed from research, expert practitioners, and reflective teaching to build their capacities as science educators. Students use their science content area expertise to design and evaluate learning experiences that align with local, state, and national science standards. Students gain understanding and experience differentiating and scaffolding instruction to meet the needs of diverse learners in science classrooms. Students learn how Universal Design for Learning (UDL) and critical race theory (CRT) frameworks can provide meaningful and accessible learning opportunities for all students and practice designing and implementing instruction that is informed by such frameworks. Students learn about science teaching methods through learning experiences embedded in a range of scientific content, and in doing so, build their understanding of science educational practices focused on inquiry and phenomenon-based learning. Students build their capacities to provide safe and effective classroom and laboratory learning environments for all learners, including strategies of how to infuse socioemotional learning supports for their students.

ED.810.532. Specialized Methods of Teaching: Science Methods II. 3 Credits.

Students use their science content area expertise to strategically design units of learning that align with local, state, and national science standards. The units that students build will consider environmental science as a tool for social justice and leverage UDL and CRT frameworks to provide engaging learning opportunities for all. Students build their capacities to implement classroom and laboratory management strategies through exploring research, dialogue, and experiential learning. Students explore various ways that educational technologies can enhance student engagement and learning in science classrooms. Students maintain an emphasis on continual reflective practices as a primary mechanism to support ongoing professional growth. Additional experiences that promote professional growth are explored and engaged in, including professional learning communities (PLCs), community engagement, and professional development opportunities for science educators. Students learn how leveraging various forms of assessments of student learning can equitably measure student learning outcomes in science classrooms and can inform future instructional decisions.

ED.810.533. Environmental Science as Social Justice. 3 Credits.

In addition to posing an existential challenge, climate change presents one of the thorniest educational problems yet faced. Teachers eager to address climate change, environmentalism, and sustainability in their classrooms face the typical needs that all teachers face—to cover challenging content and concepts, to engage their students, etc. But those aspiring to teach about sustainability face additional unique challenges. First, they must delicately balance their learners' emotions—they need to be candid and honest while not overwhelming their learners with dread. Second, while the average algebra doesn't think much about behavior change, behaving differently is clearly a primary outcome for teachers of environmentalism if our species is to survive. Third, few topics in any school curriculum have been politicized as much as climate science—so how should educators address key topics with skeptical students and/or hostile parents? Finally, a massive equity issue lies at the foundation of our environmental issues—how should teachers tackle these topics in a way that promotes more awareness, and more equitable outcomes for students and for broader society? While these challenges are daunting to say the least, the course will provide strategies to help educators navigate these core issues as well as how to teach about sustainability while avoiding burnout and sustaining their own well-being.

ED.810.540. Internship and Seminar Part 1: Teachers as Thinkers and Writers. 1 Credit.

This course is designed to develop candidates as thinkers and writers as they develop as professionals through course and internship experiences. The course will focus on program pillars including professionalism, wholeness/wellness, and design principles and practices. Candidates will demonstrate professional growth through a series of discussions and reflective essays that provide opportunities to explore critical aspects of what it means to be a teacher preparing for long-term success. The course will serve as a companion piece to the internship experience where candidates will work in public school settings with a great diversity of students. Hosting school sites serve as clinical laboratories where candidates can apply program to plan lessons, implement teaching methods, and develop supportive environments, while being supported by the program's Whole Teacher Support model that includes educators from both the university and the partnering school system. Throughout the course, candidates will participate in experiences to develop habits and practices that support well-being.

ED.810.541. Internship and Seminar Part 2: Teachers as Thinkers and Writers. 2 Credits.

This course is designed to develop candidates as thinkers and writers as they develop as professionals through course and internship experiences. The course will focus on program pillars including professionalism, wholeness/wellness, research and evidence-based decision making, and relationships. Candidates will demonstrate professional growth through a series of discussions and reflective essays that provide opportunities to explore critical aspects of what it means to be a teacher preparing for long-term success. The course will serve as a companion piece to the internship experience where candidates will work in public school settings with a great diversity of students. Hosting school sites serve as clinical laboratories where candidates can apply program to plan lessons, implement teaching methods, and develop supportive environments, while being supported by the program's Whole Teacher Support model that includes educators from both the university and the partnering school system. Candidates will participate in activities to develop habits and practices that support well-being.

ED.810.602. Curriculum, Instruction, and Assessment in School Settings. 3 Credits.

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. 3 Credits.

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.

ED.810.604. Methods of Teaching in the Elementary School: Part II. 3 Credits.

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.

ED.810.606. Human Development and Learning. 3 Credits.

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. 3 Credits.

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.810.640. Supervised Internship and Seminar in the Elementary Schools. 6 Credits.

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.

ED.810.641. MAT Clinical Practice for Elementary Candidates: Part I. 2 Credits.

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. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

ED.810.642. MAT Clinical Practice for Elementary Candidates: Part II. 3 Credits.

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. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

Prerequisite(s): ED.810.641

ED.810.665. In the Age of Change: School Reform in the United States. 3 Credits.

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.

ED.810.700. Teacher Wellness and Social and Emotional Learning for Educators and Learners. 3 Credits.

Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. Growing evidence supports the importance of SEL competencies for educators and learners. In this course, candidates will explore key concepts of SEL and the application of concepts to their own development as educators and to the development of their learners. Connections between SEL and equity will be explored in depth. Through case studies, lesson critique, journaling, role play, and virtual reality experiences, candidates will develop competencies needed to develop and maintain their own social and emotional well-being and the social and emotional well-being of their learners.

ED.810.701. Issues of Social Justice. 3 Credits.

This course will examine the construct of social justice as it has evolved over time to encompass the core values of equal rights, equal opportunity, and equal treatment for all. In addition, the course will explore social justice as a call to action. The course will focus on particular issues related to social justice, depending on the program core content. The initial offering of this course will focus on environmental justice.

ED.811.665. Trauma Informed Teaching Practices. 1 Credit.

This course is designed to help participants develop skills to support students who have experienced trauma. Participants will also examine current research about trauma-sensitive classroom environments that promote student learning and interpersonal skills for coping with trauma.

ED.811.667. Social Studies Inquiry: Content Area Reading and Writing. 2 Credits.

This online course will engage participants in the inquiry process as learners. Participants apply this process as they design and plan a thematic social studies inquiry unit that supports students in becoming agents of change in the communities in which they reside through historical, cultural, political, and geographical exploration. Specific attention is given to developing rigorous and meaningful units of study to support students in developing relevant content knowledge through multimodal texts using content area and disciplinary literacy practices. Participants will utilize their understanding of literacy practices from previous coursework and social studies methodology to support students in achieving the goals of this unit of study.

ED.811.670. Race, Culture, and Equity in Urban Education. 2 Credits.

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.

ED.811.671. Reading, Writing, and Language Development. 2 Credits.

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.

ED.811.672. Numbers, Operations, and Algebraic Reasoning. 2 Credits.

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.

ED.811.673. Counting & Cardinality. 1 Credit.

This course focuses on the scope and sequence of mathematics concepts and skills and developmentally appropriate environments for young learners. Participants will learn about the learning trajectories for number sense, counting, and cardinality. Participants will engage young learners in academic discourse to uncover student thinking and to assess student readiness. Participants will also examine, plan, and implement instructional routines that engage young learners—including examining and discussing appropriate models and manipulatives to support the acquisition of automaticity, fluency, and conceptual understanding.

ED.811.674. Small Group Math Practicum. 2 Credits.

Small Group Practicum is designed to provide participants with a rigorous opportunity to work intensively with a small group of elementary students to provide Tier 2 mathematics intervention instruction using the Number Sense Screener, Number Sense Interventions, Do the Math, or a specialized program for pre-k. Participants learn how to assess and analyze the mathematical skills and knowledge of their students using appropriate diagnostics from the intervention program. Participants will practice using pre-test data to plan and implement Tier 2 mathematics lessons. Participants will monitor the progress of students over the course of the 12+ weeks of small-group instruction with the goal of monitoring the student achievement and attendance of 3–4 children. Mathematics intervention instruction, excluding assessments, occurs 4–5 days a week, for 45 minutes per day, for 12+ weeks (i.e., a total of 45 hours).

ED.811.675. Geometry for Elementary Grades. 2 Credits.

In this course, participants will be immersed in the progression of the standards for geometry in grades K–5. Participants will acquire knowledge about the theoretical model of geometric understanding (Van Hiele) and use this to select a math task aligned to standards, develop lesson plans, and analyze and use student performance data to inform future instruction. Emphasis will be placed on identifying community assets and resources and leveraging those assets to plan geometry instruction that is real-world, authentic, and meaningful for elementary learners. Participants will demonstrate their understanding of geometric progression in the standards, levels of geometric understanding, and community assets by developing a week-long unit.

ED.811.676. Measurement and Data. 2 Credits.

This course focuses participants on developing understanding of the strands of mathematical proficiency involved in concepts of measurement and data in grades K–5. Participants are immersed in the progression of the measurement and data standards aligned to the state standards for mathematics at grades K–5. Emphasis is placed on participants examining the crosscutting mathematics concepts that are connected to measurement and data topics (e.g., Algebraic Reasoning or Number & Operations). Participants acquire strategies for helping students monitor their learning, rehearse the planning of lessons that embed choice options (process), and differentiate the demonstration of learning for students (product).

ED.811.677. Motivation and Engagement of Adolescent Readers and Writers. 1 Credit.

In this course, participants will examine the factors that support engagement and motivation of adolescent readers and writers. Adolescents have distinct identities that inform their relationship to reading and writing, identities that have been formed over the course of many years of experiences in schools. Participants will identify ways to positively engage and motivate students as readers and writers. This work is essential for students entering secondary grades with negative academic identities informed by prior academic experiences. Increasingly negative identities are inversely associated with future academic outcomes. By unpacking the factors that impact identity, motivation, and engagement, participants will be equipped to design lessons that positively support positive identity formation by their students.

ED.811.678. Data and Community: Statistics and Probability in Action. 2 Credits.

This course combines an exploration of fundamental principles of data science with essential concepts in K-12 statistics and probability. Participants explore the place and prevalence of real-world data and examine how data is gathered, represented, analyzed and utilized to drive decision-making in today's world. In the course, participants use statistical tools and work with data to uncover patterns that impact our communities and the world at large. Integrating social justice standards as a basis for problem-solving through statistics and probability empowers participants, and subsequently the students they teach, to be able to unveil data patterns in their communities and lived experiences. Integrating the use of the statistical thinking process, data science and probability will help participants and their students to analyze and respond to individual and institutional bias and injustice.

ED.811.679. Adolescent Development and Urban Youth. 1 Credit.

This course is designed to build an understanding of adolescent development and apply that knowledge to practice as teachers of adolescent learners. It is intended to create teachers who are more informed and better prepared to respond to the abilities, behaviors, and needs of adolescent learners. To that end, residents will explore adolescent development through an examination of their physical, cognitive, and socio-emotional development. In addition, as teachers of adolescents in urban communities, they will also examine how issues related to race and gender identity inform and impact the development of nurturing and productive classroom environments that create inclusive learning spaces for all students

ED.813.601. Seminar in Transformational Leadership and Teaching: Part I. 1 Credit.

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.

ED.813.602. Seminar in Transformational Leadership and Teaching: Part II. 1 Credit.

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.

Prerequisite(s): ED.813.601

ED.813.603. Seminar in Transformational Leadership and Teaching: Part III. 2 Credits.

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.

Prerequisite(s): ED.813.602

ED.813.604. Seminar in Transformational Leadership and Teaching: Part IV. 2 Credits.

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.

Prerequisite(s): ED.813.603

ED.813.611. Classroom Management: Part I. 1 Credit.

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.

ED.813.612. Classroom Management: Part II. 2 Credits.

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.

Prerequisite(s): ED.813.611

ED.813.621. Effective Practices in Teaching and Learning I: General Educators. 3 Credits.

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.

ED.813.622. Effective Practices in Teaching and Learning II: General Educators. 3 Credits.

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

Prerequisite(s): ED.813.621

ED.813.631. Effective Practices in Teaching and Learning I: Special Educators. 3 Credits.

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.

ED.813.632. Effective Practices in Teaching and Learning II: Special Educators. 3 Credits.

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

Prerequisite(s): ED.813.631

ED.813.641. Effective Practices in Teaching and Learning I: ESOL Educators. 3 Credits.

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.

ED.813.642. Effective Practices in Teaching and Learning II: ESOL Educators. 3 Credits.

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

Prerequisite(s): ED.813.641

ED.813.651. Introduction to Education Budgeting. 3 Credits.

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.

ED.813.652. Introduction to Global Education Policy and Analysis. 3 Credits.

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.

ED.813.653. Current Issues in Educational Leadership. 3 Credits.

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.

ED.813.654. Race, Power and Policy in Education. 3 Credits.

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.

ED.813.661. Assessment for Reading Instruction for Young Children. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.662 course or have 813.662 course on your enrollments for this semester already.

ED.813.662. Assessment for Reading Instruction. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.661 course or have 813.661 course on your enrollments for this semester already.

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)

Prerequisite(s): ED.813.621 OR ED.813.631 OR ED.813.641;ED.813.622 OR ED.813.632 OR ED.813.642;ED.813.681 OR ED.813.682;ED.813.611 AND ED.813.612

ED.813.666. Instruction in Reading for the Young Child. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.667 course or have 813.667 course on your enrollments for this semester already.

ED.813.667. Instruction in Reading. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.666 course or have 813.666 course on your enrollments for this semester already.

ED.813.668. Materials for Teaching Reading to the Young Child. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.669 course or have 813.669 course on your enrollments for this semester already.

ED.813.669. Materials for Teaching Reading. 3 Credits.

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.

Prerequisite(s): You may not enroll in this course if you have previously enrolled in 813.668 course or have 813.668 course on your enrollments for this semester already.

ED.813.681. Teaching for Transformation I: Secondary Content. 3 Credits.

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.

ED.813.682. Teaching for Transformation I: Elementary Content. 3 Credits.

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.

ED.813.683. Teaching for Transformation II: Secondary Content. 3 Credits.

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.

Prerequisite(s): ED.813.681

ED.813.684. Teaching for Transformation II: Elementary Content. 3 Credits.

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.

Prerequisite(s): ED.813.682

ED.851.512. Politics of Education. 3 Credits.

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.

ED.851.601. Organization and Administration of Schools. 3 Credits.

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.

ED.851.603. School Law. 3 Credits.

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.

ED.851.609. Administrative and Instructional Uses of Technology. 3 Credits.

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.

ED.851.616. Issues in K-12 Education Policy. 3 Credits.

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.

ED.851.642. Leadership in Curriculum, Instruction, and Assessment for Independent Schools. 3 Credits.

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.

ED.851.643. Supervision and Professional Development for Personnel in Independent Schools. 3 Credits.

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 clinical observations.

ED.851.644. Public Relations, Marketing, and Fund-raising for Independent Schools. 3 Credits.

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.

ED.851.645. Governance of Independent Schools. 3 Credits.

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.

ED.851.646. Business Management and Finance for Independent Schools. 3 Credits.

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.

ED.851.705. Effective Leadership. 3 Credits.

Students review the principles and techniques required of principals, assistant principals, and teacher leaders. The course emphasizes diagnosis of the school climate, principles of inclusive 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.

ED.851.708. Systemic Change Process for School Improvement. 3 Credits.

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.

ED.851.809. Seminar in Educational Administration and Supervision. 3 Credits.

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.

Prerequisite(s): ED.851.601 AND ED.851.603 AND ED.851.705 AND ED.852.602 AND ED.881.611 AND ED.881.622 AND ED.881.610

ED.851.810. Internship in Administration and Supervision. 3 Credits.

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.

ED.851.814. Internship in Administration and Supervision. 3 Credits.

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.

ED.852.602. Supervision and Professional Development. 3 Credits.

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.

ED.855.500. Language Acquisition in TEFL. 3 Credits.

This course focuses on the language acquisition process when learning English as a foreign language, including research on current theories of language learning, using translanguaging as a pedagogical tool, incorporating multilingual learning strategies, and creating linguistically and culturally responsive programs. Students will review the foundational components of English language learning and the knowledge, skills, and attitudes of those who demonstrate intercultural communicative competency.

ED.855.501. Language and Culture in TEFL. 3 Credits.

This course focuses on the development of intercultural knowledge, awareness, skills, and the impact of culture on language learning and communication. Students will take a critical, sociocultural, and functional view of the role for understanding culture when teaching English as a foreign language or as a lingua franca. Students will investigate the cultural, social, and historical underpinnings of communication across cultures.

ED.855.502. Program Evaluation and Learner Assessment in TEFL. 3 Credits.

Through this course, students will demonstrate mastery of program evaluation development and design as a means for data-driven decision-making for program improvements to language learning programs. Students will also focus on the formative assessment measures for assessing learners' acquisition of English as a foreign language.

ED.855.510. Building Productive Learning Relationships for TEFL. 1 Credit.

This course provides an opportunity for individuals to develop competency in teaching English as a foreign language. Students engage in a series of interactive online modules to learn and apply research-based instructional practices designed to provide processes that 1) build a trusting and inclusive partnership, group, or community that maximizes engagement, learning, and achievement and 2) emphasize how to create a motivating and safe environment to learn and communicate with each other using both their heritage language and English. These practical practices are tailored specifically to motivate learners with different heritage languages to actively speak, understand, and communicate in English.

ED.855.520. Promoting Active Engagement and Learning for TEFL. 1 Credit.

This course provides an opportunity for students to develop competency in applying current theories of language learning and translanguaging pedagogy within a consistent cycle of instructional delivery. The pairing of an instructional delivery system with theory and pedagogy for language learning enables students to develop coherent and effective English lessons for speakers of other languages. Students use instructional protocols to create effective lesson experiences that promote engagement, advance English competency, and motivate learners with different heritage languages to actively speak, understand, and communicate in English.

ED.855.530. Foundational Concepts of STEM. 3 Credits.

This course will build upon student understanding of the science of learning related to the integration of STEM disciplines. In the present course, students will be challenged to apply the understanding of integration by deepening their understanding of STEM instructional strategies. Students will examine STEM instructional programs and their opportunities for supporting learning through an opportunity to learn perspective. That is, students will be able to articulate how they would create STEM instructional units and programs with the focus on both the affordances and barriers to developing STEM curriculum. Students will enact this learning by developing technology-enhanced, problem-based, and student-centered instructional programs. Participants will learn to create an integrated, inclusive, and equitable STEM approach to support student learning and positive affect toward STEM.

ED.855.540. Integration of STEM Content through the Science of Learning. 3 Credits.

This course will examine STEM integration from a science of learning perspectives at the theoretical, empirical, and applied level. Students will explore the ways in which STEM integration supports memory, conceptual understanding, active learning, metacognition, conceptual understanding, and transfer of knowledge from multidisciplinary perspectives on learning. Specifically, the course examines the process and environments in which STEM integration can promote learning.

ED.855.550. Leading STEM Instructional Programs & Professional Development. 3 Credits.

This course is designed to provide students with an overview of theoretical perspectives and empirical research pertaining to leadership and effective professional development. Students will critically examine models of professional development, coaching, supervision, and evaluation of STEM instruction. Students will explore data-driven design to integrate STEM content areas and explore school improvement programs. Strategies for developing a constructive, collaborative approach to supporting STEM teachers to improve student learning outcomes will be emphasized.

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.

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.

ED.855.603. The Early Childhood Learner. 3 Credits.

This course focuses on the growth and development of the young child, including current theory and practice in child development and neuroscience. Early childhood educators will analyze the diversity of learner characteristics in young children, including growth and development in the cognitive, physical, and social-emotional domains.

ED.855.608. Comparative High Quality Practices in Early Education. 3 Credits.

This course presents research-based content on high quality, developmentally appropriate practices in early childhood education. Early childhood educators will incorporate tenets of learning theory into proposed lesson planning that reflects developmentally appropriate and inclusive practices for young children. Early childhood educators will demonstrate strategies for professional development and coaching of peers and families in developmentally appropriate practices.

ED.855.609. Introduction to Entrepreneurship in Education. 3 Credits.

This course provides students with the foundational skills necessary to think and behave entrepreneurially within educational systems and organizations in order to solve intractable problems. Students will formulate an understanding of themselves as entrepreneurs and intrapreneurs, evaluate entrepreneurial opportunities around them, and develop a method for solving a problem relevant to them. Further, students will learn the role of capital and socially conscious capitalism in creating sustainable ventures.

ED.855.610. Seminar in Teacher Leadership. 2 - 3 Credits.

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.

ED.855.614. Planning a New Venture in Education. 3 Credits.

This course provides students with a survey of the skills necessary to plan a new venture in education, either within an organization or a brand-new enterprise. Topics taught in this course include Human Resources, Sales and Marketing, Finance and Budgeting, and Leadership.

ED.855.617. Launching a New Venture in Education. 3 Credits.

This course provides students with a survey of the skills necessary to launch and operate a venture in education, either within an organization or an independent enterprise. Topics taught in this course include Human Resources, Sales and Marketing, Securing Funding and Capital, and Strategic Growth and Transition.

ED.855.618. The Sustainable Venture. 3 Credits.

This course provides students with the tools and resources necessary for ensuring long-term success and impact for an educational venture. The course will review how to build stability with strategic partnerships. Further, it will teach students how educational ventures weather leadership transitions and changing sociopolitical landscapes. Additionally, the course will cover the importance of social capitalism in education and a venture's contribution to social justice to ensure long-term sustainability.

ED.855.619. Global Leadership. 3 Credits.

This course explores the nature of leadership in the current global society. Students will analyze the behaviors, practices, characteristics and qualities of effective global leaders across a variety of sectors. Students will understand global competence and learn how to become a globally competent leader.

ED.855.630. Authentic Assessment and Measuring Child Outcomes and School Readiness. 3 Credits.

This course presents foundational concepts of authentic assessment in early childhood, including the types and purposes of assessments for young children and accompanying requisite skills in their administration. Early childhood educators will learn interpretation of assessment data and apply assessment data results to program planning in the implementation of early childhood programs.

ED.855.631. Global Trends in Education: Challenges and Opportunities. 3 Credits.

This course explores key global trends in education to introduce students to the field of global, international, and comparative education as well as the role of international organizations in the identification of and response to shared educational challenges. Using case examples, podcasts, research evidence, and discussion students describe and analyze the impact of climate change, migration, and technological advancement on educational equity, access, quality, and innovation in diverse global contexts. Students develop a critical understanding of the ways in which education is influenced by complex global issues, but also conceptualize education as a strategic vehicle for solving global problems and improving lives on our planet. Course assignments foster creative thinking, technical, communication, analytic, collaboration, and podcasting skills. In a final group assignment, students create a podcast to investigate a global educational issue and the opportunities for innovation and improvement.

ED.871.501. Introduction to Children and Youth with Exceptionalities. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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.872.502. Instructional Program Planning and Methods: Birth-3 Years. 3 Credits.

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.

ED.873.601. Introduction to Applied Behavior Analysis and Special Education. 3 Credits.

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.

ED.873.602. Research Methods: Evaluation, Measurement and Single Case Design. 3 Credits.

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.

ED.873.603. Behavioral Assessment and Intervention for Challenging Behaviors. 3 Credits.

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.

Prerequisite(s): ED.873.601[C] OR ED.873.602[C]

ED.873.604. Behavioral Assessment and Instructional Strategies. 3 Credits.

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)

Prerequisite(s): ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C]

ED.873.605. Ethics and Professional Conduct for Behavior Analysts. 3 Credits.

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.

Prerequisite(s): ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C]

ED.873.606. Applications of Applied Behavior Analysis in the Classroom. 3 Credits.

This course will provide in-depth discussion and review of the implementation of a variety of behavior analytic strategies in educational settings. Candidates will also examine current issues in special education as it relates to the implementation of applied behavior analysis including inclusion, effective data collection, choosing evidence based practices, and discussing the benefits of behavior analysts with other professionals. Finally, the course will help candidates prepare for the Board Certified Behavior Analysts (BCBA) exam.

Prerequisite(s): ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C] OR ED.873.604[C] OR

ED.873.607. Supervision and Consultation in ABA. 3 Credits.

This course will focus on supervision and consultation as it applies to working with personnel within an educational setting (pre-k through 12th grade). The importance of behavior analytic supervision will be reviewed with a specific focus on building skills to develop the supervisor/supervisee relationship including establishing performance expectations, goal setting, training others in the implementation of behavioral procedures, performance monitoring, and evaluating supervision outcomes. Among the topics explored will be behavioral consultation professional practice guided by the science of behavior analysis, utilizing treatment integrity measures, data based decisions, and collaboration within a school environment.

ED.873.610. Applied Behavior Analysis Practicum I. 3 Credits.

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)

Prerequisite(s): ED.873.601 AND ED.873.602 AND ED.873.603 AND ED.873.605

ED.873.611. Applied Behavior Analysis Practicum II. 3 Credits.

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)

Prerequisite(s): ED.873.601 [AND ED.873.602 AND ED.873.603 AND ED.873.604 AND ED.873.605

ED.873.612. Applied Behavior Analysis Practicum III. 3 Credits.

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

Prerequisite(s): ED.873.601, ED.873.602, ED.873.603, ED.873.604, ED.873.605, ED.873.607

ED.873.613. Applied Behavior Analysis Practicum IV. 3 Credits.

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

Prerequisite(s): ED.873.601, ED.873.602, ED.873.603, ED.873.604, ED.873.605 and ED.873.607

ED.874.512. Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

Students examine effective instructional strategies for the remediation of problems frequently found in the mathematics performance of students with mild to moderate disabilities.

ED.874.526. Classroom Management: Methods for Students with Mild to Moderate Disabilities. 3 Credits.

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.

ED.874.527. Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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. 3 Credits.

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.

ED.874.861. Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle. 3 Credits.

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. 3 Credits.

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.

ED.874.871. Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult. 3 Credits.

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. 3 Credits.

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.

ED.877.514. Community and Independent Living Skills. 3 Credits.

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.877.550. Inclusive Practices for Autism Spectrum Disorders. 3 Credits.

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

ED.877.551. Survey of Autism and Other Pervasive Developmental Disorders. 3 Credits.

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.

ED.877.553. Classroom Programming for Students with Autism. 3 Credits.

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. 3 Credits.

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.

ED.877.810. Internship in Severe Disabilities: Induction. 3 Credits.

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. 3 Credits.

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.881.610. Curriculum Theory, Development, and Implementation. 3 Credits.

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.

ED.881.622. Advanced Instructional Strategies. 3 Credits.

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.

ED.882.524. Education of Culturally Diverse Students. 3 Credits.

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.

ED.884.501. Processes and Acquisition of Literacy. 3 Credits.

This online course is designed to provide a deep understanding of the component processes associated with reading and writing (with mention of speaking and listening) and the ways that students develop into skilled readers and writers. There are five major themes: the component processes of reading and writing; the nature and structure of the English language; the ways that native English speakers and English learners differ in the ways they read and write; the developmental phases associated with learning to read and write for native English speakers and English learners; and the many factors that influence literacy development. Where appropriate, candidates will explore how to assess literacy processes and acquisition.

ED.884.502. Assessment of Literacy. 3 Credits.

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.

ED.884.505. Materials for Teaching Literacy. 3 Credits.

This course focuses on evidence-based evaluation and selection of materials for a comprehensive literacy program. Candidates will explore and evaluate characteristics of effective literacy programming and instruction, and apply that knowledge to selecting, evaluating, and organizing print and multimedia materials that reflect engagement and respect for student diversity. Diverse cultural and linguistic backgrounds, learning differences, leveling systems, intervention and family support, and student interest and motivation will receive specific focus.

ED.884.507. Instruction for Literacy. 3 Credits.

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.

Prerequisite(s): ED.884.501

ED.884.508. Literacy in the Content Areas Part I. 3 Credits.

This course is intended to present the reading process from initial to proficient adult levels for teachers of content subjects in middle or high school. Organizing principles of learning development, differences, and environments will be introduced, and connected with principles of content knowledge and application. Additionally, the uses of assessment will be explored and joined to evidence-based practices of planning and multimodal instruction. Finally, issues of professional practice and ethics will be discussed.

ED.884.510. Literacy in the Content Areas Part 2. 3 Credits.

This online graduate level course extends the understanding of the adolescent learner as they explore, apply and discuss literacy skills across the disciplines. Application of information acquired in the first part of the course sequence (Literacy in the Content Areas - Part 1) will be referenced and emphasized to demonstrate understanding and the ability to design, implement and assess effective literacy instruction in the content classroom.

Prerequisite(s): ED.884.508

ED.885.501. The Gifted Learner. 3 Credits.

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.

ED.885.505. Creativity in Education. 3 Credits.

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.

ED.892.562. Access to General Education Curriculum with Technology Accommodations. 3 Credits.

(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.

ED.893.545. Technology Integration for the 21st Century Learner. 3 Credits.

This course prepares educators in K-12 and adult education settings to implement instruction and assessment that targets four essential digital-age learning objectives: critical thinking, creativity, communication, and collaboration. Students will learn about and apply the TPACK framework, which describes three forms of knowledge educators need to integrate educational technologies into instruction effectively - technical knowledge, pedagogical knowledge, and content knowledge. Alongside the TPACK framework, students will learn about and apply the SAMR Model, which describes four different types of educational technology integration: Substitution, Augmentation, Modification, and Redefinition. Applying their understanding of TPACK, SAMR, and other concepts and practices from course readings and activities, students will design technology-rich learning activities/learning units for use in their own professional settings.

ED.893.830. Graduate Project in Technology. 3 Credits.

Students of demonstrated ability with special interest in technology 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 before they register for this course.