# THE LEBRON JAMES FAMILY FOUNDATION SCHOOL OF EDUCATION

The LeBron James Family Foundation School of Education is a learning and teaching community that prepares educational professionals across varied organizations, who are committed to diversity, equity, and excellence, and who conduct, utilize, and critique research through scholarship, leadership, collaboration, inclusive education, innovation, and professionalism.

The aim of the LeBron James Family Foundation School of Education is to meet the comprehensive charge of our mission through initial and advanced teacher education programs as well as programs in administration and several teacher education programs housed outside the school. Programs include a balanced offering of a foundation in general education, intensive study in the content area, and those professional courses and other learning experiences which attempt to combine theory and practice.

School Website (https://www.uakron.edu/education/)

- Curriculum and Instruction with Licensure Options, MS (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/curriculum-instruction-licensure-options-ms/)
- Curriculum and Instruction, MA (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/curriculum-instruction-ma/)
- Educational Administration and Leadership, MA (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/principalship-ma/)
- Educational Technology, Certificate (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/educational-technology-certificate/)
- Elementary Education with Literacy Option, MA (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/elementary-education-literacy-ma/)
- TESOL Endorsement for K-12 Teachers, Certificate (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/TESOL-endorsement-for-K-12-teachers-certificate/)

## Curricular and Instructional Studies (EDCI)

**EDCI:501 Secondary English Language Arts Instructional Techniques (3 Credits)**
Prerequisites: Admission to a Master of Science with Licensure Program. Pre/Corequisite: EDCI 619. Corequisite: EDCI 511. This course prepares English Language Arts teacher candidates to use various ELA techniques of planning, instruction and assessment for teaching English Language Arts in secondary schools.

**EDCI:502 Secondary Social Studies Instructional Techniques (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDCI 619. Corequisite: EDCI 512. This course prepares social studies teacher candidates enrolled in the Masters with Licensure program to identify and implement research-based planning, instruction, and assessment techniques for effectively teaching social studies in secondary schools. The course includes 25 hours of field experience.

**EDCI:503 Global Education and Technology (3 Credits)**
Theories, materials, and methods for teaching global education through e-learning and web-based tools. The focus will be on opportunities and challenges in using technology to teach about the world, its people, and issues. (Formerly 5500:611)

**EDCI:504 Secondary Mathematics Instructional Techniques (3 Credits)**
Prerequisite: Admission to Master of Science with Licensure Program. Pre/Corequisite: EDCI 619. Corequisite: EDCI 514. This course prepares mathematics teacher candidates to identify and implement research-based planning, instruction, and assessment techniques for effectively teaching mathematics in secondary schools. The course includes 25 hours of field experience.

**EDCI:505 Secondary Science Instructional Techniques (3 Credits)**
Prerequisite: Admission to Master of Science with Licensure Program. Pre/Corequisite: EDCI 619. Corequisite: EDCI 515. This course prepares science teacher candidates to use various techniques of planning, instruction and assessment for teaching science in secondary schools.

**EDCI:511 Clinical Teaching I - Secondary ELA (3 Credits)**
Prerequisite: Admission to the School of Education. Corequisite: EDCI 501. Field application to observe and apply various English Language Arts education methodologies and theories in an ELA school/classroom setting.

**EDCI:512 Clinical Teaching I - Sec Social Studies (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDCI 619. Corequisite: EDCI 502. Observe and apply social studies education methodologies and theories in a school/classroom field-based environment.

**EDCI:514 Clinical Teaching I - Sec Mathematics (3 Credits)**
Prerequisite: Admission to the Masters of Science in Curriculum and Instruction program. Pre/Corequisite: EDCI 619. Corequisite: EDCI 504. Observe and apply mathematics education methodologies and theories in a school/classroom field-based environment. (50 clinical hours).

**EDCI:515 Clinical Teaching I - Secondary Science (3 Credits)**
Prerequisite: Admission to Master of Science with Licensure Program. Corequisite: EDCI 505. Practical course that provides hands-on experience for teacher candidates in planning, assessment, and instruction in secondary science classrooms.

**EDCI:520 Advanced Instructional Techniques (3 Credits)**
Methods of teaching a particular area of the middle and secondary school curriculum for students in the Master's with Licensure program. (Formerly 5500:520)

**EDCI:521 Advanced Instructional Techniques II (3 Credits)**
Prerequisite: EDCI 520. Instructional experience in the 7-12 classroom to apply theory and research to practice. (Formerly 5500:521)

**EDCI:522 Content Area Literacy (3 Credits)**
Examines instructional strategies for constructing meaning in content subjects (e.g., science, social studies, mathematics) using print and electronic texts. (Formerly 5500:522)

**EDCI:524 Teaching Reading to Culturally Diverse Learners (3 Credits)**
Knowledge, skills, and attitudes to employ effective methods of teaching reading to diverse populations and/or learners whose language patterns are nonstandard. (Formerly 5500:524)

**EDCI:530 Clinical Teaching I (3 Credits)**
Prerequisites: EDCI 619, EDCI 629, EDIS 605. Corequisite: EDCI 520. Filed application to observe and apply education methodologies and theories in a school/classroom setting. (Formerly 5500:530)

**EDCI:531 Clinical Teaching II (3 Credits)**
Prerequisite: EDCI 530. Corequisite: EDCI 521. Full-time field application to apply education methodologies and theories in a classroom environment. Follows Clinical Teaching I. (Formerly 5500:531)

**EDCI:539 Engineering for Educators (3 Credits)**
Engineering design concepts and their applications course for teachers. Students will engage in engineering problem solving activities and design lesson plans. (Formerly 5500:539)

**EDCI:540 Principles of Bilingual/Multicultural Education (3 Credits)**
An introduction to the theoretic, cultural, sociolinguistic bases of bilingual/multicultural education. Legislation, court decisions, program implementation included. (Formerly 5500:540)

**EDCI:541 Teaching Literacy to English Learners (3 Credits)**
Course applies methods for teaching literacy to English learners, assessment of literacy skills, & development of materials. 12 required field experience. (Formerly 5500:541)

**EDCI:542 Teaching Mathematics, Social Studies & Science to Bilingual Students (3 Credits)**
Prerequisites: elementary education majors, 5500:333, 5500:336, 5500:338; secondary education majors, 5500:311 (science, social studies in the bilingual/multicultural classroom. Course applies methodologies for teaching mathematics, science, social studies in the bilingual multi-cultural classroom. The bilingual student's native language stressed. (Formerly 5500:542)

**EDCI:543 Techniques of Teaching English as a Second Language (3 Credits)**
Course includes teaching language skills to Limited English Proficient students in grades K-12, administration of language assessment tests, selection and evaluation of materials. (10 field hours) (Formerly 5500:543)

**EDCI:555 Literacy for Multiage Licensure (3 Credits)**
Organizing instruction, use of oral language development protocols, strategies for word skill development, comprehension and assessment as they relate to content areas. (Formerly 5500:555)

**EDCI:556 Scaffolding Language and Content Learning for English Learners (3 Credits)**
Prerequisite: ENGL 573. This course introduces and explains quality, research-based sheltered instruction to accelerate academic achievement for English learners. (Formerly 5500:556)

**EDCI:558 Inclusive Field Experience (1 Credit)**
Corequisite: EDIS 457 or EDIS 557. In this inclusive field based experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners. (Formerly 5500:558)

**EDCI:575 Instructional Technology Applications (3 Credits)**
Focus on developing learner competencies in the use of instructional technologies to enhance both the instructor's personal and professional productivity. (Formerly 5500:575)

**EDCI:588 Practicum: Teaching English as a Second Language (2 Credits)**
Prerequisites: EDCI 541 and EDCI 543. A practical experience for teacher candidates to practice teaching an English as a second language classroom supervised by a TESOL-endorsed teacher. 50 hours. (Formerly 5500:588)

**EDCI:590 Workshop: Curriculum & Instruction (1-3 Credits)**
Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.) (Formerly 5500:590)

**EDCI:591 Workshop: Curriculum & Instruction (1-3 Credits)**
Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.) (Formerly 5500:591)

**EDCI:592 Workshop: Curriculum & Instruction (1-3 Credits)**
Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.) (Formerly 5500:592)

**EDCI:594 Educational Institutes (1-4 Credits)**
Special courses designed as in-service upgrading programs. Frequently provided with support of national foundations. (Formerly 5500:594)

**EDCI:600 Concepts of Curriculum & Instruction (3 Credits)**
An analysis of the philosophies, theories, and ideologies of curricula and their influences on programs, schools, and instruction. (3 field hours) (Formerly 5500:600)

**EDCI:605 Seminar in Trends & Issues in Curriculum & Instruction (3 Credits)**
A study of recent research and theory in curriculum and instruction with special attention to educational decision making. (Formerly 5500:605)

**EDCI:609 Global Education (3 Credits)**
This course focuses on theories, materials and methods for teaching global education through e-learning and web-based tools. (Formerly 5500:609)

**EDCI:612 Models of Epistemology and Inquiry (3 Credits)**
An exploration of various epistemological and methodological frameworks that are the foundation of systematic and complex educational inquiry. Doctoral level status is preferred but Master's level students are encouraged to enroll in consult with the instructor. (Formerly 5500:612)

**EDCI:615 Philosophy & Organization of Middle Schools (3 Credits)**
Philosophy, theory, research, and exemplary organizational, assessment, and evaluation components of middle level education. (Formerly 5500:615)

**EDCI:616 Middle School Curriculum & Instruction (3 Credits)**
Theories, research, and exemplary practices focusing on middle school curriculum and instruction. (Formerly 5500:616)

**EDCI:617 Seminar: Licensure in Curricular and Instructional Studies (3 Credits)**
This course should be taken at the beginning of the Master's with Licensure Program as an introduction to curriculum and pragmatics of teaching. (Formerly 5500:617)

**EDCI:619 Instructional & Management Practices (3 Credits)**
This course addresses the practical interpretation and application of the theoretical foundations for the development of standards-based instruction and the organization of the learning environment. Teacher candidates learn to use teaching models and management strategies for effective instruction. Field experience in local school required. (Formerly 5500:619)

**EDCI:621 Advanced Instructional Techniques: Modern Language P-8 (3 Credits)**
Prerequisite: EDCI 617 or permission of instructor. Focus is on theories of language acquisition, models of instruction suited to teaching foreign languages and cultures in the elementary school (P-8), and strategies that promote appropriate levels of language competence and proficiency for young learners. (35 field hours) (Formerly 5500:621)

**EDCI:622 Children's Literature in the Curriculum (3 Credits)**
Examination of literary genre with emphasis on methods and techniques for presenting literature to children in preschool, elementary, and middle grades. (Formerly 5500:622)

**EDCI:625 Contemporary Issues in Literacy Instruction and Phonics (3 Credits)**
Survey course exploring current research in reading and writing as constructive processes of meaning-making. (Formerly 5500:625)

**EDCI:626 Assessment of Reading Difficulties (3 Credits)**
Examines formal and informal assessments and intervention strategies for students grades K - 12 with reading difficulties. (Formerly 5500:626)

**EDCI:627 Special Topics in Curricular & Instructional Studies (3 Credits)**
(3-9 credits; may be repeated with a change in topic). Prerequisite: permission of instructor. Groups study of special topics of critical, contemporary concern in professional education. (Formerly 5500:627)

**EDCI:628 Literacy Assessment Practicum (3 Credits)**
Laboratory experience within classroom, small groups and individuals. A student diagnoses, implements procedures, and follows prescribed reading improvement. (Formerly 5500:628)

**EDCI:629 Reading Programs in Secondary Schools (3 Credits)**
For all subject teachers both with and without previous study in the teaching of reading. Materials, class organization and procedures for developing reading improvement programs, for all secondary school and college students. (Formerly 5500:629)

**EDCI:631 Advanced Behavioral Strategies for the Educator (3 Credits)**
This course provides the educator with an advanced examination of strategies designed to improve student behavior in the school setting. (Formerly 5500:631)

**EDCI:635 Seminar in Teaching Foreign Languages (3 Credits)**
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section. (Formerly 5500:635)

**EDCI:637 Seminar: Research & Theory in Foreign Language Education (3 Credits)**
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section. (Formerly 5500:637)

**EDCI:639 Introduction to Teacher Leadership (3 Credits)**
This course philosophically, scientifically, and historically explores contemporary teacher leadership in the United States through scholarly, critical and practical inquiry in addition to reflective action in diverse learning ecologies. (Formerly 5500:639)

**EDCI:640 Development of Children: Grades Four and Five (3 Credits)**
Prerequisite: Course is only open to candidates who hold an Early Childhood P-3 teaching license. Course focuses on nature/needs of grades 4-5 adolescents¿ development including physical, cognitive-intellectual, moral, psychological and social-emotional. Explore related issues in home, school and community contexts. (Formerly 5500:640)

**EDCI:641 Fourth Grade Curriculum and Instruction (3 Credits)**
Prerequisite/Corequisite: EDCI 640. The language arts, mathematics, science and social studies, the arts and technology content and the knowledge of inquiry and problem-based instruction necessary for fourth-grade learners. (Formerly 5500:641)

**EDCI:642 Fifth Grade Curriculum and Instruction (3 Credits)**
Prerequisite/Corequisite: EDCI 640. Models an inquiry-based format that integrates math, science, social studies, and technology standards where students learn to create, implement, manage, and evaluate student-centered learning environments. (Formerly 5500:642)

**EDCI:644 Collaboration and Consultation Skills for Teacher Leadership (3 Credits)**
Prerequisites: EDFN 643 and EDIT 639. This course provides teachers in the leadership endorsement with skills in communication, collaboration, and team process to facilitate a collaborative learning culture. (Formerly 5500:644)

**EDCI:645 Theory & Practice in Elementary School Mathematics (3 Credits)**
Focuses on the development of mathematics education, current trends in the teaching of elementary school mathematics, and future directions in mathematics education. (Formerly 5500:645)

**EDCI:650 Elementary Science Curriculum & Instruction (3 Credits)**
A critical analysis of contemporary science curriculum and instructional methods for the young learner with particular attention to constructivism and national standards. (Formerly 5500:650)

**EDCI:651 Secondary Science Curriculum & Instruction (3 Credits)**
A critical analysis of the theory and practice of curriculum and instructional methods in science for early adolescent and adolescent learners. (Formerly 5500:651)

**EDCI:652 Nature, History, and Philosophy of STEM (3 Credits)**
This course examines the historical evolution of STEM disciplines, and the philosophical assumptions that distinguishes ways of knowing in these disciplines. Applications to educational research are examined. (Formerly 5500:652)

**EDCI:660 Coaching in Diverse Classrooms (2 Credits)**
This course focuses on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive literacy instruction for diverse learners. (Formerly 5500:660)

**EDCI:661 Coaching for Effective Assessment Practice (2 Credits)**
Designed for reading specialists, this course teaches knowledge, skills and dispositions in school-based professional development and coaching on classroom-based literacy assessment concepts and skills. (Formerly 5500:661)

**EDCI:662 Pedagogy of Effective Literacy Instruction (2 Credits)**
The course enables candidates to demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective literacy instruction. (Formerly 5500:662)

**EDCI:663 Professional Development in Literacy (2 Credits)**
An introduction to research and knowledge bases related to teacher professional development with an examination of coaching as one venue of supporting teacher professional development. (Formerly 5500:663)

**EDCI:664 Advanced Literacy Research (2 Credits)**
This course is an introduction to literacy research as an integral part of professional development and supports engagement in inquiry that advances candidates' understanding of literacy instruction. (Formerly 5500:664)

**EDCI:665 Literacy Specialist Internship (4 Credits)**
The internship is a school-based practicum that integrates the accomplishment of the Literacy Specialist Endorsement Standards and focuses on data-based decision making to inform coaching. (Formerly 5500:665)

**EDCI:690 Educational Inquiry I (3 Credits)**
Prerequisite: Admission to the M.A. program in Curricular and Instructional Studies. The implementation of a research design for an inquiry into a curricular and/or instruction problem within an educational setting. (Formerly 5500:690)

**EDCI:691 Educational Inquiry II (3 Credits)**
Prerequisite: EDCI 690 and admission to the program. Students implement a research design for an inquiry into a curricular and/or instruction problem inside or outside of an educational setting. (Formerly 5500:691)

**EDCI:692 Field Experience: Colloquium (1 Credit)**
Prerequisite: admission to student teaching. Corequisite: EDCI 694. Instructional experience in the 7-12 classroom to apply theory and research to practice. (Formerly 5500:692)

**EDCI:693 Field Experience: Masters with Licensure (1-3 Credits)**
Instructional experience in the 7-12 classroom to apply theory and research to practice. (May be repeated for a maximum of 6 credits.) 1-3 credits (50 field hours per credit hour) (Formerly 5500:693)

**EDCI:694 Field Experience: Classroom Instruction (1-12 Credits)**
Prerequisites: Admission to Student Teaching. Corequisite: EDCI 692. Planned teaching experience in schools selected and supervised by Office of Field Experience. (Formerly 5500:694)

**EDCI:695 Field Experience: Masters (1-6 Credits)**
Prerequisites: permission of advisor and department chair. Experience in an educational setting to apply educational theory and research to practice. (Formerly 5500:695)

**EDCI:696 Masters Project (1-6 Credits)**
In-depth investigation of specific problem pertinent to student's area of concentration in education. (Formerly 5500:696)

**EDCI:697 Independent Study (1-3 Credits)**
Selected areas of independent investigation as determined by advisor and related to student's academic needs. (Formerly 5500:697)

**EDCI:699 Masters Thesis (4-6 Credits)**
In-depth study of research problem in education. Student must be able to demonstrate necessary competencies to deal with research problem in education. (Formerly 5500:699)

**EDCI:750 Current Research & Theory in STEM Education (3 Credits)**
Intensive examination of contemporary theory and research literature in STEM teaching and learning for preschool through senior high school students. (Formerly 5500:750)

**EDCI:780 Seminar: Curricular & Instructional Studies (1-3 Credits)**
(May be repeated.) Intensive examination of a particular area of curriculum and instruction. (Formerly 5500:780)

**EDCI:800 Professional Seminar in STEM Education (3 Credits)**
Prerequisite: admission to the Ph.D. in Integrative STEM Education program. Learners will develop individualized programs of study and plan their doctoral studies. An overview of process and procedures will be addressed. (Formerly 5500:800)

**EDCI:820 Advanced Study & Research in Reading Instruction (3 Credits)**
Survey of research, comparison and evaluation of programs, design and development of projects in reading through group or individual study. (Formerly 5500:820)

**EDCI:880 Doctoral Seminar in Curricular & Instructional Studies (1-3 Credits)**
Prerequisite: Admission to the Ph.D. program in either Elementary Education or Secondary Education, or department consent. Intensive examination of a particular area of teacher education. (May be repeated with change of topic and for a total of 9 credits.) (Formerly 5500:880)

**EDCI:895 Doctoral Field Experience (1-6 Credits)**
(May be repeated for a total of 6 hours.) Intensive job-related experience pertinent to student's needs. Student must be able to demonstrate skills and leadership abilities in an on-the-job situation. (Formerly 5500:895)

**EDCI:898 Independent Study (1-3 Credits)**
(May be repeated for a total of 6 hours.) Area of study determined by student's needs.(Formerly 5500:898)

**EDCI:899 Doctoral Dissertation (1-20 Credits)**
Study and in-depth analysis of a research problem in curriculum and instruction. (Formerly 5500:899)

# Educational Leadership (EDLP)

**EDLP:590 Workshop: General Administration (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5170:590)

**EDLP:591 Workshop: General Administration (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5170:591)

**EDLP:592 Workshop: General Administration (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5170:592)

**EDLP:593 Workshop: General Administration (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5170:593)

**EDLP:594 Educational Institutions: General Administration (1-4 Credits)**
Special course designed as in-service upgrading programs, frequently provided with the support of curriculum units. (Formerly 5170:594)

**EDLP:601 Organizational Leadership (3 Credits)**
A perspective of educational leadership and the context in which it operates, with emphasis on the processes, tasks, roles and relationships involved. Field based research required. (Formerly 5170:601)

**EDLP:602 Management of Physical Resources (3 Credits)**
A comprehensive view of the principles, practices, and new dimensions involved in the planning and management of educational facilities. (Formerly 5170:602)

**EDLP:603 Management of Human Resources (3 Credits)**
An orientation to the major dimensions of the personnel function. (Formerly 5170:603)

**EDLP:604 School Contexts and Community Involvement (3 Credits)**
The course is for graduate students interested in P-12 school leadership. It focuses on understanding strategies for collaborating with members of the school community. (Formerly 5170:604)

**EDLP:606 Evaluation in Educational Organizations (3 Credits)**
Prerequisites: EDLP 601 and EDFN 640. An examination of the general concepts, models, practical applications and considerations involved in the evaluation of educational organizations. (Formerly 5170:606)

**EDLP.607 School Law (3 Credits)**
An examination of the legal principles underlying education in the United States as reflected in statutory provisions, court decisions and administrative orders. Field based research required. Course also available fully online. (Formerly 5170:607)

**EDLP.608 School Finance & Economics (3 Credits)**
A study of financial operations of school systems, including taxes, other sources of revenue, expenditures, budgeting and effects of economic factors. (Formerly 5170:608)

**EDLP.609 Principles of Curriculum Development (3 Credits)**
Prerequisites: EDLP 601 and EDFN 640. This course is intended to help the student develop the performance competencies necessary to engage in curriculum decision making. (Formerly 5170:609)

**EDLP.610 Supervision of Instruction (3 Credits)**
An introduction to the school function that improves instruction through direct assistance, curriculum, staff and group development and action research. (Formerly 5170:610)

**EDLP.613 Student Services and Interagency Collaboration (3 Credits)**
Overview of pupil services including analysis of the nature and development of each component and program and discussion of current issues and trends. Field based research required. (Formerly 5170:613)

**EDLP.615 Student Services and Disability Law (3 Credits)**
The course examines the statutory and case laws and regulations affecting students with disabilities. Laws are reviewed, policy implications identified, and legally compliant practices proposed. (Formerly 5170:615)

**EDLP.620 School Culture and Governance (3 Credits)**
An examination of leadership as it relates to the development and maintenance of a school climate and culture conducive to teaching and learning. (Formerly 5170:620)

**EDLP.695 Principal Internship (3 Credits)**
Students are required to successfully complete a two-semester internship in a school district chosen by the student and his/her advisor. (Formerly 5170:695)

**EDLP.696 Principal Internship (3 Credits)**
Students are required to successfully complete a two-semester internship in a school district chosen by the student and his/her advisor. (Formerly 5170:696)

**EDLP.697 Independent Study (1-3 Credits)**
Prerequisites: permission of advisor and supervisor of the independent study. Area of study determined by student's needs. (May be repeated for a total of six credits.) (Formerly 5170:697)

**EDLP.704 Advanced Organizational Leadership (3 Credits)**
Study of organizations and strengths and weaknesses of common methods of administering them. Practical means by which overcoming bureaucratic weaknesses of bureaucracies are offset or lessened by educational institutions. (Formerly 5170:704)

**EDLP.705 Decision Making in Educational Administration (3 Credits)**
Decision making is portrayed as a central function of the educational administrator with a united presentation of the theory, research and practice of decision making. (Formerly 5170:705)

**EDLP.707 The Superintendency (3 Credits)**
An orientation to the superintendent's role and an examination of the strategies for dealing with the major relational and functional aspects of the superintendency. (Formerly 5170:707)

**EDLP.708 Economics in Education (3 Credits)**
Issues related to the changing marketplace of public, private schooling and higher education institutions as they relate to an urban environment. (Formerly 5170:708)

**EDLP.709 Advanced Principles of Curriculum Development (3 Credits)**
A second course in curriculum development with an emphasis on the performance competencies needed to engage in curriculum planning and decision making. (Formerly 5170:709)

**EDLP.710 Advanced School Law (3 Credits)**
An in-depth study of the law as it pertains to the function and role of the administrator as instructional leader; disciplinarian; building, facilities, and auxiliary services manager. (Formerly 5170:710)

**EDLP.716 Advanced Evaluation of Educational Organization (3 Credits)**
An evaluation course to help educational leaders plan and assess educational priorities and outcomes. (Formerly 5170:716)

**EDLP.720 Topical Seminar: Educational Administration (1-3 Credits)**
(May be repeated.) Prerequisite: permission of instructor. Topical studies in selected areas of concern to students, practicing administrators in public, private educational institutions, organizations. (Formerly 5170:720)

**EDLP.730 Residency Seminar (3 Credits)**
Focus on recent research in administration and educational administration theory. (Formerly 5170:730)

**EDLP.731 Residency Seminar (3 Credits)**
Prerequisite: EDLP 601. Focus on recent research in administration and educational administration theory. (Formerly 5170:731)

**EDLP.732 Public & Media Relations in Educational Organizations (3 Credits)**
A course in educational public relations intended to help educational leaders facilitate the development of common perceptions about school issues with multiple constituencies. (Formerly 5170:732)

**EDLP.740 Theories of Educational Supervision (3 Credits)**
Extends EDLP 610, including supervisory models, staff development, and the organizational environment's impact on the climate for effective supervision. (Formerly 5170:740)

**EDLP.745 Seminar: Urban Educational Issues (3 Credits)**
A study of the linkages between educational organizations and their social contexts, particularly as they relate to educational change. Research project required. (Formerly 5170:745)

**EDLP.746 Politics of Education (3 Credits)**
Emphasis given to recent efforts to bring about reform at all levels of the educational enterprise and to conceptual perspectives and research findings. (Formerly 5170:746)

**EDLP.795 Internship in Educational Administration (1-5 Credits)**
Students are required to successfully complete a two-semester internship in a school district chosen by the student and his/her advisor. (Formerly 5170:795)

**EDLP.796 Internship in Educational Administration (1-5 Credits)**
Students are required to successfully complete a two-semester internship in a school district chosen by the student and his/her advisor. (Formerly 5170:796)

**EDLP.895 Doctoral Internship (1-6 Credits)**
Candidates for the doctoral degree in educational administration must prepare and complete a research proposal that includes research questions, a literature review, and a research design. They must collect, analyze, and interpret data. (Formerly 5170:895)

**EDLP:896 Doctoral Internship (1-6 Credits)**
Candidates for the doctoral degree in educational administration must prepare and complete a research proposal that includes research questions, a literature review, and a research design. They must collect, analyze, and interpret data. (Formerly 5170:896)

**EDLP:897 Independent Study (1-3 Credits)**
Prerequisites: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in education. (May be repeated for a total of six credits.) (Formerly 5170:897)

**EDLP:898 Research Project in Special Areas (1-2 Credits)**
Prerequisite: permission of advisor. Critical and in-depth study of specific problem in educational administration. (Formerly 5170:898)

**EDLP:899 Doctoral Dissertation (1-20 Credits)**
Prerequisite: permission of advisor. Specific research problem that requires student to apply research skills and techniques to the problem being studied. (Formerly 5170:899)

# Educational Foundations and Leadership (EDFN)

**EDFN:520 Introduction to Instructional Computing (3 Credits)**
Prepares the student in the use of instructional technologies in educational and business settings. Segments of the course are offered in an online format. (Formerly 5100:520)

**EDFN:590 Workshop in Educational Foundations & Leadership (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5100:590)

**EDFN:591 Workshop in Educational Foundations & Leadership (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5100:591)

**EDFN:592 Workshop in Educational Foundations & Leadership (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. (Formerly 5100:592)

**EDFN:594 Educational Institutes: Educational Foundations & Leadership (1-4 Credits)**
Special course designed as in-service upgrading programs, frequently provided with the support of curriculum units. (Formerly 5100:594)

**EDFN:600 Philosophies of Education (3 Credits)**
Examination of basic philosophical problems underlying broad educational questions that confront society. Provides foundation for understanding of questions of modern society and education. (Formerly 5100:600)

**EDFN:602 Comparative & International Education (3 Credits)**
Comparative study of selected national school systems with reference to forces that shape their characteristics. Different theoretical approaches used in study of comparative education also investigated. (Formerly 5100:602)

**EDFN:604 Topical Seminar in the Cultural Foundations of Education (3 Credits)**
(May be repeated for a total of six credits) Issues and subjects related to study of educational institutions, theories and/or ideas. Different topics will be offered from section to section. Delivered in face to face web enhanced format and fully online format. (Formerly 5100:604)

**EDFN:610 Introduction to Statistics in Human Services (3 Credits)**
Applying basic statistical concepts and use statistics to address real world problems in social science. (Formerly 5100:610)

**EDFN:620 Psychology of Instruction for Teaching & Learning (3 Credits)**
Current theories and research in the areas of cognition and learning, development, and motivation that underlay approaches to teaching in any context. (Formerly 5100:620)

**EDFN:624 Seminar in Educational Psychology (3 Credits)**
In-depth study of research in selected areas of learning, development, evaluation, and motivation. Offered in face-to-face and online formats. (Formerly 5100:624)

**EDFN:629 Fundamentals of E-Learning (1 Credit)**
The nature, purpose, history and philosophy of e-learning will be explored through examination of associated trends and issues. Establishment of a learning community will be addressed in the face-to-face course component. E-learning course/certificate overviews will be discussed. (Formerly 5100:629)

**EDFN:630 Topical Seminar in Computer-Based Education (3 Credits)**
(May be repeated for a total of six credits. Advanced topics related to development, implementation, research and evaluation in C.B.E. Student involvement emphasized, required. Knowledge of programming language recommended. (Formerly 5100:630)

**EDFN:637 Philosophies of Educational Technology (3 Credits)**
To introduce students to the many philosophies of educational technologies and the manner in which information technology especially influences our pedagogy. (Formerly 5100:637)

**EDFN:640 Using Research to Inform Practice (3 Credits)**
Research methods and techniques commonly used in education and behavioral sciences; preparation of research reports. Includes library, historical, survey and experimental research and data analysis. Delivered in face to face web enhanced format and fully online format. (Formerly 5100:640)

**EDFN:642 Introduction to Classroom Assessment for Teachers (3 Credits)**
The focus of this class is on the practical classroom assessment skills future and practicing teachers need for decision-making about student learning. (Formerly 5100:642)

**EDFN:643 Vision, Goal Planning and Professional Practice for Teacher Leaders (3 Credits)**
This course reviews the main research, theories, and practices that make for effective organizational leadership and professional practice for teacher leaders. (Formerly 5100:643)

**EDFN:646 Multicultural Counseling (3 Credits)**
Prerequisites: COUN 643 or permission of instructor. An examination of multicultural counseling theory and research necessary to work with culturally diverse people. (Formerly 5100:646)

**EDFN:647 Data and Evidence-based Practice for Teacher Leaders (3 Credits)**
An examination of applied research techniques for school leadership and improvement efforts. (Formerly 5100:647)

**EDFN:648 Individual & Family Development Across the Lifespan (3 Credits)**
An exploration of individual and family development. Emphasis will be placed on understanding the relationship between the individual and his/her family. (Formerly 5100:648)

**EDFN:650 Data Collection Methods for Educators (3 Credits)**
Students will develop, implement and evaluate various data collection methods such as achievement tests, commercially published instruments, surveys, and individual and group interviews. (Formerly 5100:650)

**EDFN:651 Data-Driven Decision Making for Educators (3 Credits)**
The purpose of this course is to facilitate the understanding and utilization of data to identify classroom/school improvement needs and make informed decisions in effecting change. (Formerly 5100:651)

**EDFN:652 Introduction to Educational Evaluation (3 Credits)**
Introduction to core concepts of educational evaluation including; the purpose, process, standards, and models of evaluation. Students will develop skills in interpreting and critiquing evaluation reports. (Formerly 5100:652)

**EDFN:653 Practical Applications of Educational Evaluation (3 Credits)**
Prerequisite: EDFN 652. This course is designed as the second part of educational evaluation with a focus on the application of evaluation concepts and theory to real world situations. (Formerly 5100:653)

**EDFN:654 Master's Project in Assessment & Eval - Part I (3 Credits)**
Prerequisite: Permission of advisor This capstone course is the culminating learning experience for the Masters Degree in Assessment and Evaluation. Students complete a comprehensive evaluation project of their choice. (Formerly 5100:654)

**EDFN:655 Master's Project in Assessment & Eval Part 2 (3 Credits)**
Prerequisite: EDFN 654. This capstone course is the culminating learning experience for the Masters Degree in Assessment and Evaluation. Students complete a comprehensive evaluation project of their choice. (Formerly 5100:655)

**EDFN:695 Field Experience: Masters (1-3 Credits)**
Prerequisites: permission of department chair and instructor. Area determined in accordance with student's program and professional goals. (Formerly 5100:695)

**EDFN:697 Independent Study (1-3 Credits)**
(May be repeated for a total of six credits) Prerequisites: permission of department chair and instructor. Specific area of study determined in accordance with student's program and professional goals. (Formerly 5100:697)

**EDFN:698 Masters Problem (2-4 Credits)**
Prerequisite: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with problems in educational foundations. (Formerly 5100:698)

**EDFN:699 Masters Thesis (4-6 Credits)**
Prerequisites: permission of department chair and instructor. In-depth study of research problem within humanistic and behavior foundation. (Formerly 5100:699)

**EDFN:701 History of Education in American Society (3 Credits)**
Historical development of education in American social order, with special emphasis on social, political and economic setting. (Formerly 5100:701)

**EDFN:703 Seminar: History & Philosophy of Higher Education (3 Credits)**
Prerequisite: EDFN 600 or equivalent. History and philosophy related to genesis and development of higher education in the Western world, with special emphasis given to higher education's development in United States. Delivered in face to face web enhanced format and fully online format. (Formerly 5100:703)

**EDFN:705 Seminar: Social-Philosophical Foundations of Education (3 Credits)**
(May be repeated for a total of six credits) Prerequisite: EDFN 600 or equivalent. Inquiry into selected ideological social, economic and philosophical factors affecting educational development in United States and other countries. (Formerly 5100:705)

**EDFN:710 Adult Learning, Development & Motivation (3 Credits)**
Emerging theories of intelligence; theories of adult learning; stage theories of adult cognitive, conceptual and moral development; life cycle development; adult life transitions. (Formerly 5100:710)

**EDFN:721 Learning Processes (3 Credits)**
Study of principles underlying classroom learning processes with particular emphasis on teaching as means of modifying pupil behavior; cognitive, motor, social and affective. (Formerly 5100:721)

**EDFN:723 Teacher Behavior & Instruction (3 Credits)**
Prerequisite: EDFN 600. Intensive survey of theoretical and empirical literature involving teacher and conceptions of instruction. A student reports on theory, empirical research and applications in areas of individual interests. (Formerly 5100:723)

**EDFN:740 Research Design (3 Credits)**
Topics include problem statement, research questions, literature review, choosing a sample, selecting an appropriate research design and data collection method, and ethical and legal issues. (Formerly 5100:740)

**EDFN:741 Data Collection Methods (3 Credits)**
Prerequisite: EDFN 740. Emphasis on developing, selecting, and administering common data collection methods in education and social science research including standardized tests, inventories, questionnaires, focus groups, and content analysis. (Formerly 5100:741)

**EDFN:742 Statistics in Education (3 Credits)**
Statistical methods and techniques used in educational measurement and in educational research. Emphasis on hypothesis testing. (Formerly 5100:742)

**EDFN:743 Advanced Educational Statistics (3 Credits)**
Prerequisite: EDFN 741. Emphasis on interpreting advanced statistics in education and the social sciences. (Formerly 5100:743)

**EDFN:744 Qualitative Methods I (3 Credits)**
Provides an overview of theory about and hands-on experience with methods of qualitative research. Techniques of participant-observation, interviewing, and document collection will be covered. (Formerly 5100:744)

**EDFN:745 Qualitative Methods II (3 Credits)**
Prerequisite: EDFN 744. Provides more advanced experience with theory and methods of qualitative research. Data collection and analysis will focus on students' research interests and possible dissertation topics. (Formerly 5100:745)

**EDFN:798 Research Project in Special Areas (1-3 Credits)**
Prerequisite: permission of department chair and instructor. Critical and in-depth study of specific problem in educational foundations. (Formerly 5100:798)

**EDFN:801 Research Seminar: Educational Foundations & Leadership (3 Credits)**
Prerequisites: EDFN 640 and EDFN 740; permission of department chair and instructor. Intensive study of research methods applicable to education. Emphasis on developing a dissertation proposal. (Formerly 5100:801)

**EDFN:897 Independent Study (1-4 Credits)**
(May be repeated for a total of eight credits.) Prerequisites: permission of department chair and instructor. Specific area of inquiry within humanistic and behavioral foundations of education determined in advance by student and faculty advisor. (Formerly 5100:897)

# Educational Foundations - Higher Education (EDHE)

**EDHE:515 Administration in Higher Education (3 Credits)**
In-depth study of administrative roles, functions, knowledge and skills requirements, and administrative behavior. Trends in administrative theory and application will also be explored. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:515)

**EDHE:521 Law & Higher Education (3 Credits)**
Legal aspects of higher education, sources of law and authority presented; impact on, interaction with, and implications of the administration of higher education will be discussed. Delivered in face-to-face, web-enhanced format, and fully online format. (Formerly 5190:521)

**EDHE:525 Topical Seminar: Higher Education (3 Credits)**
(May be repeated.) Topical study in a variety of areas related to public and/or private higher education institutions, organizations. Maximum of six credits applied to degree. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:525)

**EDHE:526 Student Services & Higher Education (3 Credits)**
Examination of issues related to the delivery and evaluation of student services in higher education. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:526)

**EDHE:527 American College Student (3 Credits)**
Introduction to the sociopsychological literature concerning the impact of college on students and student development theory. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:527)

**EDHE:530 Higher Education Curriculum & Program Planning (3 Credits)**
Study of curriculum planning at the college and university level, factors influencing curriculum design, theories and practices of curricular change and innovation are also explored. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:530)

**EDHE:590 Workshop: Higher Education Administration (3-6 Credits)**
(May be repeated for a total of six credits.) Emphasizing the development and demonstration of leader behavior appropriate to the college or university setting. (Formerly 5190:590)

**EDHE:600 Advanced Administrative Colloquium in Higher Education (3 Credits)**
Prerequisite: permission of instructor. Examination of higher education administration perspectives and issues, including those that pose particular concern to students. Capstone experience for students poised for program completion. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:600)

**EDHE:601 Internship in Higher Education (1-3 Credits)**
(May be repeated for a total of six credits) Prerequisite: permission. Corequisite: EDHE 602. Opportunity for administrative work experience in a higher education setting. Delivered in face-to-face, web-enhanced format, or fully online format. (Formerly 5190:601)

**EDHE:602 Internship in Higher Education Seminar (1 Credit)**
(May be repeated for a total of three credits) Prerequisite: permission. Corequisite: EDHE 601. To be taken in conjunction with internship for synthesis of problems encountered in internship experience and to provide the opportunity to share ideas and experiences from various areas of higher education internship placement. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:602)

**EDHE:610 Diversity Issues in Higher Education (3 Credits)**
Examination of psychosocial literature and theories related to diverse groups and issues within higher education. Theoretical application and perspectives to administrative practice emphasized. (Formerly 5190:610)

**EDHE:615 Historical Foundations of American Higher Education (3 Credits)**
Overview of the historical foundations, academic history, and educational traditions emerging from its European roots into American higher education to inform contemporary practice. (Formerly 5190:615)

**EDHE:620 Finance & Higher Education (3 Credits)**
Facilitates student's understanding of how American Higher Education is financed, identifies various methodologies used, and political and economic impacts and processes involved. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:620)

**EDHE:626 Policy, Assessment, and Accountability in Higher Education (3 Credits)**
Familiarizes student with assessment, policy-making, and accountability in higher education. Theoretical approaches explored, internal and external policy actors identified and implementation issues are examined. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:626)

**EDHE:635 Instructional Strategies & Techniques for the College Instructor (3 Credits)**
Selected topics in instruction theory, techniques and strategies which are appropriate to instructional planning and development of college-level courses. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:635)

**EDHE:645 Independent Study in Higher Education (1-3 Credits)**
Selected areas of independent investigation in an area of higher education as determined by the advisor and student in relation to student's academic needs and career goals. Delivered in face-to-face web enhanced format and fully online format. (Formerly 5190:645)

# Educational Foundations - Instructional Technology (EDIT)

**EDIT:590 Workshop (1-3 Credits)**
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. Delivered in face-to-face, web-enhanced format and fully on-line format. (Formerly 5150:590)

**EDIT:610 Introduction to Instructional Technology (3 Credits)**
Course will provide the learner with foundational understanding of technology standards will provide the conceptual framework for the study of technology's impact on teaching and learning in the 21st Century. (Formerly 5150:610)

**EDIT:614 Technology Leadership and Planning (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDIT:610. Emphasizes the leadership and process of planning for the use of technology in schools, businesses, and institutions. Includes plans for instructor/faculty support and alternative management of technology integration. 10 Field Hours. (Formerly 5150:614)

**EDIT:631 Instructional Design (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDIT:610. The theory and practice of instructional design (ID) involves a systematic approach to the analysis, design, development, evaluation, and implementation of effective instruction. 10 Field Hours. (Formerly 5150:631)

**EDIT:632 Designing Online Learning (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDIT:610. Help students become proficient in the design, development, and evaluation of online learning modules/courses for training and education. Students will be prepared to design online courses and online learning modules. 10 Field Hours. (Formerly 5150:632)

**EDIT:633 Interactive Web Design and Development (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDIT:610. Introduces students to design and develop an interactive website through integrating a variety of digital media (i.e. image, audio, video, and authoring tutorials) in a web-based format to support learning. 10 Field Hours. (Formerly 5150:633)

**EDIT:634 Visual Literacy (3 Credits)**
This course will combine a basic understanding of design principles and concepts with research findings on the use of visuals in the learning process. (Formerly 5150:634)

**EDIT:635 Emerging Technologies for Instruction (3 Credits)**
This course examines emerging technologies (hardware, software, systems) that support teaching/learning, and methods for assessing the utility of any technology used for instructional purposes. (Formerly 5150:635)

**EDIT:636 Topical Seminar in Educational Technology (3 Credits)**
(Repeatable for up to nine credits.) Current trends and practices in educational technology: computer authoring software, tools and processes for instructional video production, presentation systems. (Formerly 5150:636)

**EDIT:638 Integrating and Implementing Technology (3 Credits)**
Prerequisite: Admission to the School of Education. Pre/Corequisite: EDIT:610. Designed to equip teachers with tools, resources, and strategies to support the integration and implementation of effective use of technology in the classroom. 10 Field Hours. (Formerly 5150:638)

**EDIT:639 Strategies for Online Teaching & Learning (3 Credits)**
Corequisite: EDIT 610. Prepare instructors to make the transition from teaching in a physical classroom to facilitating learning in virtual classroom. Delivered in a fully-online format. (Formerly 5150:639)

**EDIT:696 Master Technology Project (2-3 Credits)**
Prerequisite: permission of advisor. Prepare and test a technology learning package that includes any combination of text, graphics, sound, color, motion, and the provision for interaction by the target students. (Formerly 5150:696)

**EDIT:697 Independent Study (1-3 Credits)**
(May be repeated for a total of six credits) Prerequisites: permission of department chair and instructor. Specific area of study determined in accordance with student's program and professional goals. (Formerly 5150:697)

# Intervention Specialist (EDIS)

**EDIS:540 Developmental Characteristics of Exceptional Individuals (3 Credits)**
A survey course covering the identification, developmental characteristics, and intervention strategies for exceptional children and youth across education and community settings. (1 field hour) (Formerly 5610:540)

**EDIS:544 Developmental Characteristics of Intellectually Gifted Individuals (3 Credits)**
Prerequisite: EDIS 540. Survey of etiology, diagnosis, classification and developmental characteristics of intellectually gifted individuals. (Formerly 5610:544)

**EDIS:547 Individuals with Mild/Moderate Educational Needs: Characteristics and Implications (4 Credits)**
Survey of the etiology, identification, classification, developmental characteristics of, and intervention strategies for individuals with mild/moderate educational needs. (Formerly 5610:547)

**EDIS:548 Individuals with Moderate/Intensive Educational Needs: Characteristics and Implications (3 Credits)**
Prerequisites: EDIS 540. Survey of the etiology, identification, classification, and developmental characteristics of individuals with moderate/intensive educational needs. (Formerly 5610:548)

**EDIS:550 Special Education Programming: Early Childhood (3 Credits)**
Prerequisite: EDIS 540. Developmental patterns of young children with disabilities and developmentally/exceptionally appropriate practices with respect to programming and adaptations. (50 field hours) (Formerly 5610:550)

**EDIS:551 Special Education Programming: Mild/Moderate I (3 Credits)**
Prerequisites: EDIS 540 or EDIS 547. Educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs. (20 field hours) (Formerly 5610:551)

**EDIS:552 Special Education Programming: Secondary/Transition (3 Credits)**
Study of diagnostic prescriptive service delivery systems designed to accommodate developmental patterns of secondary level students with exceptionalities. (20 field hours) (Formerly 5610:552)

**EDIS:553 Special Education Programming: Moderate/Intensive I (3 Credits)**
Prerequisite: EDIS 548. Development of the programming strategies including assessment, inter/transdisciplinary models, family involvement, IFSP/IEP/IP development, instructional practices based upon legal/ethical principles for individuals with moderate/intensive educational needs. (20 field hours) (Formerly 5610:553)

**EDIS:554 Special Education Programming: Moderate/Intensive II (3 Credits)**
Prerequisites: EDIS 448/548, EDIS 453/553. Advanced program for providing educational planning and intervention for individuals with moderate to intensive educational needs. Focus is on developing a comprehensive educational program which will facilitate optimum functioning and independence. (20 field hours) (Formerly 5610:554)

**EDIS:556 Inclusive Field Experience: Moderate/Intensive (1 Credit)**
Corequisite: EDIS 554. In this inclusive field experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners (Formerly 5610:556)

**EDIS:557 Special Education Programming: Mild/Moderate (5 Credits)**
Prerequisite: EDIS 540. Corequisite: EDIS 558. Special educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs. (Formerly 5610:557)

**EDIS:559 Collaboration & Consultation in Schools & Community (3 Credits)**
Prerequisites: EDIS 540 and EDIS 547 or EDIS 548, or permission of instructor. Provides professional educators/intervention specialists with skills in collaboration and consultation for working with parents of exceptional individuals and other professionals within school/community settings. (Formerly 5610:559)

**EDIS:560 Family Dynamics & Communication in the Educational Process (3 Credits)**
Prerequisites: EDIS 440/540, EDIS 447/547 or EDIS 448/548. A study of family theory and structure along with beginning techniques for working with families of students with exceptionalities, in educational and community settings. (Formerly 5610:560)

**EDIS:561 Special Education Programming: Early Childhood Moderate/Intensive (3 Credits)**
Prerequisites: EDIS 440/540, EDIS 448/548. Developmental patterns of young children with moderate/intensive needs (ages 3-8) and developmentally appropriate practices in programming and adaptations. (20 field hours) (Formerly 5610:561)

**EDIS:563 Assessment in Special Education (3 Credits)**
Prerequisites: EDIS 440/540, EDIS 447/547 or EDIS 448/548. Prepares student to select, administer and interpret formal and informal assessment procedures and use resulting data in planning educational programs for exceptional individuals. (Formerly 5610:563)

**EDIS:564 Assessment & Evaluation in Early Childhood Special Education (3 Credits)**
Prerequisites: EDIS 440/540, EDIS 448/548. The assessment of children (three to eight) and their environment who are at risk for disabilities or currently in special education. (Formerly 5610:564)

**EDIS:567 Management Strategies in Special Education (3 Credits)**
Prerequisites: EDIS 440/540 and [EDIS 447/547 or EDIS 448/548]. Content emphasizing the development of application strategies with a variety of behavior management models for mediation of behaviors with exceptional individuals (Formerly 5610:567)

**EDIS:568 Advanced Behavior Management (3 Credits)**
Prerequisites: EDIS 567. Advanced techniques for remediating problematic behavior, establishing effective repertoires and evaluating research relevant to classroom management will be covered. Behavioral theory will be stressed. (Formerly 5610:568)

**EDIS:569 Inclusive Education for Engish Learners (2 Credits)**
This class prepares teachers to use evidence based strategies, accommodations, and instruction to enhance the curriculum for the English Learners with special education needs. (Formerly 5610:569)

**EDIS:570 Clinical Practicum in Special Education (3 Credits)**
Prerequisite: Departmental Consent Required. Provides a pre-student teaching experience for students in the areas of assessment, program planning, instructional planning and presentation, classroom management, adaptations, and collaboration with parents and other educational professionals. (Formerly 5610:570)

**EDIS:579 Seminar: Invitational Studies in Special Education (1-2 Credits)**
(May be repeated for a total of four credits) Topical study with a varied array of disciplinary input. Staffing will be invited members of allied and contributing professions active in management of exception children. (Formerly 5610:579)

**EDIS:590 Workshop: Special Education (1-3 Credits)**
See department for course description. (Formerly 5610:590)

**EDIS:591 Workshop: Special Education (1-3 Credits)**
See department for course description. (Formerly 5610:591)

**EDIS:592 Workshop: Special Education (1-3 Credits)**
See department for course description. (Formerly 5610:592)

**EDIS:593 Workshop: Special Education (1-3 Credits)**
See department for course description. (Formerly 5610:593)

**EDIS:601 Seminar: Special Education Curriculum Planning (3 Credits)**
Prerequisite: certification in an area of special education. Study of curriculum planning practices unique to special education classes and services. Appropriate curriculum objectives for selected areas of instruction as well as effective organizational programs examined. (Formerly 5610:601)

**EDIS:602 Supervision of Instruction (3 Credits)**
Study of administration and supervisory practices unique to special education classes and services. (Formerly 5610:602)

**EDIS:604 Collaboration & Consultation Skills for Special Educators (3 Credits)**
Advanced consideration of the roles and responsibilities of parents, professionals and individuals with disabilities in the development and implementation of educational interventions and related issues. (Formerly 5610:604)

**EDIS:605 Inclusion Models & Strategies (3 Credits)**
History, theory, philosophy, legislative mandates, models, strategies, curriculum modifications, methods/materials adaptations which support the inclusion of students with disabilities. Emphasis on collaboration and teaming. (3 field hours) (Formerly 5610:605)

**EDIS:606 Research Applications in Special Education (3 Credits)**
Prerequisites: admission to graduate program in special education and EDFN 640. An examination of quantitative and qualitative research/methodology and its application to the field of special education. Applied research is an essential component of the course. (Formerly 5610:606)

**EDIS:607 Characteristics and Needs of Individual Demonstrating Pervasive Developmental Disorders (3 Credits)**
This course provides a survey of the etiology, diagnoses, characteristics and needs of individuals with pervasive developmental disorders. (Formerly 5610:607)

**EDIS:608 Sem: Legal, Social and Ethical Issues in Special Education (3 Credits)**
A seminar course for graduate students in special education designed to study, examine and reflect upon legal, social and ethical aspects of historical and current trends, issues and practices, and developing skills needed to analyze own practices in the classroom as the relate to legal, social and ethical issues. (Formerly 5610:608)

**EDIS:609 Programming Issues for Individuals with Pervasive Developmental Disorders (3 Credits)**
This course provides the educator with a comprehensive examination of the educational practices and intervention strategies necessary when providing interventions for individuals demonstrating pervasive developmental disorders. (Formerly 5610:609)

**EDIS:610 Characteristics and Needs of Individuals with Behavioral and Emotional Disorders (3 Credits)**
This course provides a survey of the etiology, diagnoses, classification, and developmental (birth through adult) characteristics of individuals in need of behavioral support. (Formerly 5610:610)

**EDIS:611 Seminar: Legal Issues in Special Education (3 Credits)**
Prerequisites: admission to graduate program in special education and EDLP 720 or permission of instructor. A culminating seminar for graduate students in special education designed to study, examine and reflect upon the legal aspects of historical and current trends, issues and practices. (Formerly 5610:611)

**EDIS:612 Seminar: Social/Ethical Issues in Special Education (3 Credits)**
A culminating seminar for graduate students in special education designed to study, examine and reflect upon the social and ethical aspects of historical and current trends, issues and practices. (Formerly 5610:612)

**EDIS:627 ST: Special Education (1-4 Credits)**
Prerequisite: permission of advisor or department chair. In-depth examination of current critical research on issues in Special Education. (Formerly 5610:627)

**EDIS:690 Student Teaching: Special Education (9 Credits)**
Prerequisite: Permission of advisor or department chair. Corequisite: EDIS 570. Directed teaching under supervision of a special teacher and a university supervisor. (Formerly 5610:690)

**EDIS:692 School-based Externship: School Audiology (6 Credits)**
Directed professional experience under the supervision of a licensed and certified Audiologist and a University supervisor. (Formerly 5610:692)

**EDIS:694 Research Project in Special Area (3 Credits)**
An in-depth study of an identified topic in a scholarly paper. (Formerly 5610:694)

**EDIS:695 Field Experience: Masters (1-4 Credits)**
(May be repeated for a total of eight credits) Designed to provide on-the-job experience in a special education program on an individual basis. (Formerly 5610:695)

**EDIS:697 Independent Study: Special Education (1-3 Credits)**
(May be repeated for a total of nine credits) Specific area of investigation determined in accordance with student's needs. (Formerly 5610:697)

**EDIS:698 Masters Problem (2-4 Credits)**
In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in special education.(Formerly 5610:698)

**EDIS:699 Masters Thesis (4-6 Credits)**
Thorough study and analysis in depth of an educational problem, field projects in special areas; synthesis of existing knowledge in relationship to a specific topic. (Formerly 5610:699)

# Special Educational Programs (EDSP)

**EDSP:590 Workshop in Economic Education or in Social Studies (1-3 Credits)**
Individual work under staff guidance on curriculum problems; utilization of community resources; planning of curriculum units. (Formerly 5800:590)