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/curriculum-instruction-ma/)
- Elementary Education with Literacy Option, MA (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/curriculum-instruction-ma/)
- Principalship, MS (https://bulletin.uakron.edu/graduate/colleges-programs/arts-sciences/education/curriculum-instruction-ma/)

Curricular and Instructional Studies (5500)

5500:520 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.

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

5500:522 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.

5500:524 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.

5500:530 Clinical Teaching I (3 Credits)
Prerequisites: 5500:619, 5500:629, 5610:629. Corequisite: 5500:520. Filed application to observe and apply education methodologies and theories in a school/classroom setting.

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

5500:539 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.

5500:540 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.

5500:541 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.

5500:542 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 multicultural classroom. The bilingual student’s native language stressed.

5500:543 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)

5500:555 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.

5500:556 Scaffolding Language and Content Learning for English Learners (3 Credits)
Prerequisite: 3300:573. This course introduces and explains quality, research-based sheltered instruction to accelerate academic achievement for English learners.

5500:558 Inclusive Field Experience (1 Credit)
Corequisite: 5610:457 or 5610:557. In this inclusive field based experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners.

5500:575 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.

5500:588 Practicum: Teaching English as a Second Language (2 Credits)
Prerequisites: 5550:541 and 5500:543. A practical experience for teacher candidates to practice teaching an English as a second language classroom supervised by a TESOL-endorsed teacher. 50 hours.

5500:590 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.)
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Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.)

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

5500:600 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)

5500:605 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.

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

5500:611 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.

5500:612 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.

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

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

5500:617 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.

5500:619 Instructional & Management Practices (3 Credits)
Students learn to use teaching models and management strategies to become effective instructors. Also included are educational issues that relate to effective management and instruction.

5500:621 Advanced Instructional Techniques: Modern Language P-8 (3 Credits)
Prerequisite: 5500:617 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)

5500:622 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.

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

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

5500:627 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.

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

5500:629 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.

5500:631 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.

5500:635 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.

5500:637 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.

5500:639 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.

5500:640 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.

5500:641 Fourth Grade Curriculum and Instruction (3 Credits)
Prerequisite/Corequisite: 5500:640. 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.

5500:642 Fifth Grade Curriculum and Instruction (3 Credits)
Prerequisite/Corequisite: 5500:640. 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.
5500:644 Collaboration and Consultation Skills for Teacher Leadership (3 Credits)
Prerequisites: 5100:643 and 5500:693. This course provides teachers in the leadership endorsement with skills in communication, collaboration, and team process to facilitate a collaborative learning culture.

5500:645 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.

5500:650 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.

5500:651 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.

5500:652 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.

5500:660 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.

5500:661 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.

5500:662 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.

5500:663 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.

5500:664 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.

5500:665 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.

5500:690 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.

5500:691 Educational Inquiry II (3 Credits)
Prerequisite: 5500:690 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.

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

5500:693 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)

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

5500:695 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.

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

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

5500:699 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.

5500:750 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.

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

5500:800 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.

5500:820 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.

5500:880 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.)

5500:895 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.

5500:898 Independent Study (1-3 Credits)
(May be repeated for a total of 6 hours.) Area of study determined by student's needs.
5500:899 Doctoral Dissertation (1-20 Credits)
Study and in-depth analysis of a research problem in curriculum and instruction.

Educational Administration (5170)

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

5170:591 Workshop: General Administration (1-3 Credits)
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5170:592 Workshop: General Administration (1-3 Credits)
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

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

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

5170:601 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.

5170:602 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.

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

5170:604 School Contexts and Community Involvement (3 Credits)
Prerequisites: 5170:601 and 5100:640. 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.

5170:606 Evaluation in Educational Organizations (3 Credits)
Prerequisites: 5170:601 and 5100:640. An examination of the general concepts, models, practical applications and considerations involved in the evaluation of educational organizations.

5170:607 School Law (3 Credits)
Prerequisites: 5170:601 and 5100:640. 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.

5170:608 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.

5170:609 Principles of Curriculum Development (3 Credits)
Prerequisites: 5170:601 and 5100:640. This course is intended to help the student develop the performance competencies necessary to engage in curriculum decision making.

5170:610 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.

5170:613 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.

5170:615 Student Services and Disability Law (3 Credits)
Prerequisites: 601 and 5100:640. 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.

5170:620 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.

5170:695 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.

5170:696 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.

5170:697 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.)

5170:704 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.

5170:705 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.

5170:707 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.

5170:708 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.

5170:709 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.

5170:710 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.

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

5170:720 Topical Seminar: Educational Administration (1-3 Credits)
(Prerequisite: permission of instructor. Topical studies in selected areas of concern to students, practicing administrators in public, private educational institutions, organizations.)
5170:730 Residency Seminar (3 Credits)
Focus on recent research in administration and educational administration theory.

5170:731 Residency Seminar (3 Credits)
Prerequisite: 5170.601. Focus on recent research in administration and educational administration theory.

5170:732 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.

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

5170:745 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.

5170:746 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.

5170:795 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.

5170:796 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.

5170:895 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.

5170:896 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.

5170:897 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.)

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

5170:899 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.

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**Educational Foundations and Leadership (5100)**

5100:520 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.

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

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Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

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

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

5100:600 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.

5100:602 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.

5100:604 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.

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

5100:620 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.

5100:624 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.

5100:629 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.

5100:630 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.)
5100:637 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.

5100:640 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.

5100:642 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.

5100:643 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.

5100:646 Multicultural Counseling (3 Credits)
Prerequisites: 5600:643 or permission of instructor. An examination of multicultural counseling theory and research necessary to work with culturally diverse people.

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

5100:648 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.

5100:650 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.

5100:651 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.

5100:652 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.

5100:653 Practical Applications of Educational Evaluation (3 Credits)
Prerequisite: 5100:652. 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.

5100:654 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.

5100:655 Master's Project in Assessment & Eval Part 2 (3 Credits)
Prerequisite: 5100:654. 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.

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

5100:697 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.

5100:698 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.

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

5100:701 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.

5100:703 Seminar: History & Philosophy of Higher Education (3 Credits)
Prerequisite: 5100:600 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.

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

5100:710 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.

5100:721 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.

5100:723 Teacher Behavior & Instruction (3 Credits)
Prerequisite: 5100:600. 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.

5100:740 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.

5100:741 Data Collection Methods (3 Credits)
Prerequisite: 5100:740. 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.

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

5100:743 Advanced Educational Statistics (3 Credits)
Prerequisite: 5100:741. Emphasis on interpreting advanced statistics in education and the social sciences.
5100:744 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.

5100:745 Qualitative Methods II (3 Credits)
Prerequisite: 5100:744. 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.

5100:798 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.

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

5100:897 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.

Educational Foundations - Higher Education (5190)

5190:515 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.

5190:521 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.

5190:525 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.

5190:526 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.

5190:527 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.

5190:530 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.

5190:590 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.

5190:600 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.

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

5190:602 Internship in Higher Education Seminar (1 Credit)
(May be repeated for a total of three credits) Prerequisite: permission; corequisite: 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.

5190:610 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.

5190:615 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.

5190:620 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.

5190:626 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.

5190:635 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.

5190:645 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.

Educational Foundations - Instructional Technology (5150)

5150:590 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.
5150:610 Introduction to Instructional Technology (3 Credits)
Course will provide the learner with foundational understanding of technology standards that will provide the conceptual framework for the study of technology’s impact on teaching and learning in the 21st Century.

5150:614 Planning for Technology (3 Credits)
Corequisite: 5100:610. Emphasizes the process of planning for the use of technology in schools, businesses, institutions. Includes plans for faculty support and alternative managements of computer hardware and software.

5150:631 Instructional Design (3 Credits)
Corequisite: 5100:610. The theory and practice of instructional design (ID) involves a systematic approach to the analysis, design, development, evaluation, and implementation of effective instruction.

5150:632 Web-Based Learning Systems (3 Credits)
Corequisite: 5150:610. Help students become proficient in the design, development, and evaluation of web-based learning systems for training and education. This course is offered fully online.

5150:633 Multimedia/Hypermedia (3 Credits)
Corequisite: 5150:610. Introduces students to a variety of Multimedia and Hypermedia tools (digital, image, audio, video, and authoring) and demonstrates how these products can be delivered via web to support learning.

5150:634 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.

5150:635 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.

5150:636 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.

5150:638 Integrating and Implementing Technology (3 Credits)
Designed to equip teachers with tools, resources, and strategies to support the integration and implementation of effective use of technology in the classroom.

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

5150:696 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.

5150:697 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.

Special Education (5610)

5610:540 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)

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

5610:547 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.

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

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

5610:551 Special Education Programming: Mild/Moderate I (3 Credits)
Prerequisites: 5610:540 or 5610:547. 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)

5610:552 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)

5610:553 Special Education Programming: Moderate/Intensive I (3 Credits)
Prerequisite: 5610:548. 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)

5610:554 Special Education Programming: Moderate/Intensive II (3 Credits)
Prerequisites: 5610:448/548, 5610:453/553. 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)

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

5610:557 Special Education Programming: Mild/Moderate (5 Credits)
Prerequisite: 5610:540. Corequisite: 5500:558. Special educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs.

5610:559 Collaboration & Consultation in Schools & Community (3 Credits)
Prerequisites: 5610:540 and 5610:547 or 5610:548, 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.
5610:560 Family Dynamics & Communication in the Educational Process (3 Credits)
Prerequisites: 5610:440/540, 5610:447/547 or 5610:448/548. A study of family theory and structure along with beginning techniques for working with families of students with exceptionalities, in educational and community settings.

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

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

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

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

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

5610:569 Inclusive Education for English 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.

5610:570 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.

5610:579 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.

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

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

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

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

5610:601 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.

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

5610:604 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.

5610:605 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)

5610:606 Research Applications in Special Education (3 Credits)
Prerequisites: admission to graduate program in special education and 5100:640. 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.

5610:607 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.

5610:608 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.

5610:609 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.

5610:610 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.

5610:611 Seminar: Legal Issues in Special Education (3 Credits)
Prerequisites: admission to graduate program in special education and 5170:720 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.

5610:612 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.
5610:627 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.

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

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

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

5610:695 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.

5610:697 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.

5610:698 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.

5610:699 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.

Special Educational Programs (5800)

5800:590 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.