

# EDUCATIONAL LEADERSHIP

## GRADUATE

### Master's programs

- Master of Arts in Teaching in the field of museum education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/ma-teaching-museum-studies/>)
- Master of Arts in Education and Human Development in the field of assessment, testing, and measurement in education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/human-development-individualized-program/ma-assessment-testing-measurement/>)
- Master of Arts in Education and Human Development in the field of education policy studies (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-education-policy/>)
- Master of Arts in Education and Human Development in the field of educational leadership and administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-educational-leadership-administration/>)
- Master of Arts in Education and Human Development in the field of educational technology leadership (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-educational-technology-leadership/#text>)
- Master of Arts in Education and Human Development in the field of experiential Jewish education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-experiential-jewish-education/>)
- Master of Arts in Education and Human Development in the field of higher education administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-higher-education-administration/>)
- Master of Arts in Education and Human Development in the field of international education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-international-education/>)
- Master of Arts in Education and Human Development in the field of Israel education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-israel-education/>)
- Master of Arts in Education and Human Development individualized program (<http://bulletin.gwu.edu/education-human-development/educational-leadership/human-development-individualized-program/>)

### Combined programs

- Dual Master of Arts in Education and Human Development in the field of educational technology leadership and Graduate Certificate in educational technology leadership ([http://bulletin.gwu.edu/education-human-development/educational-leadership/master-educational-technology-leadership\\_gc\\_educational\\_technology\\_leadership/](http://bulletin.gwu.edu/education-human-development/educational-leadership/master-educational-technology-leadership_gc_educational_technology_leadership/))
- Dual Master of Arts in Education and Human Development in the field of educational technology leadership and Graduate

Certificate in instructional design (<http://bulletin.gwu.edu/education-human-development/educational-leadership/master-educational-technology-leadership-and-gc-instructional-design/>)

- Dual Master of Arts in Education and Human Development in the field of international education and Graduate Certificate in assessment, testing, and measurement (ATM) (<http://bulletin.gwu.edu/education-human-development/med-international-education-graduate-certificate-assessment-testing-measurement/>)
- Dual Master of Arts in Education and Human Development in the field of international education and Graduate Certificate in incorporating international perspectives in education (IIPE) (<http://bulletin.gwu.edu/education-human-development/med-international-education-graduate-certificate-iipe/>)
- Dual Master of Arts in Education and Human Development in the field of international education and Graduate Certificate in TESOL (<http://bulletin.gwu.edu/education-human-development/med-international-education-graduate-certificate-tesol/>)
- Dual Master of Business Administration and Master of Arts in Education and Human Development in the field of higher education administration (<http://bulletin.gwu.edu/education-human-development/dual-mba-med-higher-education-administration/>)
- Joint Master of Arts in Education and Human Development in the field of education policy studies and Juris Doctor (<http://bulletin.gwu.edu/education-human-development/dual-med-education-policy-studies-jd/>)
- Joint Master of Arts in Education and Human Development in the field of higher education administration and Juris Doctor (<http://bulletin.gwu.edu/education-human-development/dual-jd-med-higher-education-administration/>)

### Post-master's program

- Education Specialist in the field of educational leadership and administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/education-specialist/>)

## DOCTORAL

### Doctoral programs

- Doctor of Education in the field of educational leadership and administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/doctor-educational-leadership-administration/>)
- Doctor of Education in the field of higher education administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/doctor-higher-education-administration/>)

## CERTIFICATES

### Graduate certificate programs

- Assessment, testing, and measurement in education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/certificate-assessment-testing-measurement/>)
- Educational technology leadership (<http://bulletin.gwu.edu/education-human-development/educational-leadership/certificate-technology-leadership/>)
- Incorporating international perspectives in education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/certificate-incorporating-international-perspectives/>)
- Instructional design (<http://bulletin.gwu.edu/education-human-development/educational-leadership/certificate-instructional-design/>)
- Israel education (<http://bulletin.gwu.edu/education-human-development/educational-leadership/israel-education/>)

### Post-master's certificate program

- Educational leadership and administration (<http://bulletin.gwu.edu/education-human-development/educational-leadership/post-master-certificate-educational-leadership-administration/>)

## FACULTY

Professors: B. Chazan, J. Clayton (*Chair*), M. Corry, L. Engel, M. Feuer, N. Milman, I. Rotberg, A. Tekleselassie, R. Watkins, J. Williams

Associate Professors: A. Ali, J. Choi, S. Dannels, W. Dardick, J. Glazer, L. Howard, B. Jacobs, M. Kim, Y. Nakib, C. Nganga, M. Shirrell (*Assistant Chair*), B. Streitwieser, S. Swayze, R. Thessin, B. Weiss

Assistant Professors: J. Cha, D. Dortch, K. Jamison, K. Sherrill, L. Trimmer, S. Vanderbilt, D. Wright

Lecturer: L. Lent

## COURSES

### Explanation of Course Numbers

- Courses in the 1000s are primarily introductory undergraduate courses
- Those in the 2000s to 4000s are upper-level undergraduate courses that also may be taken for graduate credit with permission and additional work assigned
- Those in the 6000s and 8000s are for master's, doctoral, and professional-level students
- The 6000s are open to advanced undergraduate students with approval of the instructor and the dean or advising office

### **EDUC 0920. Continuing Research - Master's. 1 Credit.**

### **EDUC 0940. Continuing Research: Doctoral. 1 Credit.**

### **EDUC 1099. Variable Topics. 1-36 Credits.**

### **EDUC 2701. Museums as Cultural and Educational Resources. 3 Credits.**

A general introduction to museums as institutions, sources of information, and places for enjoyment. Classes take place on campus and at museums in the metropolitan area. Admission by permission of instructor.

### **EDUC 3002. Special Workshops. 3 Credits.**

### **EDUC 5099. Variable Topics. 1-99 Credits.**

### **EDUC 6100. Experimental Courses. 1-12 Credits.**

Topic to be announced in the Schedule of Classes. May be repeated for credit provided the topic differs.

### **EDUC 6101. Research and Independent Study. 1-3 Credits.**

Individual research under guidance of a staff member. Program and conferences arranged with a program advisor.

### **EDUC 6112. Foundations of Assessment, Testing, and Measurement in Education. 3 Credits.**

Foundations of assessment, testing, and measurement with a focus on basic statistical concepts for assessment data literacy, research design issues for assessments, a review of other educational assessments (IQ and psychological, personality and diagnostic), and other issues with assessment and testing including technology, ethical, and legal issues.

### **EDUC 6114. Introduction to Quantitative Research. 3 Credits.**

Development of a conceptual understanding of research design and quantitative analysis options for the consumer of research. Appropriate use of vocabulary and interpretation of research findings. Critique of research articles and/or development of a small-scale proposal.

### **EDUC 6116. Introduction to Educational Statistics. 3 Credits.**

Fundamentals of descriptive statistics and hypothesis testing; introduction to inferential statistics and research design, distinguishing between nonexperimental, quasi-experimental, and true experimental designs. Designed for those with little preparation in quantitative methods or who are not prepared for Educ 8120.

### **EDUC 6232. Supervision of Curriculum, Instruction, and Assessment. 3 Credits.**

Preparation to lead and assess curriculum, instruction, and assessment practices in educational settings.

### **EDUC 6234. Foundations of K-12 Educational Leadership. 3 Credits.**

Function, processes, and best practices involved in school principal leadership.

**EDUC 6236. School Law and Policy. 3 Credits.**

The legal basis of education and public schools in the United States. Constitutional provisions and federal statutes that guide school law. Legal factors that influence school policy. Consideration of practical school situations for legal implications, development of skills to research legal issues affecting schools, and preventive law measures.

**EDUC 6238. Leadership for Equity and Social Justice. 3 Credits.**

Cultural diversity and social justice in the context of teaching, learning, and leadership practice; systemic inequities in schools and how inclusive and socially just leadership practices can address these inequities.

**EDUC 6240. Instructional Leadership for School Improvement. 3 Credits.**

Introduction to the theory and practice of school improvement with a focus on the role of school leaders in the process.

**EDUC 6242. Administrative Issues in Education. 3 Credits.**

The impact of major social, political, economic, and education issues on the role of school leaders and the delivery and quality of programs and services.

**EDUC 6244. School, Family, and Community Engagement. 3 Credits.**

The purpose, scope, essential elements, and impact of a successful school-community relations program; community power structures, the roles of policy and leadership, communication techniques for interacting with various audiences and the media, and evaluation of public relations and marketing for educational institutions.

**EDUC 6246. School Finance and Resource Management for School Leaders. 3 Credits.**

Theory and practice of personnel and resource management for school administrators; selection, compensation, evaluation, promotion, retention, and removal of staff; principles of effective financial and resource management, including accounting, budgeting, and reporting; technology acquisition, building operations, and facilities management.

**EDUC 6252. Human Relations Diversity. 3 Credits.**

Application of current theory and research findings in human relations to staff motivation, change, conflict management, and communication techniques for working with individuals and groups within organizations.

**EDUC 6256. School Business Management. 3 Credits.**

Management and control of the business functions of school districts. Assessing, planning, developing, and presenting educational budgets; the legal contexts affecting school business management. Risk management and school-site budgeting.

**EDUC 6258. School Finance. 3 Credits.**

The financing of public elementary and secondary education in the United States; current revenue sources, distribution decisions, and trends in the fiscal operations of schools. Litigation, finance policies, and equitable investments of public monies.

**EDUC 6260. Practicum in Supervision. 3-6 Credits.**

Practical experience in supervision of instruction. Admission by permission of instructor.

**EDUC 6262. Internship in Supervision and Instructional Leadership. 3-6 Credits.**

Service in a school situation directed by the University's faculty and school systems; integration of theory and practice.

**EDUC 6264. Problems and Practices in Staff. 3 Credits.**

Application of principles and practices concerned with change and evaluation of educational administration.

**EDUC 6270. Education Policy for School Leaders. 3 Credits.**

Overview of education policy for educational leaders; economic and social dimensions of education policy and analysis of the policy process; policy development, planning, implementation, analysis, and evaluation.

**EDUC 6272. Leading Evidence-Based Action Research for School Improvement. 3 Credits.**

Culminating experience implementing the design and leadership of an action research project at a school or central office location. Gathering and analysis of data, reviewing the literature, developing and implementing a program to address an identified area of need; and measuring the program's effectiveness and reflecting on/modifying it based on results. Prerequisite: EDUC 6287.

**EDUC 6287. Internship: Administration. 1-6 Credits.**

Standards-based work in a practical setting, planned and guided cooperatively by GW and personnel in the placement school district.

**EDUC 6314. History of American Education Reform. 3 Credits.**

An examination of how evolving social, economic, and political forces have propelled and opposed American education reform efforts throughout history.

**EDUC 6368. Leadership and Education. 3 Credits.**

A general introduction to issues of leadership applicable to education settings and to key features of educational organizations; leadership as a process and a set of skills and how its styles interact with organizational contexts.

**EDUC 6371. Education Policy. 3 Credits.**

An introduction to the development, implementation, and assessment of education policies at national, state, and local levels.

**EDUC 6381. Program Evaluation: Theory and Practice. 3 Credits.**

Introduction to the theory of social program evaluation, alternative evaluation models and methodologies, and the political and social contexts of evaluation.

**EDUC 6388. Analysis of Education Policy Issues. 3 Credits.**

Covers a range of education policy options, assessing their advantages and disadvantages based on evidence, and drawing implications for policy formulation. A critical approach is applied to the assigned readings, questioning the sources of evidence, appropriateness of analysis, and validity of the findings. Prerequisite: EDUC 6371, EDUC 6114, or permission of instructor.

**EDUC 6392. Practicum in Educational Policy Program Evaluation. 3-6 Credits.**

Supervised practical experience in field placements. Admission by permission of instructor. Prerequisite: EDUC 6381.

**EDUC 6401. Foundations in Educational Technology. 3 Credits.**

Theory and practice of educational technology. Key characteristics of different media, principles of application, and issues concerning their appropriate use.

**EDUC 6402. Trends and Issues in Emerging Technologies. 3 Credits.**

This course explores emerging and existing educational technology research, trends, and issues in educational and training settings, while also examining broader historical, ethical, psychological, social, economic, cultural, and political contexts.

**EDUC 6403. Educational Technology Systems. 3 Credits.**

Introduction to personal and enterprise computing systems including basic hardware, storage, software, networking, and security topics applicable in a variety of educational environments.

**EDUC 6404. Computer Applications and Project Management. 3 Credits.**

Students improve educational technology leadership decision making and project management skills through managed computer applications and processes.

**EDUC 6405. Designing Digital Learning. 3 Credits.**

The design, development, integration, and use of digital learning in education and training settings. Students examine and critique digital technologies, develop instructional materials, and design a unit or module for digital learning.

**EDUC 6406. Instructional Design. 3 Credits.**

Designing, implementing, and evaluating instructional strategies for learners. Assessing needs, writing objectives, selecting curriculum/content, selecting and implementing methods and techniques, selecting appropriate devices and evaluating instruction.

**EDUC 6407. Design and Implementation of Educational Software. 3 Credits.**

Theory and practice of creating educational software; psychological basis of using software in learning; instructional programs; authoring tools; artificial intelligence applications; interactive media. Students design and evaluate an educational program. Prerequisite: EDUC 6401 or permission of instructor.

**EDUC 6421. Critical Issues in Distance Education. 3 Credits.**

Historical, conceptual, theoretical, and practical issues associated with distance education as a foundation for research and practice in the domain of distance education as well as adult learning, educational systems design, and school administration and policy.

**EDUC 6422. Instructional Needs Assessment and Analysis. 3 Credits.**

An introduction to the role of instructional needs assessment and analysis. The design and development of instruction. Key elements of the instructional design cycle, including data analysis.

**EDUC 6423. Technology and Disabilities. 3 Credits.**

Assistive technology as it impacts the lives of people with disabilities, including the performance of tasks related to employment, education, and activities of daily living.

**EDUC 6424. Learning Technologies and Organizations. 3 Credits.**

The role of learning technology in organizations, learning in the workplace, and knowledge management in corporations, schools, and universities.

**EDUC 6425. Developing Effective Training with Technology. 3 Credits.**

Development of skills in planning and producing effective technology-rich training that meets institutional and organizational needs.

**EDUC 6426. Computer Interface Design for Learning. 3 Credits.**

Human-computer interaction, both in general and with emphasis on issues in education. General design aspects; theories, principles, and guidelines related to human-computer interaction.

**EDUC 6427. Advanced Instructional Design. 3 Credits.**

Development of a prototype instructional design project and documentation report requiring rapid design and development strategies. Prerequisites: EDUC 6406.

**EDUC 6428. Developing Digital Professional Portfolios. 3 Credits.**

Students create a digital professional portfolio, using advanced skills in the design, development, integration, and use of multimedia resources.

**EDUC 6441. Internship in Educational Technology Leadership. 3 Credits.**

Students are assigned to a cooperating agency and work in consultation under the guidance of the course instructor. Admission by permission of instructor.

**EDUC 6442. Educational Technology Leadership Master's Project. 1-6 Credits.**

Students design, develop, implement, and evaluate an individual project. Admission by permission of instructor.

**EDUC 6500. Introduction to Student Affairs and Higher Education. 3 Credits.**

Introduction to the study of higher education and the student affairs profession, including the ways in which broader aspects of higher education research, theory and policy inform the work of student affairs practitioners. Historical and current contexts of American higher education, the academic community, and existing issues and emerging challenges surrounding the practice of student affairs in the current higher education landscape.

**EDUC 6505. The Art of Facilitation. 3 Credits.**

Introduction to social justice perspectives on dialogue, deliberation, and group decision making. Emphasis on the role of facilitators in creating, maintaining, and disrupting communication norms and group dynamics.

**EDUC 6510. Administration of Higher Education. 3 Credits.**

Government, organization, and administration of colleges and universities; duties of trustees and administrators.

**EDUC 6520. Foundations of College Student Development. 3 Credits.**

College student development theories, practices, and problems, including historical overview and human development theories related to college students.

**EDUC 6525. Managing College Student Services Programs. 3 Credits.**

An overview of student affairs administrative practices, including planning models, budgeting, policy development, program development, facility management, and team building. Admission by permission of instructor.

**EDUC 6530. Intercultural Campus Leadership. 3 Credits.**

This course is designed to explore intercultural leadership skills through the lens of understanding group identity differences, multicultural competence, and the foundations of effective advocacy for social justice. Lectures, readings, class discussions, written assignments, and experiential activities are used to promote an understanding of intercultural leadership skills to help create inclusive learning environments. The course explores how oppression and privilege relate to differences based on gender, race and ethnicity, sexual orientation, and (dis)ability. Students also study how these identities intersect with each other.

**EDUC 6540. Group and Organizational Theories. 3 Credits.**

Review of major organizational theories inside and outside higher education, including systems, institutional, cultural, cognitive, environmental, ecological, as well as power and influence.

**EDUC 6550. Assessment in Higher Education. 3 Credits.**

Key concepts in the assessment of outcomes in higher education and in student affairs. History of the assessment movement in higher education, strategies and methods for measuring outcomes of the college experience, identifying the limitations of operational processes that can be improved, and current issues in measuring student success in higher education.

**EDUC 6555. Higher Education Policy. 3 Credits.**

Assessment of policies that impact higher education, including the relationship of K-12 policy to higher education. Policy networks and mechanisms of policymaking. Policy development and assessment.

**EDUC 6560. Legal Problems in Higher Education. 3 Credits.**

Investigation of legal problems in higher education related to the legal structure of higher education, religious concerns, students, faculty, and academic programs.

**EDUC 6565. Financing Higher Education. 3 Credits.**

Analysis of private, state, federal, and other revenue sources; strategic planning, program budgets, and financial methods and practices.

**EDUC 6570. Educational Planning. 3 Credits.**

An examination of the planning movement in education: its historical development and the recent shift in premises, context, and expectations. Different approaches to the planning process; its role in research; and overview of main analytical techniques currently in use.

**EDUC 6572. Dynamics of Change. 3 Credits.**

An analysis of the process of change, particularly as it relates to educational policy. Comparison of theories; analytical tools; historical precedents; examples of federal education policies.

**EDUC 6575. Personnel Administration. 3 Credits.**

Human resource management: planning, recruitment, selection, placement and induction, staff development, rewards, and negotiations. Issues and legislation that influence personnel functions and policy; communication skills for human resource leadership.

**EDUC 6579. Managing Multicultural Environments. 3 Credits.**

Application of multicultural research in identifying key elements for managing diverse environments, communicating with families, planning professional development activities, and increasing student learning.

**EDUC 6580. Critical Theories in Higher Education. 3 Credits.**

Foundations, applications, and practice of critical social theories in U.S. education through rigorous texts, engaged discussion, and reflective assignments.

**EDUC 6585. Master's Internship in Higher Education Administration. 3-6 Credits.**

Supervised field experience in higher education settings. Admission by permission of instructor.

**EDUC 6590. Capstone in Higher Education Administration. 0 Credits.**

The capstone is designed to promote the integration of the core curriculum and practitioner experiences of the Master's degree program in Higher Education Administration, and to prepare for student transition to a professional student affairs or academic affairs position following completion of the degree. Restricted to students in the MAEd&HD in higher education administration program.

**EDUC 6601. International and Comparative Education. 3 Credits.**

Theoretical foundations of comparative and international education; systematic investigation of the structure and practices of selected representative school systems in different parts of the world. Development of methodologies for comparative study.

**EDUC 6602. Regional Studies in International Education. 3 Credits.**

In-depth study of education in a selected region of the world. Structures and issues facing education systems in social, political, economic, cultural, and historical context. Prospects of education for human national development. May be repeated for credit provided the region differs.

**EDUC 6610. Programs and Policies in International Education. 3 Credits.**

Overview of policies and programmatic responses to issues in international education. Topics include education and development, international higher education and student services, and education and marginalized people. May be repeated for credit provided the topic differs.

**EDUC 6615. Internationalizing U.S. Schools. 3 Credits.**

**EDUC 6620. Strategies and Analysis in International Education. 3 Credits.**

Strategies for improving education in international contexts. Topics include education and development, international higher education and student services, or education and marginalized people. May be repeated for credit provided the topic differs.

**EDUC 6630. International Experiences. 1-6 Credits.**

Study and research in a foreign country as part of a group program. Admission may require permission of the instructor.

**EDUC 6631. Internship: International Education. 1-6 Credits.**

Service in an international education institution or related individually designed program planned to enable the student to connect theory to practice. Admission may require permission of instructor. May be repeated for credit.

**EDUC 6640. Selected Topics in International Education. 3 Credits.**

Current trends, themes, and issues in international education. May be repeated for credit provided the topic differs.

**EDUC 6650. Education and National Development. 3 Credits.**

The role education plays in the process of national development in advanced industrial societies and societies moving to industrialism.

**EDUC 6660. Capstone in International Education I. 3 Credits.**

Review of core topics in international education and completion of major supervised project or paper. Taken near the end of the master's program in lieu of the comprehensive examination.

**EDUC 6661. Capstone in International Education II. 3 Credits.**

Review of core topics in international education and completion of major supervised project or paper. Taken near the end of the master's program in lieu of the comprehensive examination. Prerequisites: EDUC 6660.

**EDUC 6701. Museums as Institutions I: Fundamentals. 3 Credits.**

An overview of the museum as an environment for learning, considering the influence of institutional history and organizational structure on the museum's mission of serving the public.

**EDUC 6702. Facilitating Museum Learning I: Fundamentals. 3 Credits.**

Theory of and practice in the development of communication skills in the museum. Educational concepts; teaching strategies and techniques; institutional liaison and group process.

**EDUC 6703. Co-Creating with Museum Participants. 3 Credits.**

Students develop skills for co-creating programs with museum participants and communities. Prerequisites: EDUC 6701 and EDUC 6702.

**EDUC 6704. Facilitating Museum Learning II: Field Placement and Seminar. 3-6 Credits.**

Supervised placement in local educational institutions. To be taken in the first year of the program. On-campus seminar focuses on human development and learning theory. Placement requires a 16 hour per week commitment.

**EDUC 6705. Museums as Institutions II: Field Placement and Seminar. 6 Credits.**

Supervised placement in area museums and related organizations where students carry out projects in cooperation with the site. To be taken in the first year of the program. Placement requires a commitment of 32 hours per week. Restricted to museum education students. Prerequisites: EDUC 6701, 6702, 6703, and 6704.

**EDUC 6706. Evaluating Museum Learning. 3 Credits.**

Evaluation and research methods appropriate to the museum setting. Review of research on museum audiences; designing exhibition and program evaluations.

**EDUC 6707. Museum Proposal Writing. 3 Credits.**

Preparation of proposals for museums seeking support from public and private funders. Proposals are developed in cooperation with local museums.

**EDUC 6709. Interpretation in the Historic House Museum. 3 Credits.**

Seminar integrating advanced practices of museum education with current scholarship in architectural history, material culture, and social history. Extensive use of Washington museum resources. Same as AMST 6709. Admission by permission of instructor.

**EDUC 6710. Museums and Technology. 3 Credits.**

Applications of technology that link the public with the museum: Internet exhibitions, interactive computer programs, video conferencing, the electronic classroom. Guest lectures, field trips, and group projects.

**EDUC 6711. Museum as a Learning Environment. 3 Credits.**

Exploration of why visitors frequent museums and how they create personal meaning. Approaches to support the audience's engagement with the museum's resources.

**EDUC 6801. Prelude to Experiential Education and Jewish Cultural Arts. 1 Credit.**

Theme-based orientation to the program in experiential education and Jewish cultural arts and to the metropolitan Washington, DC, Jewish community. Includes extensive site visits. Restricted to students in the experiential education and Jewish cultural arts program.

**EDUC 6802. Finale in Experiential Education and Jewish Cultural Arts. 1 Credit.**

Theme-based orientation to the program in experiential education and Jewish cultural arts and to the metropolitan Washington, DC, Jewish community. Students plan and implement extensive site visits. Restricted to students in their final semester of the experiential education and Jewish cultural arts major. Prerequisite: EDUC 6801.

**EDUC 6803. Introduction to Experiential Jewish Education. 4 Credits.**

Introduction to the theory and practice of experiential Jewish education in a variety of settings, addressing the relationship of education to identity development. Includes a fieldwork experience.

**EDUC 6804. Applied Research in Experiential Jewish Education. 3 Credits.**

Overview of research methods employed in experiential Jewish educational settings and their various applications to practice. Prerequisite: EDUC 6803 Introduction to Experiential Jewish Education.

**EDUC 6805. Capstone in Experiential Education and Jewish Cultural Arts. 3 Credits.**

Six-week, full-time internship at leading Jewish cultural institutions in the United States and abroad. Restricted to students in the experiential education and Jewish cultural arts program.

**EDUC 6806. Jews, Social Justice, and Activism. 3 Credits.**

Critical examination of the important place of social activism, civic engagement, and community service in American Jewish life.

**EDUC 6807. Fieldwork in Experiential Jewish Education. 3 Credits.**

Sixteen-week, part-time internship at leading Jewish organizations or institutions. Restricted to students in the master's degree in experiential Jewish education program.

**EDUC 6810. Paideia and Jewish Education. 2 Credits.**

Analysis of the ancient Greek concept of paideia and its implications for the theory and practice of contemporary experiential Israel education.

**EDUC 6811. Foundations of Contemporary Israel. 3 Credits.**

Key questions and concepts surrounding Israel's history, and Israeli society, politics, and culture, from 1948 to present. Restricted to students in the graduate certificate in Israel education program.

**EDUC 6812. American Jews and Modern Israel. 2 Credits.**

The relationships of young American Jews, and the American Jewish community more broadly, to the modern State of Israel, particularly in the context of new political and ideological dynamics in the United States and Israel.

**EDUC 6813. The Israel Educational Experience. 4 Credits.**

Held in Israel over an eight-day period. Students learn about issues that characterize contemporary Israeli society and apply this learning to educational programming. Restricted to students in the graduate certificate in Israel education program.

**EDUC 6814. Teaching and Learning Hebrew Language. 3 Credits.**

Developing Hebrew language skills of conversation, comprehension, and grammar by engaging with contemporary Israeli literature and culture. Focus on the pedagogical implications of using Hebrew as an instructional language. Restricted to students in the Israel education master's and certificate programs.

**EDUC 6815. Culturalism and Israel Education. 2 Credits.**

Analysis of the culturalist approach to education and its implications for the development of a theory and practice of Israel education. Restricted to Restricted to Israel Education Master's and Certificate students.

**EDUC 6816. Professional Portfolio in Israel Education. 1 Credit.**

Creation of a professional portfolio that exemplifies knowledge, attitudes, viewpoints, skills, qualifications, experiences, and work products as an educator. Restricted to students in the experiential Jewish education and Israel education programs.

**EDUC 6840. Introduction to Improvement Science in Education. 3 Credits.**

The process and application of improvement science to complex educational problems.

**EDUC 6841. Inquiry Tools Supporting Improvement Science. 3 Credits.**

The means by which improvement science uses and adapts to a range of established qualitative and quantitative tools, processes, and methods to support educator inquiry within the context of K-12 school settings.

**EDUC 6842. Teacher Leadership through Improvement Science. 3 Credits.**

Improvement science practices that facilitate teacher leadership; dispositions, knowledge, processes, and relationships supportive of teacher leaders working in different school contexts.

**EDUC 6843. Improvement Science as Educational Change. 3 Credits.**

Improvement science as a staged, interpretive educational change process; diverse role group perspectives; past and current reforms efforts.

**EDUC 6998. Thesis Research. 3 Credits.**

Thesis research.

**EDUC 6999. Thesis Research. 3 Credits.**

**EDUC 8100. Experimental Courses. 1-12 Credits.**

Topic to be announced in the Schedule of Classes. May be repeated for credit provided the topic differs.

**EDUC 8101. Research and Independent Study. 1-3 Credits.**

Review of literature. Preparation of a dissertation proposal and a manuscript of publishable quality.

**EDUC 8110. Advanced Study: Ideas, Issues, and Practices in Education. 3 Credits.**

For precandidates for the EdD Alternative means of responding to the complexities of the educational process. Topics vary but concern education as an individual process and as sociocultural preservation and renewal. May be repeated for credit.

**EDUC 8120. Group Comparison Designs and Analyses. 3 Credits.**

Designs and analyses to assess differences for more than two groups when compared on one dependent variable. Fixed, random, and mixed effects ANOVA and ANCOVA models within factorial design, multiple comparison tests, and introduction to regression analysis. Prerequisites: EDUC 6116.

**EDUC 8122. Qualitative Research Methods. 3 Credits.**

A general introduction to several major qualitative research traditions (e.g., biography, grounded theory, ethnography, phenomenology, and case study). Application of qualitative research design and procedures, including preliminary data collection, analysis, and writing.

**EDUC 8130. Survey Research Methods. 3 Credits.**

Techniques used to collect an array of information from a large number of people through structured interviews and mailed, e-mailed, or web-based questionnaires. Defining the research question and design; sampling, survey development, data collection procedures, pretesting, and data handling. Prerequisite: EDUC 8120, EDUC 8122.

**EDUC 8131. Case Study Research Methods. 3 Credits.**

Techniques used to examine one or a few complex cases, collecting data from several types of sources and by several methods. The course covers design, data collection, and data analysis/integration. Prerequisite: EDUC 8122.

**EDUC 8140. Ethnographic Research Methods. 3 Credits.**

Techniques used to examine systematically the contemporary daily life of a given group in its natural setting, focusing on culture—the recurring patterns of thought and social relations. Issues of research design and data collection and analysis. Prerequisite: EDUC 8122.

**EDUC 8142. Phenomenological Research Methods. 3 Credits.**

Techniques used to elicit and recognize perceptions, interpretations, motives, expectations, and imaginations. The framing of appropriate research questions, data collection and analysis, and the statement of conclusions. Prerequisite: EDUC 8122.

**EDUC 8144. Discourse Analysis. 3 Credits.**

Techniques used to examine verbal and nonverbal communication to understand identity, beliefs, intentions, relationships, and culture. The framing of appropriate research questions; data collection and analysis. Prerequisite: EDUC 8122.

**EDUC 8147. Critical Methodologies in Educational Research. 3 Credits.**

Theoretical foundations of multiple critical research traditions; researcher responsibility, power and the construction of knowledge; scholarly research in design, practice, and report, drawing upon relevant critical epistemologies. Prerequisite: EDUC 8122.

**EDUC 8148. Qualitative Data Collection. 3 Credits.**

Identification of appropriate data sources, participant recruitment, mechanics of data collection, and research protocol development. Conducting observations, interviews, focus groups, and other ethnographic methods. Prerequisite: EDUC 8122.

**EDUC 8149. Qualitative Data Analysis. 3 Credits.**

Analysis of ethnographic and other forms of qualitative data in educational research. Interpretive strategies for analyzing qualitative data. Prerequisite: EDUC 8122.

**EDUC 8170. Educational Measurement. 3 Credits.**

Classical and modern measurement theory, item response theory, and factor analysis. Educational and psychological instrument development and validation. Interpretation of scale scores and assessment of instrument adequacy. Prerequisites: EDUC 8120. Recommended background: EDUC 6112 or equivalent.

**EDUC 8171. Predictive Designs and Analyses. 3 Credits.**

Techniques used to assess how independent variables are related to one dependent variable. Multiple linear regression, logistic regression, ordinal regression, and non-linear regression. Appropriate research questions, data interpretation, and design within generalized linear modeling. Prerequisites: EDUC 8120.

**EDUC 8172. Multivariate Analysis. 3 Credits.**

Techniques for assessment of relationships among multiple independent variables and dependent variables. Multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), discriminant analysis, and exploratory factor analysis. Prerequisite: EDUC 8171.

**EDUC 8173. Structural Equation Modeling. 3 Credits.**

Multivariate techniques used for assessment of structural (causal) relations among latent (unobserved) variables with multiple observed indicators: observed and latent variable path analysis and confirmatory factor analysis. Latent means analysis and latent growth modeling. Prerequisite: EDUC 8171.

**EDUC 8174. Hierarchical Linear Modeling. 3 Credits.**

Techniques appropriate for analyses of hierarchically structured data. Theoretical concepts of hierarchical linear models (HLM); social and behavioral research; popular HLM software such as HLMwin; and large scale datasets. Prerequisites: EDUC 8171.

**EDUC 8175. Item Response Theory. 3 Credits.**

Conceptual, mathematical, and applied issues in item response theory. Dichotomous models, item response theory software used for estimation and model fit, test construction, differential item functioning, and item response theory equating. Prerequisites: EDUC 8170.

**EDUC 8177. Assessment Engineering. 3 Credits.**

In-depth coverage of topics related to assessment engineering, including cognitive model development using cognitive diagnostic assessment and formative assessment modeling, item model development using auto item generation, and automated test assembly and psychometric model development using computer adaptive testing. Introduction to current assessment engineering and educational big-data analytic applications. Prerequisites: EDUC 8170.



**EDUC 8179. Capstone Project in Assessment, Testing, and Measurement in Education. 3,6 Credits.**

Multifaceted assessment that serves as a culminating academic and intellectual experience for students during the end of their academic program. The capstone project is similar to a thesis or dissertation but may take a variety of forms. Permission of the instructor required prior to enrollment. Prerequisite: EDUC 8170.

**EDUC 8240. Leading Organizations Through Change: Systems Thinking and Theory. 3 Credits.**

Theories and models examining how pk-12 school organizations are part of larger bureaucratic structures and how micro processes that help the overall organization function occur. Restricted to students in the EdD in educational leadership and administration program.

**EDUC 8268. Leading Ethically: Transformative, Adaptive, and Culturally-Responsive Leadership. 3 Credits.**

Historical and contemporary theories of leadership through the lens of education; leadership, adaptive leadership, and power analysis.

**EDUC 8270. Fundamentals of Educational Planning. 3 Credits.**

The planning movement in education at the federal, state, division, and building levels; strategic, short-term, and long-term planning processes for school and educational leaders.

**EDUC 8271. Policy Formation, Implementation, and Change for Educational Leaders. 3 Credits.**

The interactions of policy development, interpretation, and implementation at different levels of the system; how policy actors draw upon different values to advance and critique current problem formulations and related solutions in education.

**EDUC 8272. Strategic Planning and Organizational Transformation in Education. 3 Credits.**

The planning movement in education at the federal, state, division, and building levels; strategic, short-term, and long-term planning processes for school and educational leaders.

**EDUC 8276. Seminar: Administration and Supervision. 1-12 Credits.**

**EDUC 8277. Equity-Centered Advanced Instructional Leadership for School Improvement. 3 Credits.**

Introduction to the role of the instructional leader from school and district perspectives. Students gain theoretical and practical skills and knowledge in areas, among which are: education reform; accountability; and planning and sustaining change.

**EDUC 8280. Critical Review of Educational Leadership Literature. 1,3 Credit.**

The techniques, tools, and presentation of critical reviews and syntheses of educational literature used to inform forthcoming research. Systematic mapping of what is known and deriving research questions, conceptual frameworks, and applicable methods. Prerequisite: an approved dissertation topic or permission of instructor.

**EDUC 8320. The Politics of Education. 3 Credits.**

Examination of the contextual factors (political, economic, and historical) and the nature of political decision making on education issues, primarily at the state and local level. Prerequisite: EDUC 6371.

**EDUC 8321. Economics of Education. 3 Credits.**

Application of economic theory and analysis to education problems and policies; analysis of contemporary education reforms adopted to improve educational outcomes. Prerequisites: EDUC 6371 and EDUC 8171.

**EDUC 8322. Education Policy Implementation. 3 Credits.**

The evolution and implementation of education policies. Analysis of policy implementation at varying governance levels and types of educational systems. Policy is analyzed as a process and as it interacts with organizational, social, economic, and political factors. Prerequisites: EDUC 6371.

**EDUC 8323. Policies of Education Equity. 3 Credits.**

Analysis of the development, implementation, and evaluation of education equity policies, with consideration of their context, formulation, and application. Prerequisites: EDUC 6371 and EDUC 8171.

**EDUC 8325. Policy Design: Accountability in Education. 3 Credits.**

Models of educational accountability and their implementation within the broader U.S. education system; approaches to accountability, including contemporary policies such as market-based systems, regulatory approaches, and professional accountability. Prerequisite: EDUC 6371.

**EDUC 8329. Seminar in Program Evaluation. 3 Credits.**

Contemporary problems and issues in evaluation of social programs: design, implementation, analysis, and utilization. Prerequisite: EDUC 6381 and approval of instructor.

**EDUC 8334. Doctoral Internship in Educational Policy. 3-6 Credits.**

Methods of analysis used in the study of educational policy issues. Case studies on a range of policy issues and trends, including testing and accountability, school finance, school choice, and the federal role. Prerequisite: EDUC 6371, EDUC 6114, or permission of instructor.

**EDUC 8340. Methods of Policy Analysis in Education. 3 Credits.**

Methods of analysis used in the study of educational policy issues; policy issues and trends, including testing and accountability, school finance, school choice, and the federal role. Prerequisites: EDUC 6116 and EDUC 6371.

**EDUC 8345. Advanced Studies in Educational Policy Analysis. 1-12 Credits.**

The process by which education policies are designed, adopted, and implemented by education systems. Case studies of specific policies, examining their assumptions and objectives, the criteria for assessing their effectiveness, and their governance at federal, state, and local levels. Prerequisite: EDUC 6371, EDUC 8120, or permission of instructor.

**EDUC 8505. Seminar: Higher Education Administration. 1-12 Credits.**

**EDUC 8510. Administration and Organization of Higher Education. 3 Credits.**

Organizational characteristics and administrative nature of colleges and universities; challenges and opportunities for governance; cultures, norms, and changes in higher education organizations.

**EDUC 8515. Comparative and International Higher Education. 3 Credits.**

An exploration of cultural, theoretical, and disciplinary perspectives of international higher education through a comparative lens.

**EDUC 8520. Theories for Research on College Students. 3 Credits.**

Theoretical approaches used to study college students; competing frameworks and the contributions of emergent approaches to understanding college students.

**EDUC 8525. College and University Curriculum. 3 Credits.**

Development, patterns, creative design, issues, problems, evaluation, and trends in the higher education curriculum.

**EDUC 8530. Leadership in Higher Education. 3 Credits.**

Cognitive leadership theory as articulated in higher education: what leadership is, how it works, how it is practiced, how it is considered by scholars and practitioners, and how it is researched.

**EDUC 8540. History of Higher Education. 3 Credits.**

History, philosophy, scope, purpose, present status, programs, and trends in higher education in the United States.

**EDUC 8555. Policy Analysis in Higher Education. 3 Credits.**

The intricacies of major policy debates in higher education, focusing on policy framing, goals, solutions, and implementation.

**EDUC 8560. Case Studies in Higher Education Administration. 3 Credits.**

An analysis of case studies related to administrative functions in colleges and universities.

**EDUC 8565. College and University Governance. 3 Credits.**

Organizational and administrative structures, patterns, and relationships in higher education.

**EDUC 8566. Higher Education Finance. 3 Credits.**

Fundamental concepts in higher education finance; state finance and policy issues; and the impact of financial decisions made at the federal, state, and institutional levels on faculty and students.

**EDUC 8580. The Community/Junior College. 3 Credits.**

The two-year college as it relates to secondary education, four-year colleges, and universities. Objectives, curricula, students, faculty, legal concerns, and special problems of two-year colleges.

**EDUC 8582. Administration and Governance of Two-Year Colleges. 3 Credits.**

A study of the community/junior college, focusing on administrative and governance patterns and national, regional, state, and local influences, as well as the theory and structure of two-year college organization.

**EDUC 8585. Doctoral Internship in Higher Education Administration. 3-6 Credits.**

Service in a higher education situation directed by the University and the cooperating institution to integrate theory and practice. Admission by permission of instructor.

**EDUC 8594. Current Issues in Higher Education. 3 Credits.**

Analysis of contemporary issues in higher education practice and scholarship.

**EDUC 8701. Education Policy Design. 3 Credits.**

Processes and practices of policy planning and design in a system of federal, state and local control; effect of federal actions on the work of state and local educators; the state role in shaping federal education policies.

**EDUC 8702. Evidence in Education Policymaking. 3 Credits.**

Review of theory and research on evidence-informed policymaking and the practical skills of drafting evidence-informed policy initiatives; integrating research with other types of evidence to understand policy problems and formulate responses.

**EDUC 8703. Implementation for Education Policymakers. 3 Credits.**

The challenge of designing and implementing policy with attention to implementation. Review of research on the organizational, social, and political factors that influence implementation and case study analyses of successful and unsuccessful policy implementation.

**EDUC 8704. Advocacy and Strategic Communications. 3 Credits.**

The ways in which public discourse and political advocacy shape policy making and implementation; framing policy issues, advancing policy objectives, and engaging stakeholders and members of the media.

**EDUC 8810. Doctoral Seminar in Israel Education. 3 Credits.**

Exploration of the central features and dilemmas of the field of Israel education, with emphasis on its history, ideas/ideals, settings, curricula, research, stakeholders, professionalization, and trajectory.

**EDUC 8811. Doctoral Seminar in Israel Studies. 3 Credits.**

Explores the history, practices, and diverse literatures of the Israel Studies field, including its core questions, content, methodologies, sources, resources, and controversies, as well as its relationship to other area studies.

**EDUC 8812. Seminar in Conflict Education. 3 Credits.**

Philosophical, sociological, historical, and methodological aspects of evidence-based conflict education and its relationship with political, civic, moral, and peace education centering on the Israeli-Palestinian conflict as a case study.

**EDUC 8998. Pre-Dissertation Seminar. 3-6 Credits.**

Required of all departmental EdD degree candidates. Approval of the dissertation research proposal by the dissertation committee is necessary for successful completion of the seminar. Admission by permission of instructor.

**EDUC 8999. Dissertation Research. 3 Credits.**

Prerequisite: EDUC 8998.