This course is about cultural diversity in the University community and how we can better understand ourselves and others through an appreciation of college education as a cultural experience, with its own unique set of rules, biases, and expectations. The course is designed for first year students. (Gen.Ed. I, U)

EDUC167
What do movies like Mean Girls, Ferris Bueller's Day Off, and Freedom Writers teach us about education? Do the way films represent school, students, and teaching reflect or reproduce our views about particular students and schools? What and how do movies teach us and why does it matter? This course introduces students to selected essential topics in modern educational theory and practice using depictions of teachers, students, and schools in movies as springboards for inquiry.

EDUC202
This course focuses on student dialogue about issues of difference, identity and community to facilitate intergroup understanding. Students actively engage, read about, and examine social justice issues in small groups. Gen Ed (SB, U)

EDUC210
Focus on issues of social identity, social and cultural diversity, and societal manifestations of oppression. Draws on interdisciplinary perspectives of social identity development, social learning theory, and sociological analyses of power and privilege within broad social contexts. (Gen.Ed. I, U)

EDUC225
This course investigates major contemporary educational issues that affect the lives of teachers and students in today's classrooms. It explores the complex web of issues that children, families, and educators face in our diverse society. (Gen Ed SB)

EDUC229
This course is designed to introduce students to the role of culture in education. After exploring the theoretical basis of culture, and its relationship to education, students will be exposed to a range of cultural perspectives from Africa, Asia and Latin America. (Gen.Ed. SB, G)

EDUC258
Students in this class develop dramatic scenarios to engage their peers with issues of diversity and social justice. This class explores social justice issues on personal, institutional and societal levels, as experienced in schools, families, neighborhoods and on this campus. (Gen.Ed. U)

EDUC276
Examines how erroneous beliefs form, why they survive, and how to reveal their shaky foundations. Beliefs examined related to health, the environment, sports, and social life. Introduces statistical and research design concepts. Counts as a Foundations course toward the Education minor. Uses a team-based approach. (Gen.Ed. R2)
This class will develop the skills needed to begin to understand the complex components of human relationships, career decisions and life values, with an assumption that part of being an effective adult is an ever increasing self-awareness of one's strengths and deficits.

**EDUC297A**
This course exposes undergraduate students to the complex systems that connect schools and juvenile and adult prisons, with a particular emphasis on the links between diversity and incarceration.

**EDUC301**
This course provides an overview of research and practices related to working with families in the educational contexts of young children. Methods for developing positive partnerships between educational institutions and families are explored.

**EDUC305**
The purpose of this course is to provide students with an understanding of the major historical and contemporary theories of human development and learning and their educational implications.

**EDUC325**
Overview of special education. History, terminology, handicapping conditions, and services that affect disabled children and adults in educational and "real" life settings. Prerequisite: HUMDEV 270 or PSYCH 350.

**EDUC370**
This is a writing-intensive course that fulfills the University's Junior Writing requirement. The course will provide students with an opportunity to explore critical perspectives of early childhood education and serve as an introduction to the profession. Through the writing assignments, students will become acquainted with and practice writing required by professional teachers.

**EDUC377**
Introduction to the sociohistorical, philosophical, and pedagogical foundations of cultural pluralism and multicultural education. Topics include experiences of racial minorities, white ethnic groups and women; intergroup relations in American society, sociocultural influences and biases in schools; and philosophies of cultural pluralism. (Gen Ed. U)

**EDUC378**
Survey of traditional and recent examples of children's literature and review of the varieties of books available.

**EDUC390C**
This course introduces students to school personnel and community organizations that special education teachers collaborate with. The focus is on understanding resources that support students with disabilities to be successful.

**EDUC391R**
This course is designed to connect students with the associated vision, mission and values of those interested in the Housing and Residence Life profession.

**EDUC392B**
Exploring issues of difference is needed to foster understanding across social divides in a diverse society. Through intergroup dialogue, participants actively learn from each others' perspectives and identify ways to engage in inclusive actions. This class addresses the dynamics of racism in specific institutional and social contexts.
EDUC392D
Workshop addresses the dynamics of racism on personal and institutional levels.

EDUC392E
Workshop addresses the dynamics of sexism on personal and institutional levels.

EDUC461
Approaches to the teaching of reading and language arts in the elementary schools; innovations in methods and materials demonstrated and discussed.

EDUC462
Preparation for pre-service students in teaching science in elementary schools. Methods, materials, and latest curriculum work.

EDUC463
An introduction to the structure of mathematics: the role of mathematics in education and the methods, materials, and curricular aspects of mathematics education in grades pre-K through 6th.

EDUC491D
Professional seminar to support students in Early Childhood Education field experience practica.

EDUC494EI
This course is the culminating course in the Early Childhood Education licensure program. In this course students reflect on and integrate learning from their Early Childhood Education program with General Education learning objectives and coursework. Open to Education Majors in the Early Childhood Program. Satisfies the Integrative Experience requirement for BA-Educ majors in the Early Childhood Program.

EDUC494RI
Students will be challenged to reflect on and apply prior learning experiences to newer/current educational issues in order to gain a deeper perspective on those issues and develop possible solutions to problems. This course will utilize reflection, inquiry, and action that lead to the development of an action-based research project aiming to study educational issues in real world contexts. Working with their peers, students will develop an action research project which will culminate in a poster session to share results. Satisfies the Integrative Experience requirement for BA-Educ majors and BA- or BS-Psych majors seeking an Educ minor.

EDUC497I
The course introduces undergraduates to tutoring culturally and linguistically diverse students in elementary, middle, and secondary schools. In addition to a weekly seminar, University students tutor in schools on a schedule throughout the semester under the direction of student leaders, Faculty Directors of the TEAMS project, and public school teachers and administrators.

EDUC497IHH
This colloq serves as a service learning and community engagement experience where students who are planning to become K-12 teachers have opportunities to understand the conditions that culturally and linguistically diverse students need to overcome in order to learn and succeed in school.

EDUC497TM
An introduction to the structure of mathematics; to the role of mathematics in education and the methods, materials, and curricular aspects of mathematics education in grades 4th through 12th.

**EDUC503**
This course introduces and assesses the 11 Sheltered English Immersion (SEI) Standards fulfilling the SEI Endorsement requirement for teacher licensure in Massachusetts. Course content prepares PK-12 preservice teachers with the theoretical, cultural, political, linguistic, and instructional tools for effectively promoting the language development of English language learners.

**EDUC510**
Lecture, discussion, and field experience. Purpose, problems, issues, strategies, and materials in the teaching of history and political science, mathematics, science, or English at the middle and high school level; a critical examination as an aid to the development of a defensible rationale for teaching.

**EDUC524**
Civility related. The course is theintroductory course in the Secondary Teacher Education Program and is required for licensure. It is field based and requires observation in the schools. The course encourages the examination of the actual work of teachers in its social and organizational context and the goals of students preparing to teach.

**EDUC532**
Introduction to the field of applied behavior analysis applied to education (conceptual foundations, methodology, applications).

**EDUC533**
This course aims to prepare ELL and mainstream teachers to address the challenge of helping bilingual and emergent bilingual learners succeed in regular academic content classes. We will consider research supporting the view that second language acquisition is enhanced by rigorous academic content instruction. We will also explore instructional practices aligning English Language Proficiency Benchmarks and Outcomes for English Language Learners with those of science and other content areas.

**EDUC555**
The purpose of this course is to give students in the social sciences and, in particular, education, skills in statistical reasoning so that they will be critical readers of research literature in their fields and in a position to design research studies and analyze data on their own.

**EDUC560**
This course provides students with theoretical and practical experiences related to the education and training of special needs students. Emphasis is placed on curriculum development, methods and materials, assessment, vocational programming and research.

**EDUC561**
For teachers or others who wish to update their knowledge of science related methods, materials, and curriculum. Laboratory approach.

**EDUC571**
This course will focus on the application of psychology to the process of educating adolescents in schools.

**EDUC591N**
This course will examine the causes, symptoms and stages of drug and alcohol abuse. Topics will include factors that lead to substance abuse and addiction, and the stages of chemical dependency. The course will also review recent innovations in the field. The course will discuss career opportunities for those interested in the field of substance abuse counseling and treatment.

**EDUC591W**

This course will allow school counselors, teachers, and criminal justice professionals to look at the impact of family violence as it relates to their work. This course will focus on the treatment issues, as well as the impact of adults and children living in that home. The course will examine some of the signs of this and will allow for those working in a school setting to gain a greater understanding of the issues.

**EDUC595A**

This course focuses on the planning, production, and analysis of educational videos. Students will engage in all video production processes with a special focus on online video editing production.

**EDUC595G**

This course examines issue of sexual identity and gender identity and expression in K-12 schools, and explores ways to cultivate more welcoming and affirming schools for lesbian, gay, bisexual, and transgender (LGBT) students across social identity groups. We will investigate the roles of schooling and schools in transmitting and transforming cultural norms related to sexuality and gender as they intersect with race, class, ethnicity, religion, and abilities. We will also address the roles that educators play in transmitting and transforming school culture related to gender and sexuality.

**EDUC597R**

Seminar develops the interpersonal and organizational leadership skills of experienced undergraduate tutors who are serving as site coordinators, group leaders, researchers, or administrators in the TEAMS Project.

**EDUC605**

Counseling psychology theory, methodology, philosophies, ethics, problems. Issues of school counseling, and community psychology.

**EDUC606**

Issues in counseling psychology and human service delivery, counseling skills, techniques, and ethics.

**EDUC611**

This course is designed as an introduction to the field of testing, assessment and evaluation in second language education (bilingual, foreign language, and ESL settings).

**EDUC613**

Comparative study and evaluation of recent programs and practices in secondary school history and political science.

**EDUC614**

The purpose of this course is to explore the many aspects of college access, college choice, and equity in the college transition process.

**EDUC615AK**
This course is designed to support graduate level students, who are preparing for the role of teacher at the elementary education level, in acquiring an understanding of principles and practices underlying the creation of an inclusive learning environment for all students in the regular classroom. Adaptations to the curriculum and in the delivery of instruction which will enable all children, regardless of their learning strengths and needs, to reach their potential and achieve the goals and objectives as outlined with the general education curriculum, will be presented and discussed. Differentiation in content, process and product, based on students’ readiness levels, learning profiles and interests will be modeled and analyzed in preparation for the planning of lessons and units, based on the principals of differentiated instruction.

EDUC615C

TEAMS Tutoring Leadership Seminar.

EDUC615G

Innovative technologies are constantly emerging and influencing individuals' productivity, relationships, and access to information. Individuals use tools such as social networks, digital cameras, blogs, wikis, podcasts, whiteboards, and Web 2.0 tools to communicate, network, and engage in the global learning community. Educators can use such tools within the middle and high school environment to enhance productivity and students’ understanding of the curriculum. Through this course, you will develop a greater understanding of the potential uses of technology in K-12 educational settings and methods for integrating technology tools into the curriculum. You will also explore emerging and established technologies, learn to use identified tools in the classroom, and develop educational materials for use within your classroom or school community.

EDUC615L

Since language is ambiguous by nature, in order to achieve understanding we jointly construct meaning with our conversational partners. Yet when we use different and unfamiliar cultural interpretative frameworks from each other, it may prove a challenge to create mutual understanding. How is culture constructed through face-to-face interactions? What consequences exist for those differing from dominant norms? What evidence is there that participants are constructing interpretations, at times at odds with each other? What are the implications of this research for educators and diverse communities? In this course, we will survey how crosscultural communication has been researched, both for learning language and for examining its role in the academic progress of linguistically diverse learners.

EDUC615TT

Community service-learning course designed for teacher candidates in the Bridges to the Future program. The course is embedded in the community teacher model of teacher education. Teacher candidates will, through course work, practice and reflection, immerse themselves in the communities within and beyond the classroom. Course serves to connect new teachers with the Human Service agencies already established in the community, simultaneously developing their understandings of the relationship of schools to communities, and understandings of teachers’ relationship to the communities of which they are a part. This broader perspective will help new teachers develop the knowledge and skills necessary to provide the best possible contextualized educational experience for their students.

EDUC617
The purpose of this course is to help students: (1) increase their knowledge of the laws that apply to higher education; (2) examine the ways courts resolve conflicts among students, faculty and administrators; (3) develop skills in legal analysis, research, writing and in practicing preventive law; and (4) assess the costs and benefits of resolving controversies through the legal process and alternative approaches to conflict resolution.

**EDUC619**
Introduction to the assumptions, language, logic, and methods of qualitative inquiry in educational settings. Students are required to conduct a small-scale qualitative research project.

**EDUC621**
Course examines management issues in higher education. It explores the general field of organization and management theory; situates management theory within higher education institutions; and examines the distinct, overlapping, and sometimes conflicting roles and responsibilities of particular administrative positions within a college or university. Students also undertake the independent exploration of the management literature pertinent to their own area of work within higher education.

**EDUC623**
For those who are or plan to be program personnel or consultants in nonformal education and human service programs. Planning and proposal development and how to improve its contribution to program success.

**EDUC630**
This seminar provides a mixture of group planning, support and guided individual study for those students in international education who are ready to work on a specific research topic for their M.Ed. thesis/project.

**EDUC633**
Introduction to the roles of federal, state, and local government in US K-12 education policy, the diverse ways of studying education policy, and to specific current policy issues including educational accountability, school finance, the controversy over school-district regionalization in Massachusetts, challenges facing urban schools, and how research affects education policy debates.

**EDUC641**
The purpose of this course is two-fold: (1) to provide a general understanding of selected past and current research regarding undergraduate students, and (2) to provide knowledge of and practical experience in the assessment of various aspects of undergraduate student life. One major goal of the course is for students to learn to analyze survey data and write a research paper based on survey data. The following topics will be studied: research, assessment, and evaluation; survey design; data collection and analysis; literature reviews; report writing; and writing for publication.

**EDUC646**
This course will immerse upcoming educational leaders in the philosophy, principles and practical applications of learning theory, differentiated instruction, and performance assessment.

**EDUC656**
This course is designed to provide beginning graduate students in education and related fields with an understanding of the basic statistical techniques necessary for conducting research. Prerequisite: Educ 555.

**EDUC657**
Discussion groups survey urban and suburban schools, process of learning in urban classrooms, effects of the present curriculum, and various innovative techniques applicable to urban schools.

**EDUC675**
This course is the capstone course of the Master's program in higher education. The purpose is to demonstrate a command of the program's competencies through a culminating project.

**EDUC685**
Introductory overview of major dysfunctional behavior syndromes commonly encountered in educational and mental health settings. Topics include early detection, classification, referral, and remediation of behavioral problems.

**EDUC687**
Current theory and research on children's development of oral and written language and its implications for reading, writing and language instruction.

**EDUC689**
This seminar will explore higher education's most important investment and resource--its faculty. The course will address the most current research and literature on faculty issues in Higher Education.

**EDUC691A**
Course is designed to provide future administrators with the background and individual understanding necessary to address assessment appropriately in whatever context they find themselves.

**EDUC691C**
The purpose of this course is to enable participants to develop and deepen their understanding of adult learning theories and how they are practiced in social contexts.

**EDUC691G**
The practicum is designed to provide an opportunity for participants in the Social Justice Education Reflective Practitioner Development Program to reflect on their development and increase their levels of self-awareness as Social Justice educators.

**EDUC692B**
This course is intentionally designed to prepare students to become active change agents as planners and facilitators of intergroup dialogues using a reflective practice training model.

**EDUC693A**
This course is designed for the preservice teacher and will examine the effect of psychological and social forces on the growth and development of the adolescent with particular attention paid to the ramification of these for teaching and learning. Examination of theories of adolescent psychological development including identity formation, the impact of the family, and cognitive development. Exploration of the impact of social and cultural forces on adolescent growth and development, including cultural background, race, gender, class and media.
EDUC693B
The purpose of this course is to support graduate students as they move forward in their research and scholarly work in science education, mathematics education, and/or learning technology.

EDUC694A
The purpose of this practicum is to provide students with practicing and supervised training in administering assessments common to the practice of school psychology. Such assessments include cognitive and intellectual assessment, educational and academic assessments, curriculum based assessments and measurement, and social/emotional and behavioral assessments.

EDUC695J
This course provides a survey of the relevant research literature describing not only cross cultural conceptions of childhood, but also contemporary U.S. contexts to reflect the intersections of culture and ideology and problematize what is legitimated as normal childhood. The course also provides training in research methodologies for doing qualitative work with children.

EDUC697CC
This course is designed to explore secondary mathematics curriculum topics and innovations. Students will investigate current trends in national, state and local professional curriculum recommendations as well as contemporary and innovative instructional materials designed to support current curricular recommendations.

EDUC697M
Students review classic research manuscripts in counseling/school psychology, review current manuscripts and identify trends and issues, evaluate quality of research designs, develop research proposals related to areas of special interest, conduct pilot research studies under faculty mentorship related to areas of special interest.

EDUC697ME
Examines the influence of standards and mathematics education research on instruction. Reflective practice, enhanced content knowledge, student learning, sociocultural awareness of students and community, mentoring and leadership skills are addressed.

EDUC697TP
This on-line course introduces participants to the theories and research on how to support early grade reading teacher preparation and support; open to masters- or doctoral-level; no prerequisites.

EDUC701
This practicum provides individualized instruction and supervision in individual counseling. Admission to a Counseling Master's program and certification of readiness for the practicum by the student's advisor is required before enrollment. All students counsel clients at an off-campus agency or school.

EDUC705
Review of personality, visual-motor, achievement and interest tests and their interpretation, selection, and administration. Standardization, reliability, and validity; case-study procedures; ethical considerations; and problems in human assessment. Knowledge of elementary statistics helpful.

EDUC706
Selected problems in curriculum and instruction in science.
EDUC711
Students will explore the use of dynamic technological tools for teaching and learning mathematics. In addition to developing facility with some of these tools, students will explore issues of visualization, simulation, and animation and their impacts on learning. The course will incorporate critical evaluation of current literature, research, and studies in curriculum and teaching of secondary school mathematics and is relevant to practitioners and researchers.

EDUC712
Critical evaluation of current literature, research yearbooks, and experiments in curriculum and teaching of English. Prerequisites: Educ 515 and teaching experience.

EDUC717
The purpose of this course is to allow graduate students to apply research skills and knowledge to a research project in the area of higher education.

EDUC722
Research and overviews of initial and inservice education of novice and veteran teachers. Typical topics include induction programs, peer coaching, mentoring, programs for new teachers, programs for experienced teachers, and evaluation of pre- and inservice programs.

EDUC723
This course focuses on organizations in higher education, including the conceptual foundations and practical applications of major theories of organization from a variety of social science perspectives.

EDUC731
For advanced doctoral students in education, psychology, and sociology. Techniques for specifying statistical models that conform to theory, fitting the models to data, testing the fit of the models and based on the analysis, either rejecting or modifying the theory. Prerequisite: Educ 771.

EDUC743
Exploration of student-centered and democratic teaching methods in the social studies.

EDUC744
This course explores the theory and practice of non governmental organizations (NGOs) with case studies from different countries. The course evaluates the impact of NGOs on institutional building, NGO management processes including accountability, transparency, and NGO-government-donor relationships.

EDUC748
Study of the evolution of variant forms of two-year degree granting institutions, with attention to related philosophical and social issues.

EDUC749
Drawing on sociolinguistic, narrative and historical studies, we explore how sociocultural dimensions of bilingualism and biculturalism are researched. Also, sociopolitical theories are examined that account for historical responses to educating bilinguals.

EDUC765
Supervised on-the-job CAGS school psychology experience. Work includes delivery of indirect and direct services in the areas of assessment, prevention, intervention, case management, and system level service delivery.

**EDUC772**
Matrix algebra, linear models, profile analysis, analysis of multivariate experimental designs, discriminant, canonical, and components analysis. Prerequisite: EDUC 771

**EDUC773**
Participants examine views regarding what constitutes policy success and failure, build competencies to make policies more viable, and use course concepts and skills to modify policies of their own choosing.

**EDUC775**
Course will explore the historical development of psychology as a field of study and its relationship to educational practice in the school setting. The course will cover the development of psychology from the ancient Greeks to Wilhelm Wundt, to the implications of the work of John Dewey and William James in relationship to educational practice.

**EDUC777**
Tying current research on science teaching/learning to a classroom practice, this course examines advanced teaching strategies, discusses equity issues, and makes connections between formal and informal learning.

**EDUC789**
Theoretical and practical questions in phenomenological in-depth interviewing. For those interested in gaining experience with qualitative research in education using interviewing methodology. Project-centered course.

**EDUC790C**
This course introduces doctoral students to key historical and philosophical legacies and debates in American public education, with particular attention to those relevant to current issues in the fields of curriculum, instruction, and teacher education.

**EDUC 790D**
This course provides graduate students with an introduction to Halliday’s theory of systemic functional linguistics (SFL). The course is designed for students with an interest in critical discourse analysis, literacy development, composition studies, multilingual education, curriculum studies, political discourse, social justice education, communication, and linguistic anthropology. It supports participants in learning to use SFL tools to analyze samples of classroom discourse, interview data, textbooks, policy documents, political discourse, and literature for the purposes of research and/or curriculum design.

**EDUC790S**
This course is designed to provide graduate students with a broad and integrated understanding and advanced graduate-level knowledge in the biological bases that effect human behavior, emotions, development and learning. This course will facilitate a comprehensive understanding of physiological processes that influence perception, cognition, emotion, learning and motivation. Specifically, the course will introduce student to the structure and physiology of the brain, hormonal influences on behavior, affective bases of behavior, and roles of psychopharmacology. This understanding of physiological foundations will be applied to assessment and decision-making practices in school and clinical settings.

**EDUC791D**

This course is designed to provide a forum for TESI students and faculty to explore major issues in teacher education and school improvement. This will be done through the in-depth study of a current topic of concern in the field; presentations and analysis of TESI faculty's current scholarly work; and presentations and analysis of the scholarly work of TESI students. In addition, there will be on occasion presentations and analysis of the work of visiting scholars.

**EDUC792M**

Doctoral level seminar is designed to examine a range of sociocultural theoretical perspectives on the study of language. Goals will be to develop familiarity with several perspectives, to consider their similarities and differences and their usefulness in researching language in educational settings, and to practice applying one or more in the analysis of language data.

**EDUC795G**

This course provides a survey of the relevant research literature describing not only cross cultural conceptions of childhood, but also contemporary U.S. contexts to reflect the intersections of culture and ideology and problematize what is legitimated as normal childhood. The course also provides training in research methodologies for doing qualitative work with children.

**EDUC797A**

Students will be introduced to foundational philosophies and strategies for qualitative data analysis, coding their own data sets in weekly workshop and discussion settings. Strategies will be presented for setting up and organizing a database, coding and sorting data into categories, modifying and refining the scheme, aggregating data into larger themes or patterns, establishing audit trails, triangulating among data sources, participants and methodologies, and establishing trustworthiness of the data set. Finally, students will learn about and experiment with newly available software for qualitative data analysis.

**EDUC 797Z**

This course is designed to provide an introduction to Generalizability Theory for advanced graduate students interested in Educational Measurement. The course will include independent readings, lectures, and the completion of a final project that will be submitted to a conference. Topics include both univariate and multivariate designs, and students should have some familiarity with Classical Test Theory. This course requires an ability to work independently between class meeting times.

**EDUC802**
The primary purpose of this course is to provide advanced knowledge and practice in several areas of supervision as it relates to psychological service delivery. Content of the course is oriented toward context, philosophy, relationship and pragmatics of supervision. Major topics include the fundamentals of supervision, clinical supervision, and administrative supervision including supervision of professional practice and evaluation. Issues of ethnicity, class, gender, school change, and technology in supervision will also be addressed.

**EDUC807**

Designs and research on counseling and mental health services, professional and ethical standards, issues in cultural, political, and historical contexts of helping. Consent of instructor required (Doctoral Section).

**EDUC815**

Examination of ethnographic theory, methods, and techniques of researching language, literacy, and culture in educational settings. It involves conceptualizing and conducting a full ethnographic study and learning how to use reflection on the fieldwork experiences to construct (or deconstruct) and articulate the theoretical basis, methods, and findings of your research. The course is organized to highlight both knowledge acquisition and reflection. Year-long course.
Prerequisite: Doctoral status, 9 credits of study in Doctoral program.

**EDUC821**

This course presents and discusses the major theories regarding the concept of "test validity" and the major practices involved in test validation. The skills taught in this course will enable students to be experts in testing tests.
Prerequisites: EDUC 656, 591J or 632

**EDUC824**

This course begins with a brief survey of basic theories of organizational behavior and change. Examines such strategies as action research, strategic planning, and negotiation - emphasizing the role of different kinds of leadership in the process of change.

**EDUC830**

Supervised on-the-job doctoral school psychology experience. Work includes delivery of indirect and direct services in the areas of assessment, prevention, intervention, case management, and system level service delivery.

**EDUC844**

Role of the college and university in American society, past and present. Meaning of a college education at various periods in American life.

**EDUC851**

Entry-level course for anyone involved in supervision of students for prepracticum, practicum, microteaching or administrative internships. Emphasis on introduction, examination, and practice of various models of supervision.

**EDUC871**

The course will review contemporary models of program evaluation often used in the fields of education and human services. Particular emphasis is placed on the use of logic models and program theory and the CIPP model of program evaluation.

**EDUC880**
Contemporary issues facing administrators. Topics include special education finance, law, and policy.

**EDUC891N**

This course deals with advanced topics in psychometric methods and educational statistics. Topics include: differential item functioning, univariate and multivariate selection theory, equating, score scales and norming, generalizability theory, and Bayesian inference.

**EDUC892D**

Seminar in Special Education

**EDUC892P**

This course provides a forum for the discussion and analysis of conceptual, theoretical, and practical links between multicultural education and students' primary research interests in other fields of study (language policy, bilingualism, teacher education, the education of bicultural students, curriculum, and pedagogy, among others).

**EDUC893C**

This seminar is designed for incoming doctoral students in social justice education. It examines different epistemological orientations and inquiry methods used in conducting research by scholars in the field. The course explores the boundaries between theory, research, policy and practice in social justice education; examine personal, practical, epistemological and political dilemmas in producing scholarly work, and review and apply inquiry methods and tools that support critical, systematic scholarship and evidence based practices in social justice education.

**HUMDEV270**

Examines current concepts, themes, and theories in child development. Traces natural course of development from beginning of human life through adolescence. (Gen.Ed. SB)