

# Higher Education, Adult Learning, and Organizational Studies

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## Department Overview

Educators play a pivotal role in the development of the thinkers, leaders, and innovators of tomorrow. In the Department of Higher Education, Adult Learning, and Organizational Studies, we support the leadership and development of individuals seeking to understand and advance PK-20 educational leadership practice, policy, and research. We offer master's programs in instructional learning design technologies and mind, brain, and education, along with a doctoral program in educational leadership and policy studies.

Graduate Programs (<https://catalog.uta.edu/archives/2025-2026/education/highered/graduate/>)

Undergraduate Programs (<https://catalog.uta.edu/archives/2025-2026/education/highered/undergraduate/>)

## COURSES

### **EDAD 1130. FOUNDATIONS OF LEADERSHIP. 1 Hour.**

Student leadership trainers, under the supervision of the staff in the Department of Student Activities, facilitate class discussion and assist students in identifying the necessary skills for effective leadership in university organizations and in both personal and professional settings. Topics include: leadership vs. management communication, leadership styles and personality traits, emotionally intelligent leadership, ethical leadership, leadership and change, and diversity and cultural awareness. Opportunities are provided for group problem solving, and team interaction and collaboration. Elective only and does not count as part of the professional certification requirements. Pass-Fail grades will be awarded.

### **EDAD 1330. INTRODUCTION TO LEADERSHIP & DIVERSITY, EQUITY, AND INCLUSION. 3 Hours.**

Study the dimensions of leadership and its application to diversity, equity, and inclusion. Students will explore social identities development and power dynamics that result in inequalities within various systems. Students will also unpack cultural identities, life experiences, and world views on leadership relationships.

### **EDAD 2330. THEORIES IN LEADERSHIP. 3 Hours.**

Review leadership theories and practices from critical perspectives. Students will deconstruct common concepts and theories of leadership and reconstruct how leadership can be used for social change. Students will have an opportunity to develop skills necessary to employ socially just leadership processes and practice.

### **EDAD 4330. CAPSTONE IN LEADERSHIP STUDIES. 3 Hours.**

The primary purpose of this course is to revisit the themes introduced throughout the minor coursework. The course is intended to generate critical thought, reflection, and application of leadership development for social change. This class serves as the capstone that will draw upon students' leadership approaches, DEI, career aspirations, and community engagement to help students consider change in daily tasks and relationships. Students will have opportunities to engage with research to reimagine leadership for social change. Prerequisite: EDAD 2330, EDAD 1330.

### **EDAD 4390. SELECTED TOPICS IN LEADERSHIP. 3 Hours.**

An examination of different topics related to leadership. This seminar may be repeated for credit as the topic changes.

### **EDAD 4391. INDEPENDENT RESEARCH. 3 Hours.**

An examination of selected topics related to leadership. Can be repeated for credit with permission.

### **EDAD 5190. SELECTED TOPICS IN EDUCATION. 1 Hour.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

### **EDAD 5191. INDEPENDENT RESEARCH. 1 Hour.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

### **EDAD 5199. PROBATIONARY CERTIFICATION INTERNSHIP. 1 Hour.**

This course provides mentoring and supervision to UTA Educational Leadership and Policy Studies students employed as assistant principals or principals while on a Probationary Certificate and not enrolled in either EDAD 5389 or EDAD 5399. Individuals must reenroll in EDAD 5199 while on probation, which is initially issued for one calendar year.

### **EDAD 5290. SELECTED TOPICS IN EDUCATION. 2 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

### **EDAD 5291. INDEPENDENT RESEARCH. 2 Hours.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

### **EDAD 5302. EDUCATIONAL TECHNOLOGY PLANNING. 3 Hours.**

This course is designed to help prepare future educational administrators in assessing, revising, or developing a technology plan for their school, district, or campus. Students will explore the overall concepts of technology, new applications of technology, and how they apply to educational standards, such as the National Educational Technology Standards for Teachers (NETS-T) and the Technology Standards for School Administrators (TSSA).

**EDAD 5303. TEACHER LEADERSHIP FOR SCHOOL IMPROVEMENT. 3 Hours.**

Examine formal/informal leadership in schools emphasizing the roles and contributions of teachers as leaders of instructional improvement at the classroom and school levels. Study organizational dynamics and school culture from theoretical and practical perspectives for improving teaching and learning. Develop leadership strategies for shaping professional learning communities.

**EDAD 5304. DATA-DRIVEN ASSESSMENT. 3 Hours.**

Examine the impact of national and state-level education standards on curriculum, instruction, out-of-class experiences, and in-class and out-of-class assessment practices. Examine the structure and uses of both standardized, formative, summative, culturally-responsive, and multimodal assessments. Examine methods for using assessment data to design differentiated instruction and out-of-class experiences that meet varying student needs. Some of the topics will be examined in relation to assessment and institutional servingness for racially and ethnically minoritized students, such as Hispanic college students.

**EDAD 5305. CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION. 3 Hours.**

The emphasis of this course is an examination of theory and research in curriculum development, implementation, and evaluation. The areas of focus include challenges principals face regarding curriculum leadership, implementing and maintaining rigorous curriculum and instruction, understanding a teacher's perspective about curriculum and instruction, the impact of ensuring an aligned curriculum, distributed leadership in curriculum design, implementation, and evaluation, improvement through planning, monitoring, and feedback, the importance of coaching teachers, and understanding the impact of the instructional leader.

**EDAD 5306. COACHING AND CONSULTATION SKILLS. 3 Hours.**

Examine various methods of coaching at the individual teacher, grade-level or subject-area team, and whole-school levels. Includes in-class instructional demonstrations, teacher observations and providing feedback, coaching through team meetings, and providing whole-school professional development. Also effective ways of including school administrators in instructional improvement.

**EDAD 5307. TEACHER LEADERSHIP POLICY TRENDS AND ISSUES. 3 Hours.**

Examines current national and state-level trends and policies in teacher leadership. Reviews research on the effects of various models of teacher leadership on instructional improvement.

**EDAD 5309. ADVANCED INSTRUCTIONAL STRATEGIES. 3 Hours.**

A study of advanced models of teaching, including concept attainment, inductive thinking, inquiry, cognitive growth, non-directive group investigation, laboratory training, simulation and the training model. Research in teacher effectiveness and demonstration of various models will be required.

**EDAD 5312. ORGANIZATIONAL THEORY AND LEADERSHIP IN HIGHER EDUCATION. 3 Hours.**

This is an introductory course on the theory and research of behavior in informal and formal organizational settings within the context of PK-20 education. Topics include basic conceptions of behavior, motivation, attitudes and group functioning. Emphasis is on understanding the processes of organizing and organization behavior at the individual, group, and institutional levels of analysis.

**EDAD 5315. RESEARCH PRACTICUM. 3 Hours.**

Examination of basic concepts and procedures necessary for empirical research investigations within classroom contexts, experimental design, data collection and interpretation, and statistical analysis.

**EDAD 5321. EDUCATIONAL RES. 3 Hours.****EDAD 5322. EDUCATIONAL RESEARCH AND EVALUATION. 3 Hours.**

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. Topics include familiarization with educational journals, associations, funding agencies, accreditation procedures, program evaluation, sampling procedures, data collection, and statistical analyses.

**EDAD 5330. LEADERSHIP IN THE INSTRUCTIONAL SETTING PRACTICUM. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. This is the second course of the practicum experience. Prerequisite: EDAD 5389.

**EDAD 5340. THE GLOBAL COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the College Student in an international context. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years with focus on international students. The course will discuss student development models worldwide to better understand how to integrate the international students on American campuses.

**EDAD 5341. INTERNATIONAL HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation. The course explores issues related to the integration of international students on American campuses as well as new initiatives designed for this student population.

**EDAD 5344. INTERNATIONAL PERSPECTIVES ON COMMUNITY COLLEGE EDUCATION. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system and equivalent institutions worldwide. The course will examine current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development, and federal oversight of community colleges. Students will also explore how international students are integrated on community college campuses.

**EDAD 5347. TRENDS AND ISSUES IN GLOBAL HIGHER EDUCATION. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, academic freedom, college costs, and strategic change. The course content is designed from an international and comparative perspective.

**EDAD 5350. AMERICAN COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the American College Student. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years.

**EDAD 5351. HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide-range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation.

**EDAD 5352. HIGHER EDUCATION LAW. 3 Hours.**

The purpose of this course is to provide students with the fundamental cases of higher education law for administrators. Topics of this course may include the legal structure of higher education, separation of church and state, religion, academic freedom, employment and tenure, due process, computer-related legal issues, copyright, students' rights of speech and expression, search and seizure, desegregation, tort liability, contracts and collective bargaining.

**EDAD 5353. HIGHER EDUCATION FINANCE. 3 Hours.**

This course will provide knowledge of the theoretical basis for use of tax funds for education, student fees and tuition, state methods for financing, planning, cost benefit, budgeting, federal role, capital outlay, and the relationships between educational objectives and resource allocations.

**EDAD 5354. THE AMERICAN COMMUNITY COLLEGE. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system. Students will explore current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development/career readiness, and federal oversight of community colleges. In addition, barriers and strategies to improve throughputs in PK-20 will be discussed, highlighting the role of the community college in that pipeline process and how additional designations such as Hispanic Serving Institution (HSI) can further enhance their ability to transform the education system. This course benefits learners interested in higher education and those who aspire to be professors, researchers, policy analysts, and/or administrators at institutions of higher education.

**EDAD 5355. HIGHER EDUCATION CURRICULUM. 3 Hours.**

An examination of theory and research in curriculum development, implementation, and evaluation in higher education settings. Emphasis will be on current trends in the content areas.

**EDAD 5356. HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION. 3 Hours.**

This course is for current and prospective faculty, administrators, and staff seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society.

**EDAD 5357. HIGHER EDUCATION TRENDS AND ISSUES. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, faculty, academic freedom, college costs, and strategic change.

**EDAD 5360. LEADERSHIP THEORY. 3 Hours.**

Focus is on leadership, organization, and administration of schools. The importance of campus culture, climate, vision and ethics will be stressed throughout standards-based instruction, case studies, developmental activities, readings, reflections and field experiences. The importance of appropriate principal induction will be stressed along with the concepts of the principal as scholar-practitioner and proactive leader. An emphasis will be placed on continuous school improvement and a commitment to professional development.

**EDAD 5363. ADVANCED EDUCATIONAL RESEARCH. 3 Hours.**

An in-depth coverage of selected topics in the design of research and the collection and analysis of data. Topics include multivariate analyses, experimental and quasi-experimental designs, development and selection of data collection instruments, focus group interviewing, observational research, the delphi method, and interpretive analysis.

**EDAD 5365. LEADING LEARNING ORGANIZATIONS. 3 Hours.**

The change process in educational settings serves to focus this course. Moving along the continuum of change theories, the planning, adoption, implementation and institutionalization of change are explored across public school and post-secondary learning organizations.

**EDAD 5376. EDUCATIONAL GOVERNANCE. 3 Hours.**

Focus on the appointed and elected entities and bureaucracies that determine and implement policy in public education.

**EDAD 5377. CONTEMPORARY ISSUES IN EDUCATION. 3 Hours.**

An exploration of selected controversial issues in contemporary education will include research that discusses the relevance of context and culture in designing and measuring student success. Such topics will also include contemporary analysis of policy and perspectives on educational leaders' ability to promote student success in various PK-20 environments, such as the Hispanic-Serving Institution (HSI), etc. Symposium/seminar/lecture format.

**EDAD 5379. SUPERINTENDENCY INTERNSHIP. 3 Hours.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel.

**EDAD 5380. DIVERSITY AND EQUITY IN EDUCATION. 3 Hours.**

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity and equity such as culture, ethnicity, exceptionality, gender, language, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

**EDAD 5381. GOVERNANCE, POLITICAL AND LEGAL ASPECTS OF EDUCATION. 3 Hours.**

Focus on the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations. The role of the law, court rulings, and the politics of school governance at the federal, state, and local levels will be addressed.

**EDAD 5382. FOUNDATIONS OF EDUCATIONAL ADMINISTRATION. 3 Hours.**

Will address the various aspects of instructional leadership roles and responsibilities of central office as well as building level administrators and supervisors. Topics included will be history of educational administration, educational philosophy, the global understanding of administrative roles in urban and rural settings, and professional organizations, as well as an overview of educational reforms, site-based management, governance, instructional management, evaluation, exchanging ideas, making changes, coaching beginning teachers, mentoring of teachers and peers, and a diverse community.

**EDAD 5383. THE PRINCIPALSHIP. 3 Hours.**

The Principalship will address the role of the campus leader in the leadership, organization and administration of schools. The importance of campus culture, climate, vision and ethics will be stressed throughout standards-based instruction, case studies, developmental activities, readings, reflections and field experiences. The importance of appropriate principal induction will be stressed along with the concepts of the principal as scholar-practitioner and proactive leader. An emphasis will be placed on continuous school improvement and a commitment to professional development.

**EDAD 5384. RESOURCE MANAGEMENT IN EDUCATION. 3 Hours.**

School finance, educator compliance training, as well as auxiliary areas of resource management, will be addressed. The emphasis will be on the use of technology, alternative models of financing and budgeting, and sources of revenue from the federal, state, and local levels as well as from private sources. The course is designed to assist administrators in developing an understanding of the functions, operation, and evaluation of auxiliary services which support the educational program.

**EDAD 5388. EDUCATIONAL POLICY ISSUES IN THE PUBLIC SCHOOLS. 3 Hours.**

Examination of positions on policy issues of importance in education.

**EDAD 5389. ADMINISTRATIVE PRACTICUM. 3 Hours.**

Designed to provide prospective educational administrators job-related experiences under supervision in an appropriate educational setting. An approved professional study is designed in relationship to the intern's interest and past experiences. Can be repeated for credit with approval of advisor.

**EDAD 5390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. Such topics will be grounded in research that supports PK-20 student success in and out-of-the classroom as well as educational leaders' success in various types of institutions, such as the Hispanic-Serving Institution (HSI), etc. This seminar may be repeated for credit as the topic changes.

**EDAD 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

**EDAD 5395. FUTURISTIC LEADERSHIP ROLES IN SCHOOL ADMINISTRATION. 3 Hours.**

Concepts and skills to prepare educational leaders for learner-centered schools and to anticipate and foster the professional development of all staff and parents in the learning community.

**EDAD 5399. CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES. 3 Hours.**

The course focus will be on collaborative inquiry and action research in the individual classroom, team, school, and/or professional learning community. Each student will identify, research, design and initiate addressing a real problem at their work site. Students will leave this course and graduate from the program with a research presentation as part of their informal professional portfolio. Successful completion of the Capstone Internship will fulfill the comprehensive examination requirements for the graduate degree and/or certification. Requirements of EDAD 5399 will include, but not be limited to, those collaboratively established by University faculty and school administrative personnel. EDAD 5389 and EDAD 5330 are prerequisites for EDAD 5399 for students in Master of Education in Educational Leadership and Policy Studies with Principal Certificate Courses and Principal Certification Preparation Only programs. Prerequisite: EDAD 5389, EDAD 5330.

**EDAD 6179. SUPERINTENDENCY PRACTICUM. 1 Hour.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel.

**EDAD 6279. SUPERINTENDENCY PRACTICUM. 2 Hours.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel. Prerequisite: permission of advisor.

**EDAD 6301. INTRODUCTION TO DOCTORAL STUDIES. 3 Hours.**

This course provides an introduction to doctoral and PK-20 education studies. It also includes a discussion of the dissertation process and doctoral student journey and practices for successful doctoral study. Students will explore the purpose and function of scholarly writing, practice fundamental writing and editing skills, and utilize APA style requirements. It should be noted that discussion is a critical component of learning, so this pedagogic approach will be central to the course as well. Prerequisite: ELPS doctoral program admittance required.

**EDAD 6304. INTRODUCTION TO EDUCATIONAL RESEARCH. 3 Hours.**

The purpose of this course is to introduce doctoral students to different approaches to educational research and to alternative frames and paradigms of interpretation (e.g., constructivism, feminism, poststructuralism, critical theory, etc.). This course will also explore ethical issues throughout the research process. Students will be introduced to research questions relevant to various qualitative, quantitative, and mixed methods research designs.

**EDAD 6308. INTRODUCTION TO QUALITATIVE RESEARCH. 3 Hours.**

In this introductory course, students will learn about various epistemologies, philosophies, theories, logics, designs, and practices of qualitative research by studying more than and beyond the popularized methodologies in education research. Engaging with qualitative scholarly literature, we will learn about the strategies and tools of designing qualitative research including frameworks, data collection methods, relational responsibilities, positionality, ethics, and the tensions surrounding them.

**EDAD 6310. INTRODUCTION TO STATISTICS. 3 Hours.**

This course examines introductory statistical methods and their implications for educational research and evaluation. Students will be introduced to descriptive statistics, confidence intervals, hypothesis testing, Type I and Type II errors, and ethical issues. Through statistical software applications (e.g., SAS, SPSS, R, Stata, etc.), students will also gain hands-on experience such as running and interpreting t-tests, ANOVA, correlation, and Chi-square.

**EDAD 6315. ADVANCED STATISTICS. 3 Hours.**

This course examines advanced statistical methods through a basic introduction to measurement analysis in educational research focusing on procedures, including factorial and repeated ANOVA, MANOVA, ANCOVA, multiple regression, logistic regression, multivariate analysis, reliability, exploratory, and confirmatory factor analysis. Students will learn to develop an advanced understanding of these methods and conduct data analysis using relevant statistical applications (e.g., JMP, R, SAS, SPSS, Stata, etc.).

**EDAD 6318. ADVANCED QUALITATIVE RESEARCH. 3 Hours.**

This course is designed to provide students with both theoretical and practical opportunities to explore qualitative research in various educational contexts. The course focuses on advancing qualitative data collection and analysis through both analog and digital strategies and tools. Students will help support each other in developing and implementing independent, small-scale research projects relevant to PK-20 education and write a research paper on their qualitative studies. Prerequisite: EDAD 6308.

**EDAD 6320. K-16 PHILOSOPHY & HISTORY POLICY RESEARCH. 3 Hours.**

Analysis of the roles of history, philosophy, culture, and values in shaping educational policy. Topics include the Greek Academies, the Medieval Universities, Progressivism, Neo-Conservatism, and Postmodern perspectives, as necessary antecedents to the K-16 movement. Detailed analysis of the roles, history, philosophy, culture, and values for public school and policy making within institutions of higher education.

**EDAD 6325. EDUCATIONAL POLICY ANALYSIS. 3 Hours.**

This advanced policy course enables students to identify relevant educational principles, practices, and processes of policy analysis. Students engage in policy analysis of historic and contemporary PK-20 education policies and will develop and apply policy analysis in their area of interest using current research on specific education policy (their own or from other studies) as a shared context for learning.

**EDAD 6327. K-16 POLICY & LAW ANALYSIS RESEARCH. 3 Hours.**

A study of principles and practices involved in policy analysis research in educational settings and critical analysis of the legal underpinnings of public K-16 education with particular emphasis on the United States Constitution.

**EDAD 6330. INTRODUCTION TO EDUCATION POLICY. 3 Hours.**

This course provides a comprehensive introduction to micro and macro-level policy-related issues and topics, theories, methodologies, and analysis within the diverse contexts of PK-20 education.

**EDAD 6331. LEADERSHIP IN THE K-12 INSTRUCTIONAL SETTING. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. For doctoral students only.

**EDAD 6335. K-16 ACCOUNTABILITY POLICY RESEARCH. 3 Hours.**

A comprehensive course covering the research about and role of outcomes assessment in institutional accountability and accreditation. Addresses the relationship between outcomes assessment and strategic planning. Exploration of outcomes assessment in public schools and institutions of higher education.



**EDAD 6340. ORGANIZATIONAL THEORIES IN EDUCATION. 3 Hours.**

This is an introductory course on the theory and research of behavior in informal and formal organizational settings within the context of PK-20 education. Topics include basic conceptions of behavior, motivation, attitudes and group functioning. Emphasis is on understanding the processes of organizing and organization behavior at the individual, group, and institutional levels of analysis.

**EDAD 6342. K-16 ORGANIZATIONAL & LEADERSHIP THEORY RESEARCH. 3 Hours.**

In depth study of theories of organizing, the ways in which they are evidenced in educational organizations and the ways in which they influence leaders and learning. Analysis of both classical and contemporary theories, and their application in K-16 settings.

**EDAD 6343. CONTEXTS OF EDUCATION. 3 Hours.**

This course offers students an interdisciplinary introduction to in/formal PK-20 education and schooling, while critically studying past, present, and future opportunities and possibilities of education around the globe. Through the study and application of various educational concepts and theories, issues and trends, and intersectionalities, this course interrogates and reimagines diverse educational contexts across various historical, economic, philosophical, social, and cultural, political, economic dimensions. Prerequisite: ELPS doctoral program admittance required.

**EDAD 6345. K-16 HUMAN RESOURCES LEADERSHIP RESEARCH. 3 Hours.**

Human resource needs in educational settings, including faculty and staff recruitment, selection, evaluation, retention, promotion, tenure, grievances, and leadership and personnel development.

**EDAD 6350. K-16 CURRICULUM LEADERSHIP RESEARCH. 3 Hours.**

Foundations, principles, and issues of curriculum, including vertical alignment and the middle college concept. Exploration of curriculum development in both public schools and institutions of higher education. Analysis of the role of articulation agreements.

**EDAD 6351. HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide-range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation. For doctoral students only.

**EDAD 6352. HIGHER EDUCATION LAW. 3 Hours.**

The purpose of this course is to provide students with the fundamental cases of higher education law for administrators. Topics of this course may include the legal structure of higher education, separation of church and state, religion, academic freedom, employment and tenure, due process, computer-related legal issues, copyright, students' rights of speech and expression, search and seizure, desegregation, tort liability, contracts and collective bargaining. For doctoral students only.

**EDAD 6353. HIGHER EDUCATION FINANCE. 3 Hours.**

This course will provide knowledge of the theoretical basis for use of tax funds for education, student fees and tuition, state methods for financing, planning, cost benefit, budgeting, federal role, capital outlay, and the relationships between educational objectives and resource allocations. For doctoral students only.

**EDAD 6354. American Community College. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system. Students will explore current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development, and federal oversight of community colleges. For doctoral students only.

**EDAD 6355. K-16 STUDENT SERVICES LEADERSHIP RESEARCH. 3 Hours.**

Analysis of the student services, co-curricular, extracurricular, and auxiliary enterprise functions of both public schools and institutions of higher education. Particular emphasis on the relationship with the institutions' stated curricula, purposes, and institutional missions.

**EDAD 6356. HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION. 3 Hours.**

This course is for current and prospective faculty, administrators, and staff seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society. For doctoral students only.

**EDAD 6357. HIGHER EDUCATION TRENDS AND ISSUES. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, faculty, academic freedom, college costs, and strategic change. For doctoral students only.

**EDAD 6358. AMERICAN COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the American College Student. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years. For doctoral students only.

**EDAD 6359. HIGHER EDUCATION CURRICULUM. 3 Hours.**

An examination of theory and research in curriculum development, implementation, and evaluation in higher education settings. Emphasis will be on current trends in the content areas. For doctoral students only.

**EDAD 6360. EDUCATIONAL LEADERSHIP THEORY. 3 Hours.**

This course focuses on major theoretical perspectives on PK-20 educational leadership, how these perspectives are studied and advanced through empirical research. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading educational organizations; and the relationships among leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.

**EDAD 6365. K-16 LEADING LEARNING ORGANIZATIONS RESEARCH. 3 Hours.**

Building on organizational and leadership theories and their use in educational organizations, this course focuses on the study of change theory and its uses in leading learning organizations in times of change.

**EDAD 6370. RESEARCH LITERATURE REVIEW AND METHODS. 3 Hours.**

This course provides an overview of the concepts necessary for creating an extensive, integrative, systematic literature review. Course content will include step-by-step instructions on crafting a literature review by selecting and defining a topic; creating thematic boundaries; developing literature search strategies; analyzing strategies; identifying literature gaps and limitations; applying citation and reference styles; and writing the review.

**EDAD 6371. PERSONNEL & SCHOOL LAW. 3 Hours.**

Focuses on understanding the relationship between motivation and the management of human resources; articulate the basics of team management and group facilitation; identify proper procedures for recruiting, assignment, and inducting personnel; and recognize the legal requirement for suspension, transfer, reduction in force and dismissal of professional personnel. Prerequisite: permission of advisor.

**EDAD 6373. THE SUPERINTENDENCY. 3 Hours.**

This course introduces candidates to the many facets of the superintendency with a focus on the challenges facing the superintendent today. Topics include: exercising collaborative leadership, developing a strong organizational culture, dealing with the politics of education, building strong superintendent-board relations, managing the problems of school reform, and planning. Instruction is problem-oriented and included field-based experiences.

**EDAD 6374. ADVANCED SCHOOL BUSINESS ADMINISTRATION. 3 Hours.**

Survey principles of public school finance at the local, state, and federal levels. Examines the school budgeting process, methods of school funds accounting and techniques of school business management. Prerequisite: permission of advisor.

**EDAD 6376. Educational Governance. 3 Hours.**

Focus on the appointed and elected entities and bureaucracies that determine and implement policy in public education. For doctoral students only.

**EDAD 6378. ADVANCED CURRICULUM AND PROGRAM ASSESSMENT. 3 Hours.**

Focuses on the processes of implementing district-wide curriculum, programs, and other innovations in school systems. Topics include: recent research on the implementation of change in curriculum and instruction, trends in education, strategic and contextual planning, program and student assessment and accountability, and national curriculum projects. Prerequisite: permission of advisor.

**EDAD 6380. K-16 RESEARCH PRACTICUM I. 3 Hours.**

An In depth research experience that provides an opportunity for participants to work with an experienced faculty researcher on cutting edge K-16-related research. The practicum experience will be personalized to best meet the individual student's needs, aptitudes, and aspirations in the context of the K-16 research arena.

**EDAD 6381. POLITICAL AND LEGAL ASPECTS OF K-12 EDUCATION. 3 Hours.**

Focus on the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations. The role of the law, Ct rulings, and the politics of school governance at the federal, state, and local levels will be addressed. For doctoral students only.

**EDAD 6383. The Principalship. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. For doctoral students only.

**EDAD 6384. RESOURCE MANAGEMENT IN K-12 EDUCATION. 3 Hours.**

School finance, as well as auxiliary areas of resource management, will be addressed. The emphasis will be on the use of technology, alternative models of financing and budgeting, and sources of revenue from the federal, state, and local levels as well as from private sources. The course is designed to assist administrators in developing an understanding of the functions, operation, and evaluation of auxiliary services which support the educational program. For doctoral students only.

**EDAD 6385. K-16 RESEARCH PRACTICUM II. 3 Hours.**

A research experience in K-16 research that provides an opportunity for participants to experience the process research with an experienced university professional. The experience will be individualized to best meet the student's needs, aptitudes, and aspirations in the context of K-16 research.

**EDAD 6390. DOCTORAL RESEARCH SEMINAR. 3 Hours.**

This seminar course offers doctoral students advanced, individualized writing support to help them complete their comprehensive examinations and prepare for research writing and doctoral dissertation work. Students will analyze, synthesize, integrate, apply, generalize, and expand upon research knowledge and skills gained during their program of study.

**EDAD 6391. INDEPENDENT RESEARCH. 3 Hours.**

Research for independent study over topic agreed upon between student and instructor. Can be repeated for credit with permission. For doctoral students only.

**EDAD 6392. SELECTED TOPICS IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES. 3 Hours.**

Topics within PK-20 education may vary by semester and per instructor, and may afford students the opportunity for choice within the cohort design. Selected topics courses will provide opportunities for faculty to teach courses in their areas of expertise that meet students' needs, aptitudes, and aspirations. Examples of selected topics that may be offered in leadership research include: K-16 governance, IDEA & ADA, and higher education finance. May be repeated for credit with permission of instructor.

**EDAD 6399. DISSERTATION. 3 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded P/F.

**EDAD 6699. DISSERTATION. 6 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded R/F/P/W.

**EDAD 6999. DISSERTATION. 9 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded P/R/F.

**EDAD 7399. DOCTORAL DEGREE COMPLETION. 3 Hours.**

This course may be taken during the semester in which a student expects to complete all requirements for the doctoral degree and graduate. Enrolling in this course meets minimum enrollment requirements for graduation, for holding fellowships awarded by The Office of Graduate Studies and for full-time GTA or GRA positions. Students should verify that enrollment in this course meets other applicable enrollment requirements. To remain eligible in their final semester of study for grants, loans or other forms of financial aid administered by the Financial Aid Office must enroll in a minimum of 5 hours as required by the Office of Financial Aid. Other funding sources may also require more than 3-hours of enrollment. Additional hours may also be required to meet to requirements set by immigration law or by the policies of the student's degree program. Students should contact the Financial Aid Office, other sources of funding, Office of International Education and/or their graduate advisor to verify enrollment requirements before registering for this course. This course may only be taken twice. Students who do not complete all graduation requirements while enrolled in this course must enroll in a minimum of 6 dissertation hours (6699 or 6999) in their graduation term. Graded P/F/R.

## COURSES

**EDADIR 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

**EDADIR 6391. INDEPENDENT RESEARCH. 3 Hours.**

Research for independent study over topic agreed upon between student and instructor. Can be repeated for credit with permission. For doctoral students only.

## COURSES

**EDCO 5241. A STUDY OF THE ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN SCHOOL COUNSELING. 2 Hours.**

A study of the ethical, legal, and professional issues involved in the provision of guidance and counseling services in an educational setting. Content includes issues of confidentiality and privileged communication, record keeping, malpractice, client rights, counselor responsibilities, codes of ethics, and relevant laws.

**EDCO 5242. TESTING AND ASSESSMENT IN SCHOOL COUNSELING. 2 Hours.**

A study of the nature, characteristics, and ethical uses of psychological tests and assessment instruments in an educational setting. Included are measurements of intelligence, aptitude, achievement, interest, and personality.

**EDCO 5243. THE SCHOOL GUIDANCE PROGRAM. 2 Hours.**

Guidance counselors provide a variety of services in addition to counseling. Career and mental health informational services, mediation and crisis intervention services are included as well as working with parents, community resources, and the instructional staff.

**EDCO 5300. Counseling Students in Schools, Part 1. 3 Hours.**

During this capstone course and practicum, candidates will attend a three-hour evening course, and must complete a minimum of 80 of their 160 practicum hours in an approved public school. This will include individual counseling, small group counseling, consulting activities, guidance activities delivered to classrooms, planning, testing and test interpretation, and other activities as directed by the site-based mentor counselor and by a UTA supervisor. Additionally, there will be required every-other-Friday two-hour-after-school seminars at UTA.

**EDCO 5301. Counseling Students in Schools, part 2. 3 Hours.**

This course is a follow up to EDCO 5300 and will also include required every-other-Friday afternoon two-hour-after-school seminars. Candidates will complete their practicum activities this semester by finishing their total of 160 (minimum) supervised hours in their approved public school along with all other course requirements. A university supervisor and a site-based mentor counselor will provide practicum supervision.

**EDCO 5340. ADVANCED HUMAN GROWTH AND DIVERSITY. 3 Hours.**

This advanced course includes the theories of psychosocial, cognitive, and biological development as well as the characteristics and needs of special populations including gifted and talented and special education. Also included is research on gender, culture, ethnicity, socioeconomic status, intellect, lifestyle, and other issues of relevance for educators and students in today's schools.



## COURSES

### **EDUC 2101. EXPLORING TEACHING. 1 Hour.**

An opportunity to experience a mentorship with public school students while exploring the impact Gardner's Multiple Intelligences and personality profiles play in the learning environment. Ten hours of mentorship required. Academic credit awarded. Service Learning course.

### **EDUC 2302. THE PROFESSIONAL EDUCATOR. 3 Hours.**

This course introduces students to the teaching profession. Professionalism, ethics, learning theory and historical foundations, advocacy, and current trends and issues in education will be examined. Students will develop a personal philosophy of education. This course fulfills the University requirement for either UNIV 1101 or UNIV 1131.

### **EDUC 2330. STUDENT LEADER EFFECTIVENESS TRAINING. 3 Hours.**

Identifies the philosophy and theories of leadership, leadership styles, and contemporary leadership issues for any student who desires to pursue their leadership education. Practical application of leadership skills are developed through interactive class discussions, analyzing case studies, and group problem-solving and role-playing experiences. Elective only and does not count as part of the professional education certification requirements.

### **EDUC 3301. TEACHING DIVERSE LEARNERS. 3 Hours.**

A survey course that focuses on effective differentiated instruction, assessment, and management strategies for working with diverse learners to build capacity for constructing a culturally responsive learning environment. Designed to provide increased self-awareness and insight into issues of diversity. Additionally, students will examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners. Students will evaluate multicultural context, demographics, and practices at a local school. This course requires students to spend a minimum of 20 hours a semester in a K-12 classroom.

### **EDUC 3333. STEM EDUCATION IN THE PK-12 CONTEXT. 3 Hours.**

Methods and materials for integrated STEM teaching and learning in the PK-12 context. Emphasis on developing best practices for an integrated context that combines and makes connections between science, technology, engineering, and mathematics. This includes, but is not limited to, project and problem-based learning, real world problem solving, inquiry-based instruction, computational thinking, and engineering design. Includes field-experience in a PK-12 STEM setting.

### **EDUC 3390. SPECIAL TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

### **EDUC 4316. FOUNDATIONS OF EDUCATION. 3 Hours.**

The course introduces students to the teaching profession. Historical foundations, professionalism, school law (including special education law), diversity in education, effective communication, family involvement, and current trends and issues in education will be examined. Students will also examine personal reasons for wanting to teach and will create a personal philosophy of education. Field observation required. (2-1).

### **EDUC 4318. POSITIVE CLASSROOM MANAGEMENT. 3 Hours.**

A survey of effective strategies of classroom management based on contemporary research. Particular attention will be paid to creating proactive learning environments through positive behavioral interventions and supports. Outcomes students will demonstrate include: instructional management and application of positive behavioral supports, procedures of assessment for planning classroom management; understanding of functional behavior assessment, a continuum of behavioral support, and the role of behavioral strategies in instructional classroom management; and understanding classroom management systems and instructional formats.

### **EDUC 4319. CLASSROOM ASSESSMENT. 3 Hours.**

This course will introduce students to classroom assessment strategies that are used to inform teaching. Focus will include ways to interpret standardized test results and also create and use authentic classroom-based assessments to design and deliver differentiated instruction. Data-based instructional decisions will also be introduced. Course will include a field-based component.

### **EDUC 4325. WOMEN IN SCIENCE. 3 Hours.**

Explores the role of women in science. Emphasis on gender and science, the history of women in science, gender equity in the classroom, strategies for the retention of women scientists, the current culture/climate for women in science, and contemporary women in science. Offered as EDUC 4325, SCIE 4325, and GWSS 4325. Credit will be granted only once.

### **EDUC 4331. KNOWING AND LEARNING IN MATH AND SCIENCE. 3 Hours.**

Restricted to students in the UTeach Arlington program. Psychological foundations of learning; problem solving in mathematics and science education utilizing technology; principles of expertise and novice understanding of subject matter; implications of high-stakes testing; and foundations of formative and summative assessment. Three lecture hours a week for one semester; additional hours may be required. Prerequisite: SCIE 1201 or SCIE 1334 or concurrent enrollment in either.

### **EDUC 4332. CLASSROOM INTERACTIONS. 3 Hours.**

Restricted to students in the UTeach Arlington program. Principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings); examination of gender, class, race, and culture in mathematics and science education; overview of policy related to mathematics and science education. Three lecture hours a week for one semester with additional fieldwork hours to be arranged. Prerequisite: C or better in SCIE 1202 or C or better in SCIE 1334; C or better in EDUC 4331 or concurrent enrollment.

**EDUC 4333. MULTIPLE TEACHING PRACTICES IN MATH AND SCIENCE. 3 Hours.**

Restricted to students in the UTeach Arlington program who have earned a passing score on the preliminary portfolio. Multiple research-based teaching practices including foundations of project-based, case-based, and problem-based learning environments; principles of project-based curriculum development in mathematics and science education; classroom management and organization of inquiry-based, problem-based/project-based learning classrooms. Three lecture hours a week for one semester with additional fieldwork hours to be arranged. Prerequisite: C or better in EDUC 4332; formal admission to program.

**EDUC 4340. HUMAN GROWTH AND DEVELOPMENT. 3 Hours.**

Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from conception to early adulthood, emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include developmental characteristics of children and adolescents including exceptional learners and students with special needs.

**EDUC 4341. ORGANIZATION AND MANAGEMENT OF INSTRUCTION IN SECONDARY SCHOOLS. 3 Hours.**

Emphasizes the importance of organizing, developing, and adapting management systems to enhance learning in classroom environments. Managing the teaching-learning process, applying a variety of assessment techniques, motivation, and adapting management styles to meet student needs. This course involves a two-hour lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a K-12 classroom during normal school hours, 8 a.m.-4 p.m., Monday-Friday.

**EDUC 4342. APPLICATIONS OF INSTRUCTION IN MIDDLE/SECONDARY SCHOOL CLASSROOMS. 3 Hours.**

Field-based applications of inquiry-based curriculum planning and instructional theory and methods. Includes writing and implementing unit and instructional goals and objectives, using instructional lesson models to meet teacher appraisal criteria including utilization of classroom technology and audiovisual aids, planning for individual needs, and evaluating student progress. This course involves a lecture and application of lecture/theory. The application of lecture/theory will require students to spend time in a Grades 4-12 classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4343. TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL. 3 Hours.**

Methods and materials for social studies teaching and learning at the secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a social studies classroom in a local middle or high school. The application of lecture/theory will require students to spend time in a grades 7-12 social studies classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4344. TEACHING IN MIDDLE/SECONDARY SCHOOL SCIENCE CLASSROOMS. 3 Hours.**

Methods and materials for inquiry-based science teaching and learning at the middle/secondary level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field experience in a PK-12 classroom setting.

**EDUC 4345. TEACHING IN MIDDLE/SECONDARY SCHOOL MATHEMATICS CLASSROOMS. 3 Hours.**

Methods and materials for inquiry-based mathematics teaching and learning at the middle/secondary level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field experience in a PK-12 classroom setting.

**EDUC 4346. SECONDARY SCHOOL CULTURE AND THE TEACHING PROFESSION. 3 Hours.**

School cultures, effective schools and teaching practices, stages of professional development, foundations of American schools, legal and ethical aspects, and societal demands on the school.

**EDUC 4347. SECONDARY SCHOOL INTERNSHIP WITH TECHNOLOGY APPLICATIONS. 3 Hours.**

Supervised and directed professional practice in a local secondary school. The student will be assigned to a public school site for five hours per week. Weekly seminars are required. Internship must be taken the semester prior to residency. Theory from technology will be applied during internship assignment.

**EDUC 4352. TEACHING DIVERSE POPULATIONS. 3 Hours.**

Effective instruction, assessment, and management strategies for working in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. This course involves a two-hour lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a K-12 classroom during normal school hours, 8 a.m.-4 p.m., Monday-Friday.

**EDUC 4390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 4391. CONFERENCE COURSE. 3 Hours.**

Independent study in the preparation of a project or a paper on a research topic; consultation with instructor on a regular basis. May be repeated for credit. Prerequisite: permission of instructor.

**EDUC 4647. CLINICAL TEACHING IN MIDDLE/SECONDARY SCHOOL/ALL-LEVEL CLASSROOMS. 6 Hours.**

Supervised and directed clinical teaching in student's targeted area of certification. The student will be assigned full time for the Independent School District calendar. Required seminars provide students with theories/backgrounds/strategies to integrate and apply during clinical teaching. Students will apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis of practice. Prerequisite: Office of Educational Field Experiences approval required.

**EDUC 5190. SELECTED TOPICS IN EDUCATION. 1 Hour.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5191. INDEPENDENT RESEARCH. 1 Hour.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5263. READING AND DEVELOPMENT. 2 Hours.**

This course will focus on the acquisition of reading skills in the typically developing child. Sub-skills and precursors of reading such as visual and phonological processing will be examined from a neurological point of view. This foundational knowledge will then be applied to researching reading difficulties as well as the teaching and learning in the classroom for typically developing students and those with reading difficulties.

**EDUC 5290. SELECTED TOPICS IN EDUCATION. 2 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5291. INDEPENDENT RESEARCH. 2 Hours.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5305. EFFECTIVE TEACHING AND LEARNING FOR 21ST CENTURY EC-12 STUDENTS. 3 Hours.**

Students gain understanding of the nature of learning and the purpose of education as the pedagogical foundation to teaching in any discipline. Students develop knowledge of state and national standards and apply these standards vertically and horizontally in preparing high quality teaching and learning experiences. Students gain experience critically analyzing disciplinary content, instructional models, lessons, curricula, and research literature. Students learn to construct and test instructional models using activities that focus attention on diversity, authentic assessments, intellectual, social and emotional development, interdisciplinary connections, and technology.

**EDUC 5309. ADVANCED TEACHING MODELS FOR DIVERSE LEARNERS. 3 Hours.**

Students engage in the advanced study and design of curriculum models with an understanding of cognitive development, pedagogical content knowledge (PCK), and learning progressions. Students learn in-depth analyses of how students learn and how to appropriately differentiate instruction. Students learn culturally responsive teaching practices and gain skill in developing learning experiences that attend to teaching diverse learners.

**EDUC 5310. DIVERSE POPULATIONS IN TODAY'S SCHOOLS. 3 Hours.**

An overview of the diverse populations in today's schools and effective instruction, assessment, and management strategies for working in diverse educational settings. Urban, suburban, and rural school communities and populations will be addressed with special attention to issues of human growth and development, culture, ethnicity, exceptionality, gender, language, religion and socioeconomic status. This course application of lecture/theory which will require students to spend a minimum of 20 hours in a K-12 classroom during normal school hours.

**EDUC 5314. EFFECTIVE CLASSROOM INSTRUCTION. 3 Hours.**

Designed to provide teachers with skills and competencies based on research findings on effective teaching and instruction related to promoting student academic achievement. Includes identifying, developing, and practicing instructional variables that affect teacher performance and student learning tasks. Includes field-experience in a local middle or high school based on teacher candidate's certification program. The application of lecture/theory will require candidates to spend time in a grades 7-12 classroom during normal school hours, Monday-Friday.

**EDUC 5315. CLINICAL TEACHING. 3 Hours.**

Supervised clinical teaching in candidate's area of certification. Candidates will be assigned full-time according to school district calendar. Required seminars provide candidates with theory to integrate and apply during clinical teaching. This experience will help candidates apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis.

**EDUC 5321. EDUCATIONAL RESEARCH. 3 Hours.**

Examination of basic concepts and procedures necessary for empirical research investigations within classroom contexts, experimental design, data collection and interpretation, and statistical analysis.

**EDUC 5322. EDUCATIONAL RESEARCH AND EVALUATION. 3 Hours.**

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. A focus on educational research, including empirical research, investigations data collection and interpretation, and statistical analysis. Also, a focus on educational evaluation including accreditation, personnel appraisal, and educational programs and materials.

**EDUC 5329. CLASSROOM MANAGEMENT AND DISCIPLINE. 3 Hours.**

Analysis of the variables that affect teacher and student behavior in the classroom. Survey of effective strategies of classroom management and discipline based on contemporary research. Particular attention to individual student differences in settings such as gifted and talented, handicapped, and learning disabled.

**EDUC 5330. LEADERSHIP IN THE INSTRUCTIONAL SETTING. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement.

**EDUC 5358. THEMATIC SCIENCE FOR ELEMENTARY AND SECONDARY TEACHERS. 3 Hours.**

Professional development program for elementary and secondary science teachers who will examine a variety of instructional strategies. The course will provide a broad spectrum of content from all areas of science and provide opportunities to participate in investigations, field trips and seminars. The course will facilitate the implementation of a thematic science curriculum in elementary and secondary schools through research-based practices.

**EDUC 5359. ENVIRONMENTAL SCIENCE FOR ELEMENTARY AND SECONDARY TEACHERS. 3 Hours.**

Designed for elementary, middle and high school teachers who will examine a variety of environmental education issues and instructional strategies for classroom and outdoor settings. The course will provide a broad spectrum of content from all areas of science and will provide opportunities to participate in field trips, science investigations and seminar sessions. It will facilitate the implementation of an environmentally based curriculum in schools using best practices.

**EDUC 5360. INTRODUCTION TO MIND, BRAIN, AND EDUCATION. 3 Hours.**

Students will explore central themes and issues in the field of learning sciences, which incorporates cognitive and educational psychology, along with neuroscience, to help educators teach better and students learn better. This course also offers a number of exercises to help students become researchers as well as consumers of research.

**EDUC 5361. INTRODUCTION TO EDUCATIONAL NEUROSCIENCE. 3 Hours.**

This course is designed to provide an introduction to foundational areas of neuroscience such as brain anatomy and brain mapping techniques and its applications to education. Students will study different viewpoints of links between education and neuroscience and develop their own notions of what educational questions might be answered with brain-based techniques.

**EDUC 5362. THE NEUROSCIENCE OF TYPICAL & ATYPICAL LANGUAGE DEVELOPMENT. 3 Hours.**

This course will examine the many levels of language including phonetics, phonology, semantics, syntax and pragmatics from both functional and neuroscientific perspectives. This will be closely tied to language acquisition and early language development. The focus on the pre-reading years will provide a solid basis for further study of literacy-related skills and overall learning. Sub-skills and precursors of reading will be examined from a neurological point of view and applied to researching reading difficulties as well as the teaching and learning in the classroom. Course offered as EDUC 5362 and SPED 5309; co-list credit will be granted only as one.

**EDUC 5363. THE NEUROSCIENCE OF TYPICAL & ATYPICAL DEVELOPMENT OF MATHEMATICAL AND REASONING ABILITY. 3 Hours.**

The course focuses on the development of problem-solving, logical, numeracy, and mathematical skills from a cognitive neurocognitive perspective. Woven throughout the course is attention to cognitive biases in scientific thinking. Two prominent features of the course include neuroplasticity as a result of organic and environmental pressures and brain-based disorders (dyscalculia, ADHD, autism) and adaptive strategies.

**EDUC 5364. EPISTEMOLOGY AND NEUROSCIENCE. 3 Hours.**

Students will explore the basic principles of reasoning and knowledge construction as well as their psychological and neurobiological underpinnings. Students compare and contrast the deductive and inductive methods used in decision-making and belief-forming processes. The course also highlights the role of the frontal cortex and limbic system in how learners address and resolve questions and challenges in varying contexts. The goal of the course is to offer students the theoretical structures and critical strategies necessary for assessing their own work toward the completion of the capstone project as well as for analyzing the outcomes it generates. The skills acquired in this course are widely transferrable and can help the student to become a better consumer and producer of pedagogical and scientific research.

**EDUC 5365. THEORETICAL AND CONCEPTUAL MODELS IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

This course is designed to help students connect cognitive science to instructional practice. Students examine the roles that cognitive models play in learning and in designing lessons and curricula. The cognitive models in this course are used to provide a framework for recognizing possible strategies for improving or re-designing curricula, as well as build lessons or interventions that fit their working context. Students are expected to take part in a prototype curriculum, analyze how it was constructed and to use their insights to build a modest curriculum over the course of the semester.

**EDUC 5366. EVALUATING AND DEBUNKING EDUCATIONAL INTERVENTIONS. 3 Hours.**

This course focuses on making sense of the impact of interactions between educational variables in complex systems like classrooms and schools. Being able to predict outcomes in dynamic environments requires understanding that the variables themselves can change as a result of interacting with each other, which influences how we understand systems from neural networks to school districts. The general sense of the course will be to understand certain behaviors/characteristics of dynamic systems from the examination and analysis of exemplars from multiple domains. We also examine how areas of the brain demonstrate these characteristics and use them to implement certain functionalities, and in turn examine the implications of these functionalities on curriculum and instruction.

**EDUC 5367. RESEARCH METHODS IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

This course presents an overview of the process of scientific inquiry, while fostering an understanding of research paradigms used by researchers in MBE. The primary course goals are to support students in developing a framework for their capstone project in MBE, and help them identify the research tools and methods necessary to carry out the capstone project. To support this work students analyze research from MBE as well as the wider literature to identify relevant tools, techniques and methodologies. As students develop expertise with the tools and techniques that are relevant to their capstone project they are expected to share that knowledge with their peers.

**EDUC 5368. CONDUCTING RESEARCH IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

The goal of this course is to help students in the Mind, Brain and Education program complete their capstone project. Students work collaboratively with fellow students and with faculty oversight to prepare a poster presentation that summarizes their capstone work, as well as choose a local, national or international conference to present their work.

**EDUC 5370. INTRODUCTION TO GIFTED AND TALENTED CHILDREN. 3 Hours.**

Psychological characteristics of gifted and talented children. Introduction to identification techniques, educational programs, instructional approaches, and special problems.

**EDUC 5371. MEASUREMENT AND ASSESSMENT OF GIFTED AND TALENTED CHILDREN. 3 Hours.**

Tests, formal and informal measures, and systems for identification and selection of the gifted and talented student. Basic test construction theory, test interpretation, and test uses.

**EDUC 5372. METHODS, MATERIALS, AND CURRICULUM FOR THE GIFTED AND TALENTED. 3 Hours.**

Curriculum theory and curriculum design for the gifted student. Methodology for implementing practical and theoretical objectives for gifted instruction.

**EDUC 5373. CREATIVITY: THEORIES, MODELS, AND APPLICATION. 3 Hours.**

The concept of and current research on creativity, the nature and assessment of creative thinking, as well as methods of fostering creativity.

**EDUC 5374. PRACTICUM. 3 Hours.**

Participation in a gifted and talented setting supervised by a university and/or school district representative. A wide range of practical experiences will be emphasized. Graded P/F/R.

**EDUC 5380. DIVERSITY IN EDUCATIONAL SETTINGS. 3 Hours.**

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

**EDUC 5390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5394. UNDERSTANDING AND DESIGNING EDUCATIONAL RESEARCH. 3 Hours.**

In this introductory course, students learn about different types of educational research methods and study designs that can be applied to real-world settings. Furthermore, students learn about how to write measurable research questions, ethically collect data, and be introduced to qualitative, quantitative, and mixed methods study designs. At the conclusion of this course, students should be able to understand the basics of educational research to determine whether it would be appropriate for implementation in a real-world authentic setting.

**EDUC 5395. DESIGNING CLASSROOM RESEARCH. 3 Hours.**

In this course, students will develop their own classroom educational research project. Their designed study will be based in the literature in their educational field and focus on classroom research questions and problems that will inform teaching practices. In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. Prerequisite: EDUC 5394. For M.Ed.T. students, this course is to be taken in the final semester of the masters' degree program. For M.Ed. students, this course is to be taken in the semester just prior to the final semester of the masters' degree program, and in the semester immediately preceding EDUC 5397.

**EDUC 5396. EEG Laboratory and Experimental Design. 3 Hours.**

This course is an introduction to EEG technique, covering experimental design, recording, analysis, and interpretation of brainwaves.

**EDUC 5397. IMPLEMENTING AND DISSEMINATING CLASSROOM RESEARCH. 3 Hours.**

In this advanced course, students will build on the knowledge gained in EDUC 5394/EDUC 5367 to specifically focus on how to collect, analyze, and interpret different types of data grounded in a variety of educational research methods. This course is split into three sections focusing on quantitative data analyses/interpretations (e.g., correlations, t-tests, and regressions), qualitative data analyses/interpretations (e.g., thematic analysis, content analysis, and summative analysis), and mixed methods analyses/interpretations. At the conclusion of this course, students should be able to collect, analyze, and interpret different types of data commonly used in educational classrooms to make data driven decisions. Prerequisite: EDUC 5394 or EDUC 5367.

**EDUC 5398. THESIS. 3 Hours.**

Requires an individual research project in the individual's area of concentration. Graded "R" (Research) or "P" (Pass) or "F" (Fail) only. Prerequisite: Permission of Graduate Advisor required.

**EDUC 5600. COUNSELING STUDENTS IN SCHOOLS. 6 Hours.**

The focus of this capstone course will be individual and group counseling theories and techniques for pre k-12 students in an educational setting. Special techniques are included for substance abuse, and for using group play therapy. Knowledge of Diagnostic and Statistical Manual of Mental Disorders, 4th. Edition (DSM IV) will be covered for purposes of diagnosis and for outside referral when necessary. Three hours in a supervised counseling practicum in area schools or with school children will be required.

**EDUC 5698. THESIS. 6 Hours.**

Requires an individual research project in the individual's area of concentration. Graded "R" (Research) or "P" (Pass) or "F" (Fail) only. Prerequisite: Permission of Graduate Advisor required.