



CAGS CORE COURSE DESCRIPTIONS

School Leadership Foundations

This introductory course is designed to provide an overview of school leadership by focusing on the philosophical foundations, the psychological foundations, legal parameters, sociological foundations, curriculum issues, futurism, and historical traditions.

Curriculum and Instruction: Using Data to Inform Leadership

This course focuses on the use of data to improve curriculum, instruction, and learning. It explores best practices in assessment strategies, data collection techniques and data analysis methods designed to inform decision making in schools. Candidates will learn to facilitate the practice of standards based, data and research driven teaching and develop a plan for instructional improvement.

Sheltered English Immersion for School Leaders

The purpose of this course is to prepare Massachusetts educators with the knowledge and skills to effectively shelter content instruction so that the growing population of English language learners (ELLs) can access curriculum, achieve success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

Supervision and Evaluation of Personnel

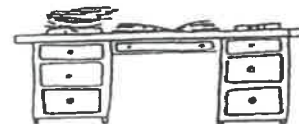
The focus of this course is on establishing the rationale and organizational structure that supports effective human resource administration. Selection of staff, teacher induction, teacher tenure, promotion and dismissal, compensation and benefits administration, policy making, relations with professional and nonprofessional personnel and employee welfare are among the topics included in this course. Emphasis is placed on the interpersonal dynamics of the educational enterprise as it relates to human resource management. Additionally, issues relating to globalization, technology and professional ethics are explored.

Family and Community Engagement

This course explores and analyzes the school leader's role in organizing, implementing, and evaluating family and community engagement. Participants will understand families, schools, and society as social systems and be able to practice this understanding in their relationships with children, colleagues, parents, and the community. They will be able to identify ways to improve engagement practices, communicate effectively with culturally and linguistically diverse families, and develop partnerships in support of student learning.

Law, Policy and Ethics

This course prepares educators recognize, understand, and react to the key issues of Massachusetts and federal law, state regulations and policies, legal agreements, and ethical standards that confront all educational leaders. Major topics will include the following: Americans with Disabilities Act (ADA) and Section 504, IDEIA and related special education and compensatory laws, NCLB, personnel administration and the law (recruiting, hiring, supervising, evaluating, disciplining, and terminating professional and staff employees), student records, student residency, and student protection.



CAGS CONCENTRATION COURSE DESCRIPTIONS

Urban Education and Social Justice

Critical Pedagogy: Teachers as Political Actors

Critical Pedagogy: Teachers as Political Actors is an Interdisciplinary Educational Course that gives students the opportunity to explore their ideas on identity, teaching, education, pedagogy, democracy, power, diversity, and complex issues. The goal of this course is to teach students the importance of democracy and to demonstrate the ability to engage and teach civic responsibility. Students will study the role and impact of institutional structures, power, and practice of government. They will learn about social issues, social justice, practice, rights, and the intrinsic values of people living in a free society.

Teaching Immigrant Students

Teaching Immigrant Students is an Interdisciplinary Educational Course that gives students the opportunity to explore their ideas about identity, teaching, education, pedagogy, language, globalism, power, diversity, and cultural competence. The goal of this course is to teach students the importance of inclusive educational environments and to demonstrate the ability to engage in culturally responsive teaching and teamwork. Students will study the role and impact of American education, institutional structures, power and globalism. They will learn about underrepresented students, culture, communication, and practice.

Freedom Zones: Creating Inclusive Classrooms and School Structures

This course will explore the different types of diversity that commonly exist in schools and classrooms, including but not limited to differences in learning abilities and styles, race and ethnicity, and gender. After establishing a foundation of diversity within schools and classrooms, this course will explore strategies and supports that create inclusive schools and classrooms that enable students of all backgrounds to succeed.

The Empathic Teacher and Counselor: Strategies for Diversity and Inclusion

The class will provide information to assist teachers and counselors with how to improve their own understanding and cultural competencies around issues of sexual orientation, race, gender, religion, and class. The goal is for school teachers and counselors to be better equipped, and empower themselves with information and communication skills for diversity and inclusion education in the global economy.

Interrupting the School to Prison Pipeline-The Future of Black and Brown Boys in the USA

It has been argued that increasingly our schools are a gateway to the justice system. The school-to-prison pipeline is a growing epidemic in our nation's schools as an alarming number of students are being suspended, expelled or even arrested for minor offenses – thus making the trip to the principal's office a thing of the past. However when STPP is studied through a social justice lens, it becomes apparent that the pipeline is disproportionately filled by students of color, poor students and students with disabilities. Students in this course will review the multiple facets of the school-to-prison pipeline examine the connection between implicit racial bias and school discipline disparities, discuss the role of educators in interrupting the pipeline and identify best practices for dismantling the pipeline.

Counseling

Advanced Multicultural Competencies for Teachers, Counselors and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes

Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling.

Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the ego, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed.

Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the perspective of major family paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills.

Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase: biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity.

Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships.

Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful.

Counseling in Urban Schools

The School Counselor as a Political Actor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality.

Counseling Immigrant Children

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Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed.

The Empathic Teacher and Counselor: Strategies for Diversity and Inclusion

The class will provide information to assist teachers and counselors with how to improve their own understanding and cultural competencies around issues of sexual orientation, race, gender, religion, and class. The goal is for school teachers and counselors to be better equipped, and empower themselves with information and communication skills for diversity and inclusion education in the global economy.

Interrupting the School to Prison Pipeline-The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the school to prison pipeline. The issues that the course will address are inequality, discipline policies, systematic criminalization of youth, the achievement gap, and workings of the prison industrial complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism".

Special Education

Consultation and Collaboration in Special Education

This course will explore the theories and models of special education services. It will provide teachers with an overview of the laws governing special education services and provide a better understanding of service delivery, including inclusion practices, resource rooms, collaboration, and substantially separate facilities. Students will explore the merits of various referral methods.

Strategies for Classroom Management of Special Populations

This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Included is a focus on the process of development and content of Individual Educational Plans (IEPs) and Individualized Transition Plans (ITPs). Educational theories of active learning and strategies for supporting learners of all ages (3-22) in integrated settings are addressed.

Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

Adapting and Differentiating Instruction for Special Populations

The process of designing and implementing instruction for children with mild to moderate learning needs will be developed. Students will learn to identify appropriate instructional strategies, behavioral objectives, and learning tools, including technology. They will also learn to evaluate the effectiveness of instruction. Provisions for meeting the pre-practicum requirements are included. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills.

Physical Education

Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators.

Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone.

Advanced Theories of Coaching and Team Building

This course will explore the use of effective coaching and team-building tools in sports, for a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also provide tools for use in a variety of situations in life – including in business and in family life. This course helps the student to learn new ways to manage a variety of challenges that come from working with people.

Current Issues in Sports and Physical Education

This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion.

Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling with an emphasis on traditional theory and skills. The major modalities covered will include Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies.

Art

Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland.

From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text.

History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis.

Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America.

Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here—formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others—reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers.

Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and “masters” of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them.

Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art.

English

Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory.

EDEN 527 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another.

Shakespeare: The Tragedies: Macbeth, Othello, King Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching and reading these plays, then as now.

Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy.

Romantic Poets: The First Generation – Wordsworth and Coleridge

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought.

Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels between 21st -Century texts and their predecessors.

History

Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities.

The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences.

United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history.

God, Terror and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies.

The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved.

Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times.

Mathematics

Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching.

Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics.

Developing Mathematical Ideas through Applications

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..."

Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals.

Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems.

Sports, Recreation, and Coaching

Management and Leadership in Sports, Recreation and Coaching

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings.

Application of Marketing Principles in Sports, Recreation and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration.

Legal Issues in Sports, Recreation and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing.

Concepts and Issues in Coaching Sports in Secondary Schools

With a concentration at the secondary level, this course highlights the daily operations of the athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program.

Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling.

Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project.

Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events.

Facilities Design and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a case statement and a request for proposal for sport industry segments: a private sports club, an interscholastic, intercollegiate, or professional sport program, or a recreational enterprise