

EDU - EDUCATION

EDU 105 Exploring Teaching (3 Credit Hours)

This course analyzes the culture of public education with focus on the purpose of schools and their organization; teachers' roles and responsibilities; student as learner centering on equity and fairness issues; and societal changes as they continuously impact the school. Regular visits to schools are an integral part of this course across the elementary, middle school and high school levels emphasizing the collection of data to question the assumptions on which this institution is based. Focused observations will help to unpack the intricacies of what schools and teaching entail.

Academic Level: Undergraduate

EDU 110 Supporting 21st Learning through Technology (3 Credit Hours)

The course will provide a survey of critical use of instructional technology appropriate for supporting 21st Century teaching and learning.

The course will introduce technology integration tools that support engagement, enhancement, and extension of learning. Using hands-on experience and a Project-Based Learning (PBL) environment students will be actively engaged in learning about the National Educational Technology Standards for Students (NETS-S**) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Academic Level: Undergraduate

EDU 115 Field Practicum I (1 Credit Hours)

This one credit course introduces UNE Education Majors to the Common Core Teaching Standards and Council of Exceptional Children Standards while they simultaneously spend time in a K-12 classroom. Students will explore best teaching practices through classroom observation and interactions with students. Analysis of the mentor teacher's instructional methods and professional choices will require students to explore the decision-making processes that occur in a classroom and the depth of knowledge and consideration. They must therefore develop through their journey to becoming an educator. Students will spend 20 hours in a classroom and 15 hours of class time.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification, Middle Secondary Ed with Cert or Special Education.

EDU 120 Educating for Community and Belonging (3 Credit Hours)

This course addresses diversity issues that affect students in K-12 classrooms. Hate crime-protected identities are examined: race, ethnicity, religion, gender, sexual orientation, physical disabilities, mental challenges, as well as other differences, including: body image, socio-economic status, homelessness, expelled & suspended students, children of incarcerated parents, and other Adverse Childhood Experiences (ACES). These differences can lead to negative school experiences that disenfranchise students from optimum learning opportunities. Increasing future educators' and other professionals' awareness of strategies that convey respect and value for students' differences is critical for creating an inclusive and safe school climate for all students. Field work is a required part of this course.

Academic Level: Undergraduate

EDU 133 Controversial Topics in Education (3 Credit Hours)

This course examines key historical, contemporary, and future perspectives regarding educational access and equity in American education, addressing historical events, issues and policies from our country's history, as well as current events affecting education. Through course experiences, participants define their own roles and responsibilities as citizens in identifying biases and supporting changes that create educational opportunity and equity for all. Class meetings are highly interactive and discussion-based, with high expectations for class participants.

May be repeated for credit.

Academic Level: Undergraduate

EDU 202 Curriculum, Instruction, and Assessment (3 Credit Hours)

This three-credit course introduces students to curriculum theory, instructional strategies, and assessment and how it relates to the design of effective lessons and units. Students will explore a variety of approaches to curriculum and create original lessons and units as they learn to synthesize the necessary elements of education in the 21st century.

Academic Level: Undergraduate

EDU 204 Trauma Responsive Education (3 Credit Hours)

This course introduces students to the meaning and prevalence of adverse childhood experiences and examines the impact these experiences have on relationships and learning. The course will explore the science and research behind learning for students to make the connection between childhood trauma and what happens in a classroom setting. We will explore the best practice of approaching future students through a lens of trauma sensitivity and begin to examine how to create a trauma sensitive learning environment. We will keep in mind our own self-care and needs as we develop a plan to nurture our own resiliency.

Academic Level: Undergraduate

EDU 205 Science Outreach Experience (3 Credit Hours)

This course is designed to equip students with the skills and knowledge needed to effectively communicate science to the public through various outreach activities, including presentations, workshops, demonstrations, and community engagement. Students will get hands-on learning and practice in designing and delivering engaging science-related learning experiences for diverse audiences. This course is best suited for students majoring in a science-related field who want to gain skills to enable them to translate their scientific knowledge into inspiring others to engage in their respective scientific fields.

May be repeated for credit.

Academic Level: Undergraduate

EDU 206 Foundations of Lit/Lang Dev (3 Credit Hours)

Foundations of Literacy and Language Development will focus on examining the building blocks of teaching children how to read. This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction. During this course, students will become proficient in the core components of literacy instruction which consist of phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing. This course includes an exploration of instructional strategies to implement a coordinated early literacy program and plan an appropriate curriculum aligned with research around literacy development. One of the requirements for this course is a field experience where students will visit a classroom observe, participate, and analyze examples of effective teaching practices.

Academic Level: Undergraduate

EDU 213 Support Multilingual Learners (3 Credit Hours)

In this course students will explore the social, emotional, and instructional needs that define the educational landscape for the Multilingual Learner population in the United States. Students will learn about relevant theory and practice that supports Multilingual Learners' development and provides access to the core academic curriculum. They will understand the historic and cultural issues that may impact student learning. Students will apply second language acquisition theory to planning, implementing, and assessing instruction. In addition, sociocultural factors and their influence on learning as well as the importance of collaboration and policy implications will be explored. Readings and video content will address issues of equity, history, political decisions, linguistic development, functions and forms of language, diagnostic, formative and summative assessment, and classroom design in educational settings.

Academic Level: Undergraduate

EDU 215 Field Practicum 2 (2 Credit Hours)

This two credit course dives deeper into the Common Core Teaching Standards and the Council of Exceptional Children Standards while they simultaneously spend time in a K-12 classroom. Students will explore best teaching practices through classroom observation and interactions with students. Analysis of the mentor teacher's instructional methods and professional choices will require students to explore the decision-making processes that occur in a classroom and the depth of knowledge and consideration they must therefore develop through their journey to becoming an educator. Students will spend 40 hours in a classroom and 30 hours of class time.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification, Middle Secondary Ed with Cert or Special Education.

EDU 242 Comparative Ed/Global Context (3 Credit Hours)

This course investigates comparative education theories and philosophy to examine education in different global contexts. By investigating contexts locally (our community), nationally (our country) and globally (a different country) students will extend their knowledge about society and how this is enacted through the institution of its schools. Exposure to diverse cultural and educational perspectives is essential to the development of an understanding of society and oneself, as well as to foster a disposition to be committed citizens of the world.

Additional fees may exist.

Academic Level: Undergraduate

Enrollment limited to students with the Global Ed. Travel Course Appro attribute.

EDU 242L Education Up Close Travel (1 Credit Hours)

This one credit course is a travel component to EDU 242 Comparative Education in a Global Context. During this course students will learn about another country's Education system and how it has been shaped by its history, culture, religion, geography, and language. Students will also reflect upon their own culture to create cultural mini-lessons which they will be teaching in schools. After a week of travel students will reflect upon what they have learned.

Additional fees may exist.

Academic Level: Undergraduate

Corequisites: EDU 242

Enrollment limited to students with the Global Ed. Travel Course Appro attribute.

EDU 261 Teaching Social Studies K-8 (3 Credit Hours)

This course addresses the issues, themes, and methods that are critical for helping elementary students develop an understanding of social studies issues. Pre-service teachers will engage in their own expansion of social studies knowledge and skills through completing reading and writing assignments and participating in class discussions, small group and whole class collaborative learning, other active learning activities, and observation of elementary social studies instruction in a school setting. Field study required.

Equivalent to EDU 274.

Academic Level: Undergraduate

Enrollment limited to students in the *School of Prof. Studies or Education departments.

EDU 267 Teaching Science K-8 (3 Credit Hours)

This course introduces students to the methods and content required to teach science in kindergarten through eighth grade. The Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS) are highlighted in embracing science practices (inquiry) that incorporate cross-cutting concepts (content) and patterns (themes). Knowing science content and applying science pedagogy are equally emphasized. Additionally, an examination is made of how to integrate science with other subjects particularly literacy. Field Study required

Equivalent to EDU 275.

Academic Level: Undergraduate

Enrollment limited to students in the *School of Prof. Studies or Education departments.

EDU 274 Methods of Teaching Social Studies (3 Credit Hours)

This course is designed to give prospective teachers the skills, tools, background knowledge, and confidence to teach social studies at the elementary level. Students will engage in a variety of activities and explore texts intended to survey topics in social studies pedagogy, including evaluating and enhancing curricular resources, aligning relevant standards to learning activities and assessments, utilizing literacy and an interdisciplinary approach, employing a variety of teaching methods, and the importance of multicultural education. Students will familiarize themselves with domains of social studies such as history, civics, economics, and geography. Finally, students will have the opportunity to seek practical applications for their pedagogical knowledge in building an archive of resources and lessons, as well as through classroom observations.

Equivalent to EDU 261.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Elementary Ed w/ Certification.

EDU 275 Methods of Teaching Science (3 Credit Hours)

This course covers teaching science in kindergarten through sixth grade. The Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS) are highlighted in embracing science practices (inquiry) that incorporate cross-cutting concepts (content) and patterns (themes). Knowing science content and applying science pedagogy are equally emphasized. Additionally, an examination is made of how to integrate science with other subjects particularly mathematics and literacy. Field study required.

Equivalent to EDU 267.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Elementary Ed w/ Certification.

EDU 303 Read&Writ in the Content Area (3 Credit Hours)

This course is designed for the pre-service teachers who are pursuing teacher certification to work with children in grades 7-12. Participants will develop strategies for assisting students with vocabulary development, the conventions of writing, and approaches to reading for information in the various content areas. Additionally, participants will learn to assess the readability of textbooks and other teaching materials as a means of enhancing student success. Topics include note-taking, efficient reading and writing strategies for diverse discourse communities, and other learning and study skills. Field study required.

Academic Level: Undergraduate

EDU 326 Education Law (3 Credit Hours)

Legal issues that fall within the kindergarten to grade 12 school are the focus of this course. These issues include church versus state interests; discrimination and desegregation disputes, special education challenges, students' rights, teachers' rights, and tort liability. Awareness of the legal structure of education with respect to local, state and federal governments is fostered while emphasizing the knowledge and skills needed to effectively analyze legal situations that occur and may occur within schools. Ethical issues generated from case and statutory law also will be explored. (Cross-listed with PSC 319)

Academic Level: Undergraduate

EDU 332 Typical and Atypical Language (3 Credit Hours)

Academic Level: Undergraduate, Graduate

EDU 373 Teaching Mathematics, K-8 (3 Credit Hours)

This course introduces students to the methods and content required to teach math in kindergarten through eighth grade. The Common Core State Standards for Math (CCSS-M) are focused upon as we build curriculum with student-centered content and management. Experiential learning in local schools is a foundational piece of this course. Field Study required.

May be repeated for credit. *Equivalent to EDU 378.*

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification, Elementary Education K-8 or Elementary/Middle Education.

EDU 376 Methods of Teaching Reading (3 Credit Hours)

The goal of this course is to provide the knowledge, skills, and dispositions required to be a successful teacher of reading at the elementary/middle level. This course was designed using the International Reading Associations (IRA) Standards for Reading Professionals as well as based in scientifically supported reading instruction and the increased demands of the Common Core State Standards (CCSS). An integral part of this course is a targeted field study component. By combining course work with classroom observations, students will obtain practical applications that will deepen their knowledge of reading pedagogy for this age level.

Equivalent to EDU 386.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification.

EDU 377 Methods of Teaching Writing (3 Credit Hours)

The goal of this course is to provide the knowledge, skills, and dispositions required to be a successful teacher of writing at the elementary level. This course was designed using the International Reading Associations (IRA) Standards for Reading Professionals as well as based in scientifically supported writing instruction and the increased demands of the Common Core State Standards (CCSS). An integral part of this course is a targeted field study component. By combining course work with classroom observations, students will obtain practical applications that will deepen their knowledge of writing pedagogy for this age level.

Equivalent to EDU 387.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification.

EDU 378 Methods of Teaching Mathematics (3 Credit Hours)

This course covers teaching mathematics in kindergarten through sixth grade. The Common Core State Standards for Mathematics (CCSS-M) are used as a basis to build a strong mathematics curriculum, emphasizing both process and content while focusing on student-centered instruction. Peer teaching is central to this course in order to gain experience in designing and teaching lessons grounded in problem-based learning and having students attain a conceptual understanding of mathematics. Field study required.

Equivalent to EDU 373.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification.

EDU 385 Diversity Issues in Schools (3 Credit Hours)

The course addresses diversity issues that affect students in K-12 classrooms. Hate crime protected identities will be examined, as well as other differences - like body size, low socio-economic status, homelessness, expelled & suspended students, children of incarcerated parents, and Adverse Childhood Experiences (ACES). If left unaddressed, these issues can lead to negative school experience that disenfranchise students from learning opportunities. Increasing future educators' and other professionals' awareness of strategies that convey respect and value for students' differences is critical for creating an inclusive and safe school climate for all students.

Academic Level: Undergraduate

Enrollment limited to students in the *School of Prof. Studies, Education or School of Arts Humanities departments.

EDU 386 Lit. Methods:K-8 Reading (3 Credit Hours)

The goal of this course is to provide the knowledge, skills, and dispositions required to be a successful teacher of reading at the elementary/middle level. This course was designed using the International Reading Associations (IRA) Standards for Reading Professionals as well as based in scientifically supported reading instruction and the increased demands of the Common Core State Standards (CCSS). An integral part of this course is a targeted field study component. By combining course work with classroom observations, students will obtain practical applications that will deepen their knowledge of reading pedagogy for this age level.

Equivalent to EDU 376.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification, Elementary Education K-8 or Elementary/Middle Education.

EDU 387 Lit. Methods: K-8 Writing (3 Credit Hours)

The goal of this course is to provide the knowledge, skills, and dispositions required to be a successful teacher of writing at the elementary/middle level. This course was designed using the International Reading Associations (IRA) Standards for Reading Professionals as well as based in scientifically supported writing instruction and the increased demands of the Common Core State Standards (CCSS). An integral part of this course is a targeted field study component. By combining course work with classroom observations, students will obtain practical applications that will deepen their knowledge of writing pedagogy for this age level.

Equivalent to EDU 377.

Academic Level: Undergraduate

EDU 397 Education Independent Study (1-12 Credit Hours)

May be repeated for credit.

Academic Level: Undergraduate

EDU 400 Directed Study (1-12 Credit Hours)

This course is designed to provide students with individualized experience in general or special education classrooms. Students will work with their instructor to identify a classroom based on professional and learning goals and complete consistent, weekly hours in a classroom. Students will be expected to reflect on the experience through weekly journaling and develop an individualized learning plan to achieve course outcomes.

May be repeated for credit.

Academic Level: Undergraduate

EDU 420 Methods of Teaching Physical Education (3 Credit Hours)

Methods of Teaching Physical Education introduces students to traditional and modern teaching methodologies in physical education. The learning experiences in this course will include the following: a theoretical investigation of curriculum at the elementary and secondary level, long and short-range planning for instruction, guided observations at various levels, and teaching lessons in local schools and/or physical activity settings. The experiences from this course will expose students to subject matter content, the planning process (curriculum development, unit planning, and lesson planning), methods of presentation, and the organization of classes in the content area of physical education. Field work expectation between 25-30 hours. This course requires that you spend time in K-12 PE classes. As a result, you may be subject to a background check depending on school district requirements.

Academic Level: Undergraduate

EDU 436 Teaching Secondary English (3 Credit Hours)

English as a discipline has the power to improve the lives of our students: it enriches them through its literary content; it enhances cognitive skills, including analysis, synthesis, speaking, listening, writing, reading, and evaluating; it nurtures aesthetic and ethical sensitivities; and it promotes intra- and inter-curricular awareness. In this course, pre-service English teachers will study, invent, and practice ways of facilitating students' growth in all of these areas as one teaches language, literature, and communication skills. Field study required.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Middle Secondary Ed with Cert.

EDU 437 Teaching Secondary Science (3 Credit Hours)

The course provides a review of approaches to science education using model programs from across the United States and including proposed programs from the National Science Foundation. It also will have hands-on experiences involving problem-solving methodologies for science labs. Field study required.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Middle Secondary Ed with Cert.

EDU 438 Teaching Sec Social Studies (3 Credit Hours)

The learning experience in this course provides pre-service teachers with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. Field study required.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Middle Secondary Ed with Cert.

EDU 441 Methods of Art Education (3 Credit Hours)

This course prepares participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Pre-service art teachers will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Field study required.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment limited to students in the *Arts or School of Arts Humanities departments.

EDU 465 Educational Studies Internship (1-15 Credit Hours)

An internship is a high impact learning experience where knowledge and theory from students' program of study are integrated with shadowing, volunteering, or paid employment with a private company, not-for-profit organization or government agency toward the intentional development of transferable knowledge, skills and abilities and practical application of professional competencies. The semester prior to the internship, Academic and Career Advising Center staff assist students with preparing their application materials and searching and applying for Education-related internships within the local community, stateside or abroad, as well as in defining learning objectives, educational and career goals, and professional deliverables to be met throughout the course of training and practice. During the semester of the internship course, under the mentorship of a dedicated professional who has the education and/or background and expertise of the students' discipline of study, students immerse in a remote, hybrid or in-person professional setting. Through guidance, support and regular feedback from the mentor and the internship course instructor, students strive to satisfactorily learn and practice their internship position and achieve their learning objectives. Students follow a course curriculum including: 40 contact hours at the host site per credit hour registered; participation in classes, meetings or workshops as scheduled by the course instructor; timely completion of homework assignments in support of student learning outcomes, professional readiness and career exploration; and end of semester evaluations. Internships culminate in a letter grade determined by the above criteria. Written pre-approval of the internship by the course instructor and Academic Director is required.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment limited to students with the UG Internships attribute.

EDU 484 K-12 Internship (Art) (12 Credit Hours)

The purpose of the internship is to expose students to a semester of teaching, observing, and participating in classroom-related experiences in their cooperating schools. The experience will be supervised by one or more cooperating teachers and overseen by a University Supervisor. Students will have the opportunity to encounter many varied teaching experiences throughout this semester. Seminar is a culminating course of teacher preparation consisting primarily of guest lecturers, group discussions, and workshops. It is designed to raise issues through questioning and discussion. Seminar will be held on the Biddeford or Portland campus from 9am-2pm. Attendance, punctuality and participation are mandatory and will count towards your final grade.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Art Education K-12.

EDU 485 Elementary Practicum (3-4 Credit Hours)

Pre-service teachers are placed in an elementary school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Pre-service teachers will participate in a variety of activities including (but not limited to): observation, instructional support, identification of classroom management strategies, and demonstration of lesson development and delivery. Field study required

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Elementary Ed w/ Certification or Elementary/Middle Education.

EDU 486 Site Based Field Practicum (1-4 Credit Hours)

Students are placed in a secondary, special education, or art school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Pre-service teachers will participate in a variety of activities including (but not limited to): observation, instructional support, identification of classroom management strategies, and demonstration of lesson development and delivery. Field study required.

May be repeated for credit.

Academic Level: Undergraduate

EDU 488 Secondary or Art Ed Practicum (3-4 Credit Hours)

Pre-service teachers will be placed in an elementary or art school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Students will participate in a variety of activities including (but not limited to): observation, classroom management, instruction, instructional support, clerical support, housekeeping support, supervision and participation.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Art Education K-12 or Middle Secondary Ed with Cert.

EDU 491 Elementary Education Student Teaching and Seminar (12 Credit Hours)

Elementary Education Internship and Seminar. This course involves the pre-service teacher in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a university supervisor. In the coordinating seminars, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Elementary Education program and specific departmental approval in order to register. All course and Praxis requirements must be completed prior to enrollment.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Elementary Ed w/ Certification, Elementary Education K-8 or Elementary/Middle Education.

EDU 493 K-12 Internship/Seminar (15 Credit Hours)

This course involves the pre-service teacher in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a university supervisor. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment as an undergraduate art education major and specific departmental approval in order to register. All course and Praxis requirements must be completed prior to enrollment.

May be repeated for credit.

Academic Level: Undergraduate

EDU 495 Edu Studies Internship (1-15 Credit Hours)

This course will provide the opportunity for students to explore, reflect upon and contribute to an educational workplace setting. Students will have the occasion to develop critical thinking and leadership skills while performing authentic tasks. Students gain work experience and bridge the gap between schoolwork and the work place in an internship program. Students acquire real-life experience, skill, and knowledge in an educationally-rich environment that can be applied to future careers in numerous fields.

May be repeated for credit.

Academic Level: Undergraduate

EDU 498 Secondary Education Student Teaching and Seminar (12 Credit Hours)

This course involves the pre-service teacher in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a university supervisor. In the coordinating seminars, opportunities for reflection and discussion will occur. This course requires enrollment as a secondary education student and specific departmental approval in order to register. All content major and professional education course requirements as well as Praxis requirements must be completed prior to enrollment.

May be repeated for credit.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Middle Secondary Ed with Cert.

EDU 499 Causes & Costs of Inequity (3 Credit Hours)

The course introduces future professionals from various majors to critical issues regarding their increasingly diverse clientele and emphasizes the process of understanding one's own biases and prejudices and examining one's assumptions about the "other". Class meetings are highly interactive and discussion-based, with expectations for class participation. Course assignments may include required attendance at selected presentation(s) and event(s) sponsored by the Office of Multicultural Affairs and the Center for Global Humanities. (Fieldwork required)

Academic Level: Undergraduate

EDU 597 Differentiation Theory and Strategies (3 Credit Hours)

This course explores the theories of differentiated instruction and its relationship to neuroscience. Within the course, educators analyze differentiation theories and incorporate differentiation strategies into the design of units and lessons in their own educational settings. Collegial reflection regarding the use of these differentiation strategies as well as reflecting on how differentiation is used to meet the needs of diverse learners will be a major component of the course.

Academic Level: Graduate, Undergraduate

EDU 598 Ethical Responsibilities in Today's Educational Systems (3 Credit Hours)

Educational systems have evolved into complex reflections of society, providing a system of essential services. These systems partner with other community functions in areas from economic development to social supports. Successful leaders within these systems must demonstrate ethical and moral leadership to meet the complex needs that ever-diversifying stakeholders require. This course will explore the importance of ethics in educational leadership. Participants will explore leadership frameworks that focus on personal values, beliefs, ethics, and leadership styles. They will apply such frameworks by forming personalized courses of action. Participants will also be challenged to collaborate with peers when applying ethical decision-making strategies to educational scenarios.

Academic Level: Graduate, Undergraduate

EDU 599 Developing a Framework for Diversity and Inclusion (3 Credit Hours)

This course centers on the principles of diversity, inclusion, and social justice. Participants will create a framework for diversity and inclusion through engagement with the literature and theories on social identity in the historic context of America. We will examine how individual differences, institutional systems, and social assumptions contribute to or inhibit cultural pluralism. Major emphasis will be placed on building skills in critical analyses of social structures, interrogating our personal and professional praxis, and expanding our knowledge base to promote social justice.

Academic Level: Graduate, Undergraduate

EDU 600 Teacher as Leader (3 Credit Hours)

This course enhances classroom-based experiences by linking them with professional research skills. Educators in this course will learn to locate and critically review a wide range of professional resources, articulate knowledge from a research-based framework, and collaborate with their peers on navigating school cultures. This course highlights the roles and responsibilities of leaders in a school setting.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 610 Differentiation Theory & Strat (3 Credit Hours)

This course explores the theories of differentiated instruction and its relationship to neuroscience. Within the course, educators analyze differentiation theories and incorporate differentiation strategies into the design of units and lessons in their own educational settings. Collegial reflection regarding the use of these differentiation strategies as well as reflecting on how differentiation is used to meet the needs of diverse learners will be a major component of the course.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 620 Ethical Responsibilities in Today's Educational Systems (3 Credit Hours)

Educational systems have evolved into complex reflections of society, providing a system of essential services. These systems partner with other community functions in areas from economic development to social supports. Successful leaders within these systems must demonstrate ethical and moral leadership to meet the complex needs that ever-diversifying stakeholders require. This course will explore the importance of ethics in educational leadership. Participants will explore leadership frameworks that focus on personal values, beliefs, ethics, and leadership styles. They will apply such frameworks by forming personalized courses of action. Participants will also be challenged to collaborate with peers when applying ethical decision-making strategies to educational scenarios.

Academic Level: Graduate

EDU 625 Developing a Framework for Diversity and Inclusion (3 Credit Hours)

This course centers on the principles of diversity, inclusion, and social justice. Participants will create a framework for diversity and inclusion through engagement with the literature and theories on social identity in the historic context of America. We will examine how individual differences, institutional systems, and social assumptions contribute to or inhibit cultural pluralism. Major emphasis will be placed on building skills in critical analyses of social structures, interrogating our personal and professional praxis, and expanding our knowledge base to promote social justice.

Academic Level: Graduate

EDU 690 Action Research (3 Credit Hours)

In this course, students will explore action research within their own work setting. Students will formulate a problem statement, conduct a literature review, design a study, and identify which data to collect for the purpose of developing an action plan. Through a systematic and collaborative process, participants will utilize action research to reflect, analyze and enhance their professional practice. Students will also develop writing skills which are important for professional communication.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 695 Portfolio (3 Credit Hours)

This course develops reflective practices that assist participants in exploring both professional and personal growth that has occurred throughout the University of New England's MEd program. Participants will utilize organizational tools to create a digital portfolio that reflects self-directed learning within their program experiences.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 701 Educational Leadership (3 Credit Hours)

This course provides the overarching context for educational leadership. Educators consider theories and practices relating to effective and ethical leadership in educational settings. Topics include diagnosing the work environment, decision-making, problem solving, strategic planning and human resource development. Students will reflect on their own leadership, observe and analyze other leaders, and explore how the theories and practices that relate to the Professional Standards for Educational Leaders (formerly ISLLC).

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 702 School Law (3 Credit Hours)

This course provides a foundation of the legal underpinnings of the American education system and explores how legal decisions have had an effect on an educational system that covers lifelong learning. Specific legal principles relating to church/state issues, tort liability, teacher responsibilities, student rights and administrative concerns such as contracts and collective bargaining are examined. Participants will analyze case studies to apply their understanding and create a compendium of the laws unique to the states in which they work.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 703 Edu Change/School Reform (3 Credit Hours)

Regardless of how beneficial a desired change may seem, new initiatives are often difficult to implement. This course examines change theory, studies case histories of change efforts, and reviews change strategies in order to equip students with skills for introducing effective reforms.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 704 Supervise/Eval Instr Personnel (3 Credit Hours)

This course examines the requirements of educational leaders engaged in supervising and evaluating educational personnel. Emphasis is given to the theory behind the practice as well as different methods and hands on applications. Participants explore such practices as peer evaluations, self-evaluations, portfolios, and mentoring.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 706 School-Comm Rel/Communications (3 Credit Hours)

An effective educational leader promotes the success of all students by communicating the learning community's vision, policies, and successes to staff, students, parents, community, decision-makers, legislators, and media. This course provides 80 hours of field-based work, in which aspiring leaders will develop a plan to build and maintain partnerships with multiple constituent groups within the community in a way that positively impacts the education of students. Before registration can be made available for this course, students must complete all required internship paperwork.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 707 Instructional Leadership (3 Credit Hours)

Instructional leaders must ensure that the teaching and learning taking place in a school is both rigorous, relevant, and designed to meet the needs of all students. Participants will explore current models and trends in curriculum design and instructional practices with a focus on using research and data to guide decision making about content and pedagogy. This course will also look at the role an instructional leader plays in serving as a change agent to promote best practices in a school.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 709 School Finance (3 Credit Hours)

This course traces the historical background and development of school finance acts and examines the intent, concepts and relationship inherent in these acts. Processes by which state subsidies are computed, allocated and distributed are considered. Budget and expenditure practices in relation to these acts are illustrated. Emphasis is placed on helping students develop a clear conceptual understanding of the overall methods by which state aid is provided to local school systems. Readings, research, and other assignments are designed to acquaint students with school finance practices in their respective states and local school districts.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 715 Org Theory/Strategic Planning (3 Credit Hours)

This course will include: an overview of organizational theories and systems; the inclusion of organizational theory in the educational change process; the functions, objectives, development, and assessment of strategic plans; and the relationship between strategic planning and budget development.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 720 Special Ed Law for the Class (3 Credit Hours)

Federal and state laws, regulations, and judicial decisions relating to the education of students with special needs in inclusion classrooms are analyzed. Key legal provisions, such as free appropriate public education, least restrictive environment, and due process are examined. Methods of conflict resolution and mediation as well as ethical standards are examined. Students are required to apply what they learn as they research and analyze case scenarios.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 721 Technology w/ Inclusion Ed (3 Credit Hours)

Course Description: This course introduces students to the use of technology in the inclusive education of individuals with special needs. Methods and techniques for evaluation and determination of appropriate uses of technology are addressed. A range of assistive technologies are covered as well as teaching strategies that support the implementation of technologies. Using technology in universally-designed educational environments is examined. Participants will be expected to have access to and use selected teaching and learning technologies with students with disabilities in inclusive settings.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 722 Special Ed Assess Inclusion (3 Credit Hours)

This course focuses on assessment approaches for identifying students with disabilities and assessing progress toward learning goals and standards. Participants examine formal assessment tools and procedures used in the diagnosis of disabilities and identification of the instructional and behavioral needs of students. Participants will explore a range of student strengths and exceptionalities as they determine best educational practices to meet the needs of all learners in the least restrictive setting.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 723 Teach&Learn Inclusion Setting (3 Credit Hours)

This course focuses on methods and strategies for teaching all students in inclusion settings. Topics covered include: current research, issues of concern, learning standards, promising practices, behavioral strategies, and methods for individualizing, differentiating, creating, and providing universally designed instruction. Participants will be expected to read and analyze research studies and plan, implement, and evaluate instructional activities with students with disabilities in inclusion settings. Participants can pursue an elementary or secondary strand.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 725 Behaviors Considerations/Inclu (3 Credit Hours)

This course will help participants identify and prioritize essential behavioral skills in their work with students. Participants will explore how to model, teach and nurture behavioral skills and analyze differentiation strategies as Tier 1 of a Positive Behavior Intervention and Support model and prepare for intervention and monitoring at Tier 2 and Tier 3. The course will engage participants in addressing factors that influence a school's response to behavioral considerations such as available resources, parent collaboration, school and community culture.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 726 Telling your School's Story through Data Analysis (3 Credit Hours)

This course will focus on the use of data to create inclusive environments for all students. Participants in this course will utilize modern best practices and will use data readily available in their classroom, school, or district. Several protocols for analysis will be used. Themes will include using data to support a shared vision and using data to examine school core values.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 727 Understanding the Whole Child (3 Credit Hours)

This course will deepen the participants' understanding of the factors that affect a learner's ability to access their education. Participants will explore the current research in neuroscience and its connection to social and emotional learning. Participants will review and understand practical strategies to address the social and emotional learning needs of all learners and develop a social and emotional learning plan including the development of self-regulation skills in all learners.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 730 Universal Design for Learning (3 Credit Hours)

This course explores Universal Design for Learning (UDL) as foundational inclusive practice. It addresses the elements of effective design for learning variability across educational settings including those found in K-12, higher education, and corporate environments. Participants will practice designing meaningful learning experiences that meet the needs of every learner.

Academic Level: Graduate

EDU 740 Sup Lit Devel for all Learners (3 Credit Hours)

This course will address the foundational knowledge that teachers of literacy need in order to understand the reading and writing process for students. In this course, teachers will be exposed to major theories, research, and best practices in the literacy field. Teachers will be asked to draw upon this theoretical and practice knowledge to think about issues of practice. Through engaging inquiry units, teachers will become active participants in developing a strong foundational base for literacy instruction for all learners in their classrooms.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 741 Lit Assess as Teaching Tools (3 Credit Hours)

This course focuses on the use of assessments to determine a learner's reading and/or writing skills. Students in this course will examine, create, evaluate, and reflect on a variety of literacy assessments as they are directly connected to data-driven instruction and literacy achievement. Each course module will engage students in a range of literacy assessments and how to use resulting data to inform instruction of subject area content as well as develop and deepen literacy skills. Course participants will be engaged in the research around assessment types as well as how to modify assessments and instruction to meet the needs of diverse learners.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 742 Study Skills and Content Lit Instruction for All (3 Credit Hours)

This course focuses on research-based study skills and strategies for providing literacy instruction within the classroom content area. Educators will learn to integrate literacy and study skills instruction in their classrooms while designing reading assignments that afford students access to the concepts in the text. Concepts and strategies presented are relevant to the needs of ESL students.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 743 Connect Read w/Writ for Succes (3 Credit Hours)

The reading-writing connection will be the focus of the course. Educators will have the opportunity to explore this connection through the examination and application of successful instructional strategies and activities. Educators, regardless of the level or content they teach, will be provided with tools that will help to maintain learners' literacy development as they read and write to learn, or learn to read and write.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 744 Meet Student Lit Challenges (3 Credit Hours)

This course will address how to engage in differentiated literacy practices to meet the needs of diverse learners. Educators will be immersed in the foundational knowledge that will aid them in creating effective instruction that will assist students who need support in their literacy development. The readings and coursework will explore how to approach literacy challenges from the classroom and school levels in a systematic way as well as incorporating a culturally responsive approach to pedagogy.

May be repeated for credit.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 746 Prof Learning/Literacy Leader (3 Credit Hours)

This course will focus on the leadership skills that the professional will need as a Reading Specialist/Literacy Coach. Specifically, this course will explore the coaching relationship and how to work collaboratively to plan, implement, and supervise literacy programs at the individual, classroom, school, and district wide level. Focus will also be on facilitating a literate environment, working with literacy in a diverse society, and developing leadership skills. This course will also fulfill the requirements that many states have for course work in Administration and Supervision of Reading and Language Arts Programs.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 747 Literacy for English Language (3 Credit Hours)

This course will focus specifically on meeting the needs of students whose native language is not English. Topics will include sociocultural factors, second language acquisition and development, emergent and experienced reading and writing development for English learners, multiple test sources, text analysis, process writing, conversational, academic, and content language considerations, assessment types and techniques, language arts resources, and effective instructional strategies and models. This course will help prepare future Reading Specialists to work with this growing population and to support teachers who have students from different linguistic backgrounds.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 748 Literacy for Inclusion Setting (3 Credit Hours)

This course is designed to straddle the disciplines of regular and special education. Students will explore the implementation of multi-tier approaches to the early identification and support of students with learning and behavior needs and ways to differentiate instruction. The course attends to the collaboration that takes place between regular and special education teachers when assessing and planning instruction for all students in an inclusive setting.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 749 Reading Diagnosis: Clinical I (3 Credit Hours)

In conjunction with EDU 750, this course is the first of two practicum courses that closely examine a wide range of assessment and instructional methods to support literacy development of struggling learners. Students in this course work closely with an onsite mentor, a learning community of students and a UNE instructor. This collaboration will support students as they develop relationships with K-12 students who struggle in literacy. Experiences in the course include working in a one-on-one tutorial setting, administering a variety of reading diagnostic assessments, and collaboratively creating and implementing literacy programming that builds on diagnosis with the goal of moving learners forward in their literacy growth. This course meets most states' requirements that a 6 credit practicum be part of an approved graduate program. Before registration can be made available for this course, students must complete all of the required internship paperwork.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 750 Instruct Intervent: Clinical II (3 Credit Hours)

In conjunction with EDU 749, this course is the second of two practicum courses that closely examine a wide range of assessment and instructional methods to support literacy development of struggling learners. Students in this course work closely with an onsite mentor, a learning community of students and a UNE instructor. This collaboration will support students as they develop relationships with K-12 students who struggle in literacy. Experiences in the course include working in a one-on-one tutorial setting, administering a variety of reading diagnostic assessments, and collaboratively creating and implementing literacy programming that builds on diagnosis with the goal of moving learners forward in their literacy growth. This course meets most states' requirements that a 6 credit practicum be part of an approved graduate program. Before registration can be made available for this course, students must complete all of the required internship paperwork.

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 791P Internship Principal I (3 Credit Hours)

Internship is a self-designed experience that consists of 150 hours (10 hours per week for 15 weeks) at a site outside of your regular work environment. The design of the internship must focus on the intern's leadership skills as described in the Professional Standards for Educational Leaders as well as the collection of artifacts and data that demonstrate the intern's use of those skills. This course is a requirement of the State of Maine Building Administrator Certification (040). Before registration can be made available for this course, students must complete all of the required internship paperwork.

May be repeated for credit. *Equivalent to EDU 711.*

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 791S Internship Superintendent I (3 Credit Hours)

Internship is a self-designed experience that consists of 150 hours (10 hours per week for 15 weeks) at a site outside of your regular work environment. The design of the internship must focus on the intern's leadership skills as described in the Professional Standards for Educational Leaders as well as the collection of artifacts and data that demonstrate the intern's use of those skills. This course is a requirement of the State of Maine Building Administrator Certification (040). Before registration can be made available for this course, students must complete all of the required internship paperwork.

May be repeated for credit. *Equivalent to EDU 711.*

Academic Level: Graduate

Enrollment limited to students in the Education department.

EDU 801 Preparation for the Doctoral Journey (3 Credit Hours)

The importance of building the dissertation throughout that journey is emphasized. One of the main outcomes of the course is a Literature Review Matrix based on the student's area of research interest and working topic. The process of inquiry, research and academic writing skills are reinforced, as is the Dissertation Template and the alignment of topic with problem, purpose, research questions and research themes for the Literature Review Matrix.

Academic Level: Graduate

Enrollment is limited to students with a major in Education, Education Leadership, Education or Doctor of Education.

Enrollment is limited to Doctorate level students.

Enrollment limited to students in the Education department.

EDU 802 Qualitative Research Design (3 Credit Hours)

Students will be introduced to several different qualitative research methods from which to explore. Students will participate in activities which align with the building of a potential qualitative study for their approved working topic of choice.

Academic Level: Graduate

Enrollment is limited to students with a major in Education Leadership, Education or Doctor of Education.

Enrollment limited to students in the Education department.

EDU 803 Quantitative & Mixed Methods Research Design (3 Credit Hours)

Students will be introduced to quantitative, as well as mixed methods research. Students will describe various research designs and evaluate them for appropriateness for their approved working topic of choice. Students will participate in activities which align with the building of a potential quantitative or mixed methods study.

Academic Level: Graduate

Enrollment is limited to students with a major in Education Leadership, Education or Doctor of Education.

Enrollment limited to students in the Education department.

EDU 804 Leading in a Culture of Technology (3 Credit Hours)

In today's swiftly evolving educational tech landscape, leadership and strategic planning skills are crucial. This course empowers students to delve into technological innovation, equipping them to comprehend emerging technologies and craft effective implementation strategies. With a focus on leadership, students will excel at leveraging new technologies for organizational success.

Academic Level: Graduate

Enrollment is limited to students with a major in Education Leadership, Education or Doctor of Education.

EDU 805 Understanding Change Management in Organizations (3 Credit Hours)

The ability to create the conditions to effect systematic and productive change is necessary in every profession and organization. Students will be introduced to theories, models, and practices to inform the management of change across various stakeholders internal and external to the organization.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 806 Policy Analysis (3 Credit Hours)

Students will be introduced to the importance of analyzing existing policies and revising or developing new ones where policies do not currently exist. Collaboration of multiple stakeholders will be reinforced, as will the implementation of the policy and how it will be put into practice using well-constructed procedures. The power of continuous review and analysis will also be explored.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 807 Constructing the Literature Review (3 Credit Hours)

This writing intensive dissertation development course will afford students the opportunity to expand the Literature Matrix developed in EDU 801 into a working literature review in Chapter 2. The importance of active engagement in the research process will be emphasized. Students will focus on building on their existing knowledge of their approved working topic through intensive research, analysis, synthesis, and continued alignment of topic with problem, purpose, research questions and specific research themes needed for the literature review.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 808 Building the Conceptual & Theoretical Framework (3 Credit Hours)

This course is the first of two courses (EDU 808 & EDU 809) designed to provide a cognitive map introducing the researcher to theoretical and conceptual frameworks. This course focuses on the theoretical framework in particular and its practical application to inform and guide research. The course is designed to strengthen the ability of students to relate theory to select leadership case examples within the text. Students will further develop individual applied research by continuing to review the literature, by articulating a theoretical framework and continue the quest to clearly focus the purpose of their study.

Equivalent to EDU 830, EDU 831.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 809 Conceptualizing Applied Research (3 Credit Hours)

This course is the second of two courses (EDU 808 and EDU 809) designed to provide a cognitive map to introduce the researcher to the significance of theoretical and conceptual frameworks. Students will be introduced to the ways in which conceptual frameworks function as a statement about why their topic is worth studying, why it matters, and how the proposed research study methods are appropriate and rigorous. This course will focus on conceptual frameworks and their practical application to synthesize research. Students will further develop their individual applied research by continuing to review process, establishing the basis for a solid research problem, and use conceptual frameworks as both guide and ballast for research.

Equivalent to EDU 830, EDU 831.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 810 Ethical Decision Making (3 Credit Hours)

This course examines traditional philosophical and ethical frameworks as well as moral development in terms of how leaders can practically apply these concepts. Students explore approaches to moral and ethical reasoning and will use these approaches to discuss ethical dilemmas related to leading change in organizations.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 811 Organizational Dynamics (3 Credit Hours)

Organizational dynamics are complex and ever-changing, particularly as a result of a connected and global society. Each organization or organizational structure, whether it be a family, large company, or university can experience, and be required to manage, different and distinct dynamics. This course will also help students better understand the co-existing similarities that may exist across all organizational environments and structures.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 812 Capstone Proposal I (3 Credit Hours)

This capstone course is the first of two courses combined to bridge the student's journey of development in order to prepare a draft of the first three chapters based on the approved working topic. Alignment of topic with problem, purpose, research questions, title, and themes needed in the literature review is reinforced using the Alignment Tool, as well as the Five Chapter Dissertation Outline. Chapters 1 and 2 will be submitted as will the Introduction of Chapter 3. CITI training will also be a priority.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 813 Capstone Proposal II (3 Credit Hours)

This is the second of two capstone courses designed to provide the opportunity for students to submit a full draft of the dissertation proposal. Intensive focus on a theoretically-grounded methodology in Chapter 3 will take place. Continued alignment of topic with problem, purpose, research questions, title, and literature review themes will be reinforced. Students will be assigned their dissertation committee members.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 814 Dissertation Completion-Phase I (3 Credit Hours)

This is the first of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. The ideal outcome of this course is intended to be final approval of the three-chapter proposal, a PowerPoint Proposal Presentation, and submission of the IRB application. The Lead Advisor is responsible for approving and submitting the student's application to the IRB. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 815 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 815 Dissertation Completion-Phase II (3 Credit Hours)

This is the second of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. During this course, the ideal goal is for the students (once they have received IRB approval) to recruit their participants and begin their data collection. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 816 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 816 Dissertation Completion-Phase III (3 Credit Hours)

This is the third of four dissertation courses designed to support and provide the opportunity for students to continue their journey and complete their dissertations within the 51-credit program. The Dissertation Completion Timeline will help guide students, and their dissertation committee. During this course, the ideal goal is for students to analyze their data, report their findings and begin development of Chapter 4 and 5. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into EDU 817 if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 817 Dissertation Completion-Phase IV (3 Credit Hours)

This is the last of four dissertation courses in which students will finalize interpretation of their findings in Chapter 5, finalize the dissertation, and defend their research to include a PowerPoint Presentation. Students are required to revise the dissertation as needed so that it is of publishable quality and organized using the approved Dissertation Outline. Should students so choose it should also be DUNE-ready so that it can be "published" on the UNE DUNE site. Should students not be able to meet these goals during this course, they will be afforded the opportunity to move forward into the one-credit EDU 818 Dissertation Continuation course if they have demonstrated they are generally making satisfactory progress, communicating with their committee, and adhering to agreed-upon deadlines.

Academic Level: Graduate

Enrollment is limited to students with a major in Education Leadership, Education or Doctor of Education.

EDU 818 Dissertation Continuation I (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation. May be repeated for credit.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 819 Dissertation Continuation II (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation.

May be repeated for credit.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 820 Dissertation Continuation III (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation.

May be repeated for credit.

Academic Level: Graduate

Enrollment is limited to students with a program in Education Leadership, Education or Doctor of Education.

EDU 821 Dissertation Continuation IV (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation.

Academic Level: Graduate

EDU 822 Dissertation Continuation V (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation.

Academic Level: Graduate

EDU 823 Dissertation Continuation VI (1 Credit Hours)

Students who, despite continued effort and active engagement in the process, have not made the substantive progress necessary to complete the dissertation, will be approved to take this course. During this one-credit continuation course, students need to demonstrate substantive progress toward dissertation completion in a timely way using the Dissertation Completion Timeline and by continual collaboration/communication with their committee, adhering to agreed-upon deadlines and constructing/finalizing a final publishable quality dissertation.

Academic Level: Graduate

EDU 830 Understanding Educational Theory and Best Practices across Disciplines (3 Credit Hours)

This course examines educational theory, as well as current best practices in educational research. It is intended to prepare professionals and leaders across all disciplines to connect these theories and best practices in their own organizations and professional environments.

Equivalent to EDU 808, EDU 809.

Academic Level: Graduate

EDU 831 Build Concept & Theor Frmwk (3 Credit Hours)

This course is designed to provide students with the opportunity to build their conceptual and theoretical frameworks and establish a practical and theoretical positioning blueprint to serve as the foundation for their approved working topic, the literature review, and the dissertation as a whole. The benefits of visual representations and concept mapping, as well as their choice of a working methodology within the conceptual framework will be reinforced.

Equivalent to EDU 808, EDU 809.

Academic Level: Graduate

EDU 850 Dissertation Apprenticeship (1 Credit Hours)

This course was designed to bridge the student's previous journey of development to work towards preparing a solid draft of the first three chapters of the dissertation. A review of how to create problems, purpose statements, research questions, writing a literature review, creating a conceptual and theoretical framework, and choosing an appropriate methodology that aligns with the problem, purpose, research questions, and themes is reinforced. Students are asked to review their previous work and adjust as needed to align with the topics reviewed. IRB requirements and CITI training will also be addressed in this course.

Academic Level: Graduate

EDU 851 Dissertation Apprenticeship II (1 Credit Hours)

This apprenticeship continuation course was designed to bridge the student's previous journey of development to work towards preparing a solid draft of the first three chapters of the dissertation. A review of how to create problems, purpose statements, research questions, writing a literature review, creating a conceptual and theoretical framework, and choosing an appropriate methodology that aligns with the problem, purpose, research questions, and themes is reinforced. Students are asked to review their previous work and adjust as needed to align with the topics reviewed. IRB requirements and CITI training will also be addressed in this course.

Academic Level: Graduate

EDU 852 Qualitative Research Design Apprenticeship (1 Credit Hours)

This one credit course is a refresher of the content delivered in EDU 802 Qualitative Research Design. Students will be introduced to several different qualitative research methods from which to explore. Students will participate in activities which align with the building of a potential qualitative study for their approved working topic of choice.

Academic Level: Graduate

EDU 853 Constructing the Literature Review Apprenticeship (1 Credit Hours)

This one credit course is a refresher of the content delivered in EDU 807 Constructing the Literature Review. This writing intensive dissertation development course will afford students the opportunity to expand the Literature Matrix developed in EDU 801 into a working literature review in Chapter 2. The importance of active engagement in the research process will be emphasized. Students will focus on building on their existing knowledge of their approved working topic through intensive research, analysis, synthesis, and continued alignment of topic with problem, purpose, research questions and specific research themes needed for the literature review.

Academic Level: Graduate

EDU 854 Building the Conceptual and Theoretical Framework Apprenticeship (1 Credit Hours)

This one credit course is a refresher of the content delivered in EDU 831 – Building the Conceptual and Theoretical Framework. This course is designed to provide students with the opportunity to build their conceptual and theoretical frameworks and establish a practical and theoretical positioning blueprint to serve as the foundation for their approved working topic, the literature review, and the dissertation as a whole. The benefits of visual representations and concept mapping, as well as their choice of a working methodology within the conceptual framework will be reinforced.

Academic Level: Graduate

EDU 855 Introduction to Scholarly Research and Writing (1 Credit Hours)

This course will provides students with opportunities to engage in activities to support scholarly research. Academic writing at the doctoral level requires strong organization, confidence in one's knowledge, and attention to scholarly dialogue in the field; skills necessary for success in this doctoral program. Students will work to deepen their knowledge of interpreting and applying research results; identifying and examining organizational writing strategies; and editing grammatical inaccuracies found in student writing. This asynchronous course is designed to support your learning through practical writing assignments and self-assessment strategies that will be used to sharpen your research and writing skills. There is no prerequisite to this course.

Academic Level: Graduate

EDU 856 Reigniting Your Doctoral Journey: Crafting Your Problem, Purpose, and Research Questions (1 Credit Hours)

This course is designed for doctoral students returning to the Doctor of Education (Ed.D.) program who are ready to re-engage with their research journey. Through structured exploration and focused reflection, students will revisit their research interests, refine their study topics, and craft the foundational elements of their dissertation: the research problem, purpose, and research questions.

May be repeated for credit.

Academic Level: Graduate

Enrollment is limited to students with a major in Doctor of Education.

EDU 1015 K-12 Internship/Seminar (15 Credit Hours)

This course involves the pre-service teacher in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a university supervisor. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment in the Teacher Certification Program and specific departmental approval in order to register. All course and Praxis requirements must be completed prior to enrollment.

Academic Level: Undergraduate, Graduate