

# EDUCATION (EDU)

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## **EDU 6030 Educational Methods in Theatre (3 Credits)**

Explores contemporary methods and trends in the teaching of high school theatre, emphasizing the following: management of a production program; critical response to artistic experiences; contexts of theatrical works; connections within the arts; and pedagogy. Attention is given to AATE standards and Washington State Essential Academic Learning Requirements in the Arts.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206030>)

## **EDU 6085 Moral and Theological Issues in Education (3 Credits)**

Educators face multiple ethical issues influenced by religious and philosophical values and perspectives. Students will explore if and how the Christian gospel might shape their motivation and practice as educators, particularly the implications of social justice ideals reflected in the ministry of Jesus Christ. The course also examines the multifaceted relationship between education and democracy, addresses shared decision-making in school settings, and advances a constitutionally appropriate role for religion in public school curriculum.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206085>)

## **EDU 6100 Introduction to Equitable Teaching (3 Credits)**

Serves as induction to the program and teaching profession. Explores the ways that individual identity and frames of reference influence instructional choices and interactions with students. Introduces topics to be deepened throughout the program, including the Muhammad Framework for Equity, organization and funding of schools, education policy and reform, social-emotional learning, culturally sustaining practices, the impact of technology on student learning and development, and Since Time Immemorial. Also covers requirements for certification and program assessments. Typically offered: Summer.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206100>)

## **EDU 6120 American Education: Past and Present (3 Credits)**

Examines historical aims and practical challenges related to popular education from the colonial period to the present. Democratic citizenship, equality of educational opportunity, and other major ideals of the common school will be discussed, with specific attention to how these ideals relate to present-day issues in education.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206120>)

## **EDU 6130 Classroom Management (3 Credits)**

Explores classroom management concepts and skills, such as showing empathy, communicating expectations, establishing routines and procedures, and handling non-instructional activities. Focuses on prevention of issues through planning and instruction. Includes study of intervention strategies when prevention is insufficient.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206130>)

## **EDU 6132 Learners in Context (3 Credits)**

Explores concepts of adolescent development such as physiology, cognition, and language. Examines the impact of attention, interest, memory, and motivation, along with stress, sleep, and substance abuse. Covers learning theory according to Piaget and Vygotsky and practical application of developmental concepts on planning, instruction, and assessment.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206132>)

## **EDU 6133 Culturally Sustaining Teaching for Diverse Learners (3 Credits)**

Considers ways in which future educators can create equitable and inclusive learning environments. Through a combination of theoretical diversity, equity, and inclusion (DEI) frameworks and practice-based methods, students will develop a deep understanding of culturally and linguistically sustaining teaching practices, with a focus on: differentiation strategies, inclusive instructional methods, assessments, and behavioral supports.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206133>)

## **EDU 6134 Professional Issues/Abuse (2 Credits)**

Considers an array of professional issues, from trouble areas for new teachers, to professional conduct. Emphasis on identifying signs of abuse, youth violence, and emotional distress. Covers procedures for mandatory reporting and teaching students about prevention.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206134>)

## **EDU 6136 Content Methods (3 Credits)**

Analyzes instructional methods such as assessing prior knowledge, integrating student assets, teaching academic language, scaffolding activities, deepening content learning, and reflecting on progress, among others. Enables application of subject-specific methods for designing lessons, practicing instruction, and assessing results.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206136>)

## **EDU 6139 Professional Issues Internship Seminar (1-2 Credit)**

This course revisits and deepens material introduced in the Introduction to Equitable Teaching course. Students apply their learning in relation to their experiences in internship by exploring topics such as family engagement, social-emotional learning, Since Time Immemorial, technology in the classroom, working with paraeducators, and other state and national initiatives. This seminar also covers procedures for mandatory reporting and considers an array of professional issues including teacher wellness, professional conduct, identifying signs of abuse, youth violence, and emotional distress.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206139>)

## **EDU 6140 Classroom Management and The Psychology of Learners I (2 Credits)**

Explores research-based concepts of development such as physiology, cognition, and language to understand how and why students learn and behave. Examines the science of learning and the impact of factors such as attention, prior knowledge, interest, memory, motivation, sleep, stress, and abuse. Explores classroom management concepts and skills such as building a respectful learning community, showing empathy, communicating high expectations, establishing routines and procedures, and handling non-instructional activities. Focuses on prevention of issues through planning and building rapport in culturally sustaining ways. Includes study of intervention strategies when prevention is insufficient. Typically offered: Summer.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206140>)

**EDU 6141 Classroom Management and The Psychology of Learners II (2 Credits)**

Explores research-based concepts of development such as physiology, cognition, and language to understand how and why students learn and behave. Examines the science of learning and the impact of factors such as attention, prior knowledge, interest, memory, motivation, sleep, stress, and abuse. Explores classroom management concepts and skills such as building a respectful learning community, showing empathy, communicating high expectations, establishing routines and procedures, and handling non-instructional activities. Focuses on prevention of issues through planning and building rapport in culturally sustaining ways. Includes study of intervention strategies when prevention is insufficient. Typically offered: Autumn.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206141>)

**EDU 6150 Planning, Instructing and Supporting Students I (3 Credits)**

Covers principles of planning and instruction for beginning teachers. Opens with models for structuring and sequencing learning (assessing background knowledge, writing goals, preparing unit and lesson plans). Continues with approaches for representing content (relevant examples, visual aids, manipulatives). Emphasizes selecting and adapting academic tasks (familiar or novel, changing instructional materials). Addresses methods for organizing students (independent, group, whole class) and formats for instructing (direct and indirect instruction, strategy instruction, dialogue).

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206150>)

**EDU 6160 Planning, Instructing and Supporting Students II (3 Credits)**

Revisits planning and instruction for beginning teachers. Coordinates these elements through assessment. Begins with principles for developing and communicating preferred performance (criteria, validity, reliability). Continues with techniques for progress monitoring (observation, questions), formulating and delivering feedback (task, process, self), and follow-up (remediation, review). Addresses use of multiple assessments (selected and constructed response, portfolio) and additional procedures for adapting tasks (accommodations, modifications). Concludes with information for establishing accountability systems (grading, scales, weighting) and for promoting student motivation (reflection, goal setting).

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206160>)

**EDU 6170 Inquiry, Teaching, and Assessment Methods for Math and Science I (3 Credits)**

The first course in a sequence addressing general and subject-specific teaching methods, as well as standards-based assessment, for math and science teachers. Focuses on planning for instruction, inquiry-based teaching strategies, and introduction to math and science standards.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206170>)

**EDU 6171 Inquiry, Teaching and Assessment Methods for Math and Science II (3 Credits)**

The second course in a sequence addressing general and subject-specific teaching methods and standards-based assessment for math and science teachers. Focuses on subject-specific instructional strategies, formative assessment, including analysis of student work, structured classroom observations, and introduction to professional organizations.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206171>)

**EDU 6172 Inquiry, Teaching and Assessment Methods for Math and Science III (3 Credits)**

The third course in a sequence addressing general and subject-specific teaching methods and standards-based assessment for math and science teachers. Focuses on assessment, particularly development of skills and judgment needed to integrate assessment into instruction, and analysis of teaching practice.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206172>)

**EDU 6173 Inquiry, Teaching Assessment Methods for Math and Science IV (3 Credits)**

The fourth course in a sequence addressing general and subject-specific teaching methods and standards-based assessment for math and science teachers. Focuses on research for improving teaching, including choice of effective instructional strategies, reflection on the relationship between theory and practice, and planning for ongoing professional development.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206173>)

**EDU 6250 Blueprint for Flourishing in Education (1 Credit)**

This course provides academic and social-emotional development for teacher education students as they move further into their graduate program. The three credits for this course are spread over the academic year from Autumn-Spring at one credit per quarter. The course focuses on individualized, meaningful activities and assignments developed one-on-one with the instructor that will increase the likelihood for success in the program. Students will identify their greatest areas for growth, learn to self-advocate, identify support resources, and empower themselves to make the most of their graduate school journey. At the conclusion of the course, students will create a culminating project that demonstrates progress on goals set at the beginning of the first quarter. Enrollment is limited and must be approved by the program chair. Typically offered: Autumn, Winter, Spring.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206250>)

**EDU 6350 Elementary Social Studies Methods (3 Credits)**

Provides a basic introduction to Social Studies Methods for elementary teachers, including in the areas of history, geography, economics, civics, and indigenous history. Identifies what is unique within the disciplines of social studies and how these may be integrated with other subjects taught in the classroom. Explores state and national standards of teaching social studies. Critically explores research, methods of teaching, and specific curricular approaches related to social studies. Emphasizes helping teachers develop students who are able to make informed and reasoned decisions as citizens in a culturally diverse, democratic society and interdependent world. Typically offered: Autumn.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206350>)

**EDU 6361 Secondary English Methods (3 Credits)**

Provides a foundation for teaching in the language arts classroom. Explores appropriate methods for secondary education and examines recent trends in the field.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206361>)

**EDU 6362 Science/Math Integrated Methods - Elementary/Middle School (3 Credits)**

Presents methods for elementary and middle-level instruction in science with math integration from the perspective of adolescent development. Includes analysis of the nature of science and its relationship to inquiry-based learning and mathematics. Prepares students to increase K-8 student attention, interest and motivation through the design of inquiry-based lessons predicated on exploration and discovery. Considers resource materials such as those produced by the American Association for the Advancement of Science and science standards.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206362>)

**EDU 6363 Language Arts/Social Studies/ Humanities Integrated Methods - Elementary/Middle School (3 Credits)**

Presents integrated methods for elementary and middle-level instruction in language arts, social studies, and humanities. Includes knowledge and skills for learning across disciplines, such as reading, writing, research, discourse, and reflective thinking. Covers learning theories and practical application of human development on integrated planning, instruction, and assessment.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206363>)

**EDU 6364 Teaching Secondary Social Studies (3 Credits)**

Organizes content around principles of effective social studies teaching and learning, such as construction of knowledge, connection between disciplines, development of reasoned judgement, and use of critical inquiry. Specific knowledge and skills include identifying features of effective curricula, designing units and lessons, and application of instructional practices like discourse, literacy integration, and cooperative learning.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206364>)

**EDU 6365 Methodology for Foreign Language Teaching (3 Credits)**

Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; and selection and development of instructional materials, including new technology.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206365>)

**EDU 6503 General Music Methods (3 Credits)**

A survey of methods for instruction in elementary classroom music and secondary general music programs. Includes exposure to current materials available for instruction in those settings and preparation of materials appropriate to age levels.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206503>)

**EDU 6504 Choral Music Methods (3 Credits)**

A survey of the teaching methods, rehearsal techniques, and choral organization from the elementary school chorus through the adult choir. Emphasis is on development of diagnostic rehearsal skills through special class projects and survival skills for the beginning choral director.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206504>)

**EDU 6505 Instrumental Music Methods (3 Credits)**

A survey of the instrumental music program, grades 5-12. Emphasis is on examination of appropriate teaching materials, teaching methods for various program levels, program planning and development, and evaluation of learner progress. Experience in planning and presenting model learning experiences in instrumental music is provided.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206505>)

**EDU 6514 Aspects of Career and Technology Education for Family and Consumer Sciences (3 Credits)**

Explores methods and strategies for teaching family and consumer science concepts. Provides opportunity for skill development in teaching presentation techniques that utilize the lecture/demonstration method. Emphasizes a critical understanding, development, and organization of the subject content that promotes student learning and meets national and state standards.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206514>)

**EDU 6524 Curriculum Design (3 Credits)**

Addresses theoretical and practical issues including philosophies of curriculum, curricular goals and objectives, alternate conceptions and designs of curriculum, process and content possibilities, planning with respect to scope and sequence, and the role of educators in the selection and development of curriculum materials. Students who successfully complete the course will be able to articulate the relationships between theoretical and practical models and will be able to critically assess, implement, and design developmentally appropriate curricular experiences for school and school-related environments.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206524>)

**EDU 6525 Culturally Responsive Teaching (3 Credits)**

Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools. Assist students in understanding and becoming aware of working with and teaching diverse groups within the educational setting. Examines the complex issues facing educational environments which include issues of race, class, gender, religion, ethnicity, and exceptionality. Special emphasis placed on English language learners. Typically offered: Winter.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206525>)

**EDU 6526 Survey of Instructional Strategies (3 Credits)**

Examines instructional strategies for promoting student achievement. Covers selection, implementation, and evaluation of strategies, along with determining the impact strategies have on language acquisition and integration of student culture and linguistic background.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206526>)

**EDU 6528 Accomplished Teaching (3 Credits)**

This course will contrast views of teaching and provide experience in reflective practices of lesson analysis through the review of written documents and video-taped lesson segments. Aiming to build professional capacity and skill in collaboration with other teachers in school settings, this lab course will be available to practicing teachers in school settings.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206528>)

**EDU 6530 Foundations for Instructional Coaching (3 Credits)**

This course is designed to meet the components of the Teacher Leadership Standard 10: understand effective use of research based instructional practices. This course allows graduate students to examine research in improving teaching including the selection, implementation and evaluation of instructional strategies. This course is also designed to teach graduate students how to support the improvement of colleagues with particular emphasis on building instructional coaching skills through the lens of the instructional strategies covered. Typically offered: Spring.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206530>)

**EDU 6546 Art Education Methods (3 Credits)**

Discusses the principles and elements of art as related to a variety of media with direct application for the classroom. Special emphasis is placed on the role of art in the curriculum and understanding the perceptual development of children. Studio periods will be augmented with lectures and discussion.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206546>)

**EDU 6555 Gender Topics in Education and Leadership (3 Credits)**

This class focuses on gender equality and equity in institutions specifically, Higher Education, although many of the issues presented in the text and throughout the course are applicable to K-12 and other organizations. Topics include the structure, blocked advancement, marginalization, and resource inequalities; structure meets culture, work-family conflicts; exclusionary cultures; intellectual and identity inequalities; hostile climates: harassment and incivility; and tools for change.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206555>)

**EDU 6600 Communication and Collaboration: Colleagues, Administration, and Community (3 Credits)**

This course addresses the responsibilities of professional educators beyond the classroom, including communication with colleagues and external agencies within the community and collaboration with peers, administration, district and state personnel. Teacher leadership and school improvement processes provide the framework for these explorations of effective collaboration. Special emphasis placed on English language learners.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206600>)

**EDU 6613 Standards-based Assessment (3 Credits)**

Develops attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, teachers and parents. Assists teachers as they develop the skills and judgment needed to integrate assessment into instruction. Focuses on integrating instruction and assessment and includes analysis of teacher-made tests, informal assessment activities, the use and interpretation of standardized instruments, reporting procedures and other sources related to student growth in academic, social and psychomotor areas.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206613>)

**EDU 6655 Human Development and Principles of Learning (3 Credits)**

Examines research in the social, psychological and biological dimensions of learning, cognition and motivation that are relevant to the educational process.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206655>)

**EDU 6858 Interdisciplinary Curriculum Studies (3 Credits)**

The problems of today are interrelated and complex. They require increased capacity for synthesizing knowledge from multiple perspectives and disciplines. These problems transcend social, political, economic, and scientific fields of study. Effective solutions are multi-faceted, and often address numerous domains such as justice, human rights, sustainability, and technology. Interdisciplinary inquiry provides an approach for examining complex problems, and devising possible solutions, while promoting a deeper sense of meaning and connection to others and the world. Interdisciplinary curriculum studies is a model of curriculum design predicated on integration, discovery, problem- and place-based learning, and the combination of disciplines to inspire curiosity, intellectual depth, and personal fulfillment.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206858>)

**EDU 6882 Positive Psychology and Spirituality in the Schools (3 Credits)**

Explores the linkages between human spirituality and positive psychology. The usefulness and appropriateness of utilizing the students' expressions of spirituality in the educational setting to further their personal-social and educational development are also discussed. The course examines the major theories, research, ethical concerns, and best practices relating to spirituality-positive psychology connections. Through course activities and readings, participants will gain a richer understanding of their own spirituality and learn to dialogue effectively about others' spiritual formulation. Participants are asked to articulate their own spiritual lens and how it might influence their work with school-age children. Various approaches and materials that can assist counselors/educators in matters of student spirituality are explored.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206882>)

**EDU 6899 Curriculum and Instruction Capstone (3 Credits)**

Enables students to integrate work related to Curriculum and Instruction program standards as well as professional and personal development. The capstone caps off the students' studies and showcasing how the skills and knowledge they have learned can be put to use in the real world. The capstone in the curriculum and instruction master's degree program can take several different forms, including a thesis or research project, an internship or practicum, a portfolio, a comprehensive examination or some combination of these components.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206899>)

**EDU 6900 Independent Study (1-6 Credit)**

Student works with a faculty member on a mutually agreed upon topic.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206900>)

**EDU 6918 Introduction to Teaching (2 Credits)**

Serves as induction to the program and general orientation to teaching. Surveys organization and funding of schools, education policy and reform, requirements for certification, and program assessments, among other topics. Emphasis given to exploring cultural competence and analyzing characteristics of effective teachers.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206918>)

**EDU 6940 Autumn School Observation Experience (2 Credits)**

Requires a minimum of 20 hours of classroom observation at the beginning of the school year. Activities include attending in-service meetings and making preparations for the first days of school, assisting the teacher with assessments and observing the development of curriculum planning. Course discussions will link observations completed in spring quarter and draw conclusions regarding how teachers build an equitable learning environment, classroom management and other topics. Typically offered: Autumn.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206940>)

**EDU 6944 Professional Learning Networks (1 Credit)**

Professional Learning Networks (PLNs) are small groups of endorsement-alike students across all graduate program tracks. PLNs support students in developing a sense of belonging and teacher identity during the program. With the support of faculty mentors and program events, PLNs explore topics aligned to internship and coursework. Each quarter has a focus topic, including supporting multilingual learners, supporting exceptional learners, and educational technology. Typically offered:

Summer, Autumn, Winter, Spring.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206944>)

**EDU 6945 Residency Student Teaching Internship (1-10 Credit)**

A full-time clinical practice experience in a supervised classroom setting where teacher candidates practice the knowledge and skills of a professional educator including observation, planning, instruction, assessment and reflection.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206945>)

**EDU 6949 Student Teaching Internship (1-10 Credit)**

A full-time clinical practice experience in a supervised classroom setting where teacher candidates practice the knowledge and skills of a professional educator including observation, planning, instruction, assessment and reflection.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206949>)

**EDU 6950 Topics in Education (1-6 Credit)**

Examination of a current topic or issue.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206950>)

**EDU 6960 Master's Project (3 Credits)**

Involves the practical application of knowledge and skills which results in a product useable in the individual's professional or potential role. This is approved and supervised by a faculty member with expertise in the selected area of study.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206960>)

**EDU 6975 Interpreting and Applying Educational Research I (3 Credits)**

The first of a two-course sequence on research methods in education, emphasizing the concepts, procedures, and vocabulary of quantitative research. Covers descriptive statistics, probability and the normal distribution, educational measurement, and research designs. Prepares students to critically evaluate research articles and to develop an original research proposal.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206975>)

**EDU 6976 Interpreting and Applying Educational Research II (3 Credits)**

Teaches students to apply statistical concepts in a research setting and experience the excitement associated with research. Emphasizes understanding the use and interpretation of inferential statistics techniques. Prepares students to become aware of the relationship between statistics and research methodology and develop skills to critically analyze research in the behavioral sciences.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206976>)

**EDU 6978 Introduction to Science, Technology, Engineering, and Mathematics (STEM) Education Research (3 Credits)**

Investigates research methods and findings in math and science education, including research into student thinking and how people learn, curriculum design, instructional strategies, and assessment methods.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206978>)

**EDU 6979 Action Research in School Settings (3 Credits)**

This course provides foundations in educational research aimed at school settings as well as the needed support during the design and implementation of an action research project.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206979>)

**EDU 6980 Applying Research in School Settings (3 Credits)**

This course seeks to enable students to be more informed about, and better equipped to deal with educational research, including data literacy, data-driven decision making, and research-based practice. Students will be able to analyze, interpret, and explain data, understand research articles, and critically evaluate claims based on research.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206980>)

**EDU 6989 Spring School Observation Experience (3 Credits)**

Requires a minimum of 40 hours of classroom observation near the end of the school year. Topics are aligned with coursework and include observing for multiple instructional strategies, planning and adapting curricula, standards-based assessment, collaborating with families and communities, and professional activities and communication, among others. Emphasis given to application of culturally sustaining teaching. Typically offered: Spring.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206989>)

**EDU 6990 Teacher Leadership Capstone (3 Credits)**

A capstone experience that provides students the opportunity to collect work related to the Teacher Leadership program standards created in various development efolio(s), reflect on the implications of this work, and prepare and share a presentation portfolio.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206990>)

**EDU 6995 Master's Thesis (3,6 Credit)**

Makes formal investigation, under the direction of a committee assigned by the director of graduate studies, into a research question that involves original data and primary sources and results in a scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study; and periodic conferences with major advisor.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%206995>)

**EDU 7101 Instructional Theory (3 Credits)**

Studies teaching/learning theories with applications to instructional settings. Examines constructivism, developmentalism, behaviorism, cognitive science and information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their area of emphasis.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207101>)

**EDU 7102 Curriculum Theory (3 Credits)**

Examines curriculum design based on an advanced study of theoretical constructs of the curriculum. Discusses the academic centered, society centered and learner centered models. Students will be expected to develop a curriculum design appropriate to their areas of emphasis that includes significant research findings as well as specific curricular applications.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207102>)

**EDU 7105 Issues in Education (3 Credits)**

Studies emerging and controversial issues in education. Issues will be chosen on the basis of their present significance and their potential for fundamental change in the educational system. Students will be expected to study the issues in depth and to develop written and oral positions.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207105>)

**EDU 7106 Trends and Research in Global Education (3-6 Credit)**

The course provides students with an overview of past developments, emerging trends, relevant research findings, teaching and learning methods, and prominent ideas in global education. The nature and quality of research in global, comparative, and international education represent a particular focus of the course. Students will be expected to participate interactively and to show evidence of reflection on the purposes and design of education as it is organized in societies around the world. A key question organizing the seminar is, how do different approaches to educational theory, practice, and research inform our perspectives on teaching and learning, educational policies and requirements, and expectations of teachers and students in an increasingly interconnected, global society?

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207106>)

**EDU 7107 Program Evaluation (3 Credits)**

Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs.

Emphasizes the use of evaluation results in the decision making process.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207107>)

**EDU 7108 Access and Equity in Education (3 Credits)**

The focus of this course is to prepare scholars and educational leaders who can promote social diversity and social justice in education settings through the development of theoretical and practical knowledge, empirical research, and the use of effective social justice education practices. The course emphasizes the interpersonal, theoretical, and philosophical understanding needed for the success of both the teacher and learner. It engages students in the interrogation and further theorizing of social justice issues and social justice education practices for the purpose of developing knowledge capable of fostering educational environments that are socially just, diverse, inclusive, and equitable.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207108>)

**EDU 7110 Advances in Educational Assessment (3 Credits)**

Prerequisite: EDU 7973 is recommended. This course is designed to extend students' knowledge of psychoeducational techniques, with strong focus on processes underlying the development of interventions to support student learning. Planning and implementing curriculum that corresponds with the findings of student assessment as well as current accountability assessment systems are examined. Advanced methods of scale development are presented, including, e.g. confirmatory factor analysis and item response theory.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207110>)

**EDU 7115 Advances in Educational Psychology (3 Credits)**

This graduate level course examines research and applications of current learning and development theories. Building upon prior coursework, students will more intensely focus on selected theories. Topics may include, but are not limited to, cognitive development, information processing, moral and spiritual development, social psychology, and motivation.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207115>)

**EDU 7120 Educational Organizations and Systems (3 Credits)**

The course content provides students an understanding of complex organizations in their historical context, the development of major frames, metaphors, images, and theories of complex organization, and the implications these present for organizational design, change, management, and leadership.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207120>)

**EDU 7300 Introduction to Educational Research and Statistics (3 Credits)**

This optional seminar (may be used as elective credits) serves as a "bridge" course for those new education doctoral students and is designed to review as well as introduce basic and advanced quantitative research methods and statistical analyses skills and concepts. Discussion of SPSS is also included. This course takes a conceptual rather than mathematical approach to learning the topics under discussion.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207300>)

**EDU 7900 Independent Study (1-6 Credit)**

Student works with a faculty member on a mutually agreed upon topic.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207900>)

**EDU 7910 Seminar in Educational Values (3 Credits)**

Studies ethics and values as they affect educational decision making and policy.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207910>)

**EDU 7930 University Teaching Practicum Seminar (1-3 Credit)**

Students will instruct a graduate level course in their area of doctoral specialization with close supervision from a School of Education professor. Students will plan the course, write the syllabus, and serve as the primary instructor and evaluator.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207930>)

**EDU 7971 Advanced Qualitative Research (3 Credits)**

This course addresses theory and practice of qualitative research fieldwork and data gathering. Complementing the foundation of qualitative research design provided in EDU 7974, this course will focus is on the practical, hands-on considerations associated with writing research proposals, entering the field, coordinating fieldwork, techniques of data collection, and data management. A review of the primary methods including Grounded Theory, Narrative, Case Study, Ethnography, and Phenomenology will be presented and additional approaches not covered in previous course may be introduced. This course is designed to prepare the student for the production of a dissertation. In addition, this course will review the Institutional Review Board User's Guide and expose students to the IRB review requirements and process, including the completion of the NIH Human Subject Assurance Online Training Program. Students may choose to participate in an individual or group research project focusing on manuscript completion and submission for publication consideration.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207971>)

**EDU 7972 Quantitative Research Design I: Linear Models and Regression Analyses (3 Credits)**

Focuses on quantitative research methodology and statistics, including but not limited to descriptive statistics, inferential statistics, correlation, linear models and regression analyses. The first in a sequence of two courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207972>)

**EDU 7973 Quantitative Research Design II: Univariate, Multivariate Analyses Nonparametric Models (3 Credits)**

Focuses on quantitative research methodology and statistics, including but not limited to ANOVA, MANOVA, ANCOVA, Chi-Square, Nonparametric Models, and Exploratory factor analysis. The second in a sequence of two courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207973>)

**EDU 7974 Qualitative Research Design (3 Credits)**

Focuses on qualitative research designs. The course intends to serve as an introduction to qualitative research design, methodology, approaches, and analysis. Additionally, students will learn to critically analyze other's qualitative research and its contribution to their own research and/or practice. Advanced coursework in qualitative research is recommended for in-depth training suitable for dissertation work and advanced research.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207974>)

**EDU 7976 Advanced Topics in Research Methods and Designs (3 Credits)**

The intent of this doctoral research seminar is to provide students with a conceptual and practical understanding of advanced quantitative, qualitative, mixed-methods designs and statistical procedures, focusing on certain approaches not covered in prior research methods courses. The course includes a discussion of the advanced research processes involved in these areas, such as, design, data collection, data analyses, and the interpretation of research findings. The primary focus in the course is to explore and apply advanced research methodologies and/or statistical analyses that may be used in the development and implementation of a dissertation and independent research studies. Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207976>)

**EDU 7977 Seminar: Research Methods and Statistics Review (3 Credits)**

This seminar is designed to review basic and advanced statistical analyses skills and concepts. The course should assist students with preparation for their research comprehensive examinations.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207977>)

**EDU 7978 Seminar: Review of Theory and Research in Curriculum and Instruction/Foundations (3 Credits)**

This seminar is designed to review current theories and research in Curriculum and Instruction and in the foundations of education. The course should assist doctoral students with preparation for their research comprehensive examinations.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207978>)

**EDU 7990 Leadership Colloquium (3 Credits)**

Students write a scholarly paper and present it to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty in the School of Education.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207990>)

**EDU 7991 Dissertation Orientation (1 Credit)**

Focuses on the dissertation process and includes topics such as writing the proposal and the dissertation.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207991>)

**EDU 7995 Doctoral Dissertation (1-15 Credit)**

Requires original research conducted under the guidance of a faculty advisor. Students must reach candidacy status prior to registration. 17 credits are required for the degree.

Course Schedule (<https://catalog.spu.edu/course-search/?details&code=EDU%207995>)