

SCHOOL OF EDUCATION

The School of Education offers undergraduate degrees in Elementary Education, Middle Grades Education, Deaf and Hard of Hearing Education, and Special Education. The Bachelor of Science in Elementary Education may be completed either on campus or fully online. Graduate programs are offered entirely online and include the Master of Arts in Education, Master of Arts in Teaching, Doctorate in Educational Leadership and Policy Studies, Specialist in Education, certificate programs, Rank I, and endorsement programs. More information is available on the School of Education webpage: EKU School of Education (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.eku.edu%2Fceahs%2Feducation%2F%3Futm_source%3Dchatgpt.com&data=05%7C02%7CGinger.Cottrell%40eku.edu%7Ca5e16b8d400442310c6508debb5c505b%7Ce23043271af04dee83fbc1b2fd6db0bb%7C0%7C0%7C639154202316195919%7CUnknown%7CTWFPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOilwLjAuMDAwMCIslIAiOiJXaW4zMjUslkEQlojTWEnbCslldUjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=9p9jGy2Ms16FUYBI%2FCqe1C6vaUhhmRy3%2FNwHfrNX0EE%3D&reserved=0)

Director

Dr. Sonja Yow
(859) 622-1425
Bert Combs 427

Associate Director

Dr. Todd McCardle
(859) 622-9949
Bert Combs 417

Faculty

A. Blakely, H. Campbell, P. Edwards, C. Hodge, H. Holstein, K. Hub, T. Jansky, M.J. Krile, R. Lauk, M. Manning, N. J. McCardle, T. McCardle, J-M. Miller, J. Miller, P. Petrilli, J. Rutland, A. Shimizu, A. Smethers, K. Smith, W. Thornburgh, S. Townsend, R. Turner, A. Yaylali, K. Yi, S. Yow, and E. Zuccaro

Graduate Advisors

Dr. Emily Zuccaro, Graduate Programs Coordinator

MAEd Literacy Specialist, MAED Elementary, Middle and Secondary Education, English as a Second Language (ESL), Gifted and Talented (GT), Literacy Specialist, and Teacher Leader Endorsements (P-12), Rank 1, and Additional Certifications

Dr. April Blakely

Master of Arts in Teaching (MAT)

Dr. Ralph Turner

Library Science Coordinator

Dr. MaryJo Krile

Interdisciplinary Early Childhood Education, Special Education, Deaf and Hard of Hearing (DHH), Learning Behaviors Disorders (LBD) and Moderate to Severe Disabilities (MSD)

Dr. Jilliane McCardle

School Leadership Programs, Ed.D. Programs

Doctoral

- Doctor of Education (Ed.D.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/edd/>)

Specialist

- Educational Administration and Supervision, Specialist in Education (Ed.S.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/educational-administration-supervision-eds/>)

Master's

- Elementary Education, Master of Arts (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/elementary-maed/>)
- Literacy P-12, Master of Arts in Education (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/literacy-maed/>)
- Middle Grades Education, Master of Arts with Teacher Leader Endorsement Preparation (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/middle-grades-education-teacher-leader-endorsement-preparation-maed/>)
- School Leadership, Master of Arts in Education (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/school-leadership-maed/>)
- School Librarian, Master of Arts in Education (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/school-librarian-maed/>)
- Secondary Education, Master of Arts with Teacher Leader Endorsement Preparation (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/secondary-education-teacher-leader-endorsement-preparation-maed/>)
- Special Education, Master of Arts in Education (M.A.Ed.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/special-education-maed/>)
- Teacher Education, Master of Arts in Teaching (M.A.T.) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/teacher-education-mat/>)

Certificate

- Deaf and Hard of Hearing Certification (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/deaf-hard-hearing-certification/>)
- Interdisciplinary Early Childhood Education Certification (IECE) (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/iece/>)
- Learning and Behavior Disorders Certification (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/learning-behavior-disorders-certification/>)
- Moderate and Severe Disabilities Certification (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/moderate-severe-disabilities-certification/>)
- School Leadership, University Certificate (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/school-leadership-certificate/>)

- School Librarian, University Certificate (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/school-librarian-certificate/>)
- Special Education, University Certificate (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/special-education-certificate/>)
- Teaching Endorsements, University Certificate (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/teacher-endorsements-certificate/>)

Non-Degree

- Rank I (Sixth Year) Program (<https://catalogs.eku.edu/graduate/education-applied-human-sciences/school-of-education/rank-sixth-year-program/>)

Courses

Educational Foundations

EDF 804. Teaching and Leading with Technology. (2 Credits)

I, II. Co-requisite: ETL 806. The applications of technology for teaching and learning in educational settings, including uses for promoting interactive engagement, reflection and inquiry, diversity and equity, and leadership.

View Course Learning Outcomes

1. {}

Early Elementary Education

ELE 707. Problems in Elementary Education. (1-3 Credits)

A. Prerequisite: Advisor/Departmental chair approval. Independent work, special workshops, special topics, or seminar.

View Course Learning Outcomes

1. {}

ELE 719. Teaching in the Kindergarten. (3 Credits)

A. Focuses upon leaders and literature of kindergarten education including historical movements, organizations, curricula, equipment, and procedures used with normal, developmentally different, and multicultural children.

View Course Learning Outcomes

1. {}

ELE 807. Elementary Education:_____. (1-3 Credits)

A. Prerequisite: advisor/departmental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

View Course Learning Outcomes

1. {}

ELE 808. Reading Recovery in Elementary Education. (3 Credits)

A. Independent work, workshops, or seminars related to the use of Reading Recovery® in Elementary Education. Course is restricted to the Reading Recovery® cohort.

View Course Learning Outcomes

1. {}

ELE 820. Literacy Foundation P-5. (3 Credits)

II. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

View Course Learning Outcomes

1. {}

ELE 821. Literacy Instruction and Assessment P-5. (2 Credits)

I, II. Pre-requisite: ELE 820. Co-requisite: CED 840. An examination of current trends and problems related to literacy instruction and assessment in grades P-5. Major emphasis on teaching and assessing reading, listening, writing, speaking, grammar, spelling, and handwriting.

View Course Learning Outcomes

1. {}

ELE 822. Mathematical Foundations P-5. (3 Credits)

II. An overview of the mathematics state standards for teaching mathematics in grades K-5, and theories and research related to teaching and learning mathematics.

View Course Learning Outcomes

1. {}

ELE 823. Mathematics Content, Pedagogy, and Assessment. (2 Credits)

I, II. Prerequisite: ELE 822. Co-requisite: CED 840. An examination of mathematics for grades P-5 and relevant content, standards, instructional practices, and assessments for learners in this grade span.

View Course Learning Outcomes

1. {}

ELE 824. Science Content, Pedagogy, and Assessment in P-5. (2 Credits)

I, II. Co-requisite: CED 840. Inquiry-based course focusing on content, pedagogy, and materials for teaching science concepts in primary through grade five.

View Course Learning Outcomes

1. {}

ELE 825. Social Studies Content, Pedagogy, and Assessment. (2 Credits)

I, II. Co-requisite: CED 840. This course teaches the content and pedagogical content knowledge in geography, US and world history, government, and civics, cultures, and economics included in elementary state curricula and the Common Core State Standards.

View Course Learning Outcomes

1. {}

ELE 826. Integrating Arts, Humanities, and Practical Living Skills. (2 Credits)

I, II. Study of integrated elementary arts, humanities and practical living skills. Create, reflect upon, and implement essential age-appropriate instruction integrated with elementary content area studies.

View Course Learning Outcomes

1. {}

ELE 827. Integrated Thematic Teaching. (2 Credits)

I, II. Exploration of integrated thematic teaching curriculum focused on making connections through the unification of multiple subjects and experiences.

View Course Learning Outcomes

1. {}

ELE 828. Specialized Literacy Topics P-5. (3 Credits)

A. Prerequisites: ELE 820. An examination of specialized topics relevant to English Language Arts instruction for grades P-5. Topics include children's literature and content literacy. A minimum of 60 clinical hours required for this course.

View Course Learning Outcomes

1. {}

ELE 871. Literacy Programs P-5. (3 Credits)

A. Prerequisite: Admission to Master of Arts in Education, Master of Arts in Teaching, Rank 1, an Endorsement Preparation Program (Elementary Mathematics Specialist, English as a Second Language, Gifted Education, Literacy Specialist, or Reading), or a Certification Preparation Program (Elementary, Middle Grades, Secondary, School Media Librarian, Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, Learning and Behavior Disorders, or Moderate and Severe Disabilities). Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5. (Minimum of 10 clinical hours required.)

View Course Learning Outcomes

1. {}

Early Elementary/Middle School**EME 710. Art in the Curriculum. (3 Credits)**

A. Elements of the discipline, creativity, aesthetics, theory, philosophy and instructional facilities will be explored. Individual explorations of research and media.

View Course Learning Outcomes

1. {}

EME 751. Linguistics in the Curriculum. (3 Credits)

A. Investigations of elements in the science of linguistics and their application to communication skills of students. Credit for EME 751 will not be awarded to students that have credit for EME 551.

View Course Learning Outcomes

1. {}

EME 786. Teaching of Health in P-8. (3 Credits)

A. Prerequisites: admission to teacher education and major in school health. Developmentally appropriate curriculum, materials, and methods for the health P-8 program. Minimum of twenty field/clinical hours. Credit for EME 786 will not be awarded to students that have credit for EME 586.,

View Course Learning Outcomes

1. {}

EME 796. P E for Children and Youth. (3 Credits)

A. Comprehensive review of techniques used in teaching physical education in the early elementary and middle grades. Emphasis placed on health, evaluation, fitness testing, rhythmical activities, game activities, tumbling and self-testing.

View Course Learning Outcomes

1. {}

EME 843. Mathematics Intervention Strategies. (3 Credits)

A. Cross-listed as MAE 843. In-depth analysis of teaching resources, teaching strategies, and appropriate mathematics curriculum content for intervention. Credit will not be awarded for both EME 843 and MAE 843.

View Course Learning Outcomes

1. {}

EME 852. Teaching Grammar and Punctuation. (3 Credits)

II. Explore linguistic diversity and its impact on language development. Develop and evaluate contextualized, research-based language instructional approaches. Develop instructional plans to improve elementary and middle grades students' use of standard written and oral English. Credit will not be awarded to students who have credit for EME 752.

View Course Learning Outcomes

1. {}

EME 861. Art in Elementary and Middle Grades P-8. (3 Credits)

A. Pre-requisites: Admission to MAT program, concentration in art. Developmentally appropriate curriculum, materials, and methods for the P-8 Art program. Minimum of 10 clinical hours are required.

View Course Learning Outcomes

1. {}

EME 866. Investigations in Mathematics. (1-3 Credits)

A. Critical study of investigative and theoretical literature dealing with the teaching of mathematics.

View Course Learning Outcomes

1. {}

EME 870. Trends in Science Education. (3 Credits)

A. Exploration of modern trends, practices, and foundation programs drawn from appropriate disciplines which relate to the teaching of science.

View Course Learning Outcomes

1. {}

EME 872. Mathematics in the Curriculum. (3 Credits)

A. Cross-listed as MAE 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multi-sensory materials are presented. Credit will not be awarded to students who have credit for MAE 872.

View Course Learning Outcomes

1. {}

EME 873. Research Based Reading Instruction. (1-3 Credits)

A. Advanced study of methods, materials, and organizational procedures appropriate for teaching developmental reading.

View Course Learning Outcomes

1. {}

EME 877. Practicum for Reading Specialists. (3 Credits)

A. Prerequisites: EMS 875 and EMS 876. This practicum provides experiences in the application of knowledge, skills, and dispositions expected of reading specialists. Students will engage in diagnostic, instructional, and leadership activities within their practicum settings. Emphasis is placed on professional identity, collaboration, coaching, advocacy, and reflective practice. Field/Clinical Experiences: 20 hours

View Course Learning Outcomes

1. {}

EME 878. Teaching Music in Grades P-8. (3 Credits)

A. Prerequisites: Admission to MAT program, major in music concentration. Developmentally appropriate materials and methods for teaching P-8 music.

View Course Learning Outcomes

1. {}

Educational Administration**EAD 801. Introduction to Educational Administration and Leadership Research. (3 Credits)**

A. This course explores modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis on research based practices which create an organizational climate supportive of excellence in teaching, learning, and school improvement. Minimum of 5 hours field related experiences.

View Course Learning Outcomes

1. {}

EAD 803. Leadership in Higher Education. (3 Credits)

II. Candidates will examine various rural leadership activities and theories, then use them to evaluate the leadership of their own organization. They will learn about the process of change and use this theory to develop a plan for a needed change in their organization. They will identify their own strengths and weaknesses and use those data to develop a leadership rubric.

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EAD 807. Educational Administration & Supervision:_____. (1-3 Credits)

A. Prerequisite: advisor/ departmental approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

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A. Prerequisite: departmental approval. Administrative problems relating to child accounting. Major areas emphasized will be attendance reports and records, school census, and social and economic factors influencing school attendance.

View Course Learning Outcomes

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EAD 816. Data Analytics in Higher Education. (3 Credits)

I. Designed to enable candidates to apply various data-analytic strategies and software tools to address important issues and topics within a higher-education framework, EAD 816 is intended specifically for candidates enrolled in the M.A. in Student Personnel Services in Higher Education program within the College of Education. The course will focus on using data analytics to inform decision-making within the context of one's administrative role in a college or university. Credit will not be awarded to students who have credit for EPY 816.

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A. Leadership related to the evaluation of instructional programs, teacher effectiveness, and improvement of student learning. Includes building collaborative cultures, informed decision-making, communication skills, and conflict resolution related to curriculum, instruction, & assessment. Minimum of 10 hours field experience required.

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A. Prerequisite: professional certificate in administration and supervision. Field experiences with emphasis on organization and administration of schools. Seminars/workshops will be attended to analyze problems and experiences of the field activities.

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I, II. Legal principles and interpretations of constitutional and statutory laws. Judicial decisions and school policies based on those are emphasized. Special attention is given to the sitebased decision making process at the school level.

View Course Learning Outcomes

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EAD 829. Communication Relations and Educational Advocacy. (3 Credits)

A. Emphasizes communication skills, understanding communities, as well as theories and techniques of school-community relations for educational leaders through critical reflection. Provisions are made for the development of guidelines, techniques, and practices which facilitate collaborative relationships. Minimum of 10 hours field experience required.

View Course Learning Outcomes

1. {}

EAD 839. The School Superintendency. (3 Credits)

A. The role of the school district superintendent is explored and analyzed with reference to job responsibilities and organizational structure. Knowledge, skills, and dispositions necessary to serve successfully in the position are also examined.

View Course Learning Outcomes

1. {}

EAD 840. Leadership for Safe Schools. (3 Credits)

A. School safety course designed to develop skills and information to analyze school safety data. Students will evaluate and develop school procedures based on data and research. Credit will not be awarded for both EAD 840 and SSE 870.

View Course Learning Outcomes

1. {}

EAD 844. Student Personnel Services in Higher Education. (3 Credits)

I. Formerly COU 844. Study of student personnel services; emphasis upon relationship of these services to the total college program, research, and organization. Credit will not be awarded for both EAD 844 and COU 844.

View Course Learning Outcomes

1. {}

EAD 845. Internship in Student Personnel Services. (3 Credits)

II. Supervised experience for student personal trainees. Opportunity provided to share responsibilities for all phases of student personnel services. Must be taken twice, once in the first 9 hours and once in the last 9 hours of the program.

View Course Learning Outcomes

1. {}

EAD 849. School Systems Administration. (3 Credits)

A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.

View Course Learning Outcomes

1. {}

EAD 851. Assessment for Learning. (3 Credits)

A. Candidates will develop skills to analyze data, including common assessments, to improve school learning environment and students achievement. Finally, candidates will develop an action research plan.

View Course Learning Outcomes

1. {}

EAD 852. Human Resource Leadership. (3 Credits)

A. Candidates will evaluate school processes for selecting staff inducting staff, supervising staff, and providing staff professional development. Candidates will recommend ways to develop school human resources.

View Course Learning Outcomes

1. {}

EAD 853. Conditions of Learning. (3 Credits)

A. Candidates will use data from surveys and interviews to evaluate a school's learning environment. Candidates will develop recommendations for improvement.

View Course Learning Outcomes

1. {}

EAD 854. Fair Learning Changes. (3 Credits)

A. Candidates will complete an action research plan, working with school and community leaders to improve student learning or working conditions. Candidates will lead a team in developing, implementing, and evaluating the plan.

View Course Learning Outcomes

1. {}

EAD 856. Leading for Student Success. (3 Credits)

A. The course will provide knowledge and strategies for aspiring school leaders to support staff, programs, and initiatives to reduce the impact of risk factors on student learning.

View Course Learning Outcomes

1. {}

EAD 857. Principal Internship I. (3-6 Credits)

A. Prerequisite: EAD 801 and 851. Students engage in school administration work in school placement. In-field work is augmented by online modules to support candidates. The course is structured to provide opportunities to apply course content knowledge to real issues of administrative practice and to the development and refinement of leadership skills and competencies.

View Course Learning Outcomes

1. {}

EAD 858. Principal Internship II. (3 Credits)

A. Prerequisite: departmental approval and EAD 857. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

View Course Learning Outcomes

1. {}

EAD 859. Instructional Planning for Student Learning. (3 Credits)

A. An examination of planning processes used by leaders to direct and focus educational change and improvement in student learning.

View Course Learning Outcomes

1. {}

EAD 860. Student Development Theory in Higher Education. (3 Credits)

I, II. This is a theoretical/development course in the introduction to student affairs profession. Credit will not be awarded for both EAD 860 and COU 860.

View Course Learning Outcomes

1. {}

EAD 861. Overview of Legal Issues in Higher Education. (3 Credits)

I, II. Overview of the legal and ethical issues in the student affairs profession. Credit will not be awarded for both EAD 861 and COU 861.

View Course Learning Outcomes

1. {}

EAD 862. Policy and Finance in Higher Education. (3 Credits)

I, II. Analysis of governance, policymaking, and financial issues in the student affairs profession. Credit will not be awarded for both EAD 862 and COU 862.

View Course Learning Outcomes

1. {}

EAD 863. Working with College Students. (3 Credits)

A. Provides candidates with appropriate communication skills and methods to effectively facilitate the growth and development of college students in the context of college or university student personnel services.

View Course Learning Outcomes

1. {}

EAD 879. Systems for Change. (3 Credits)

II. Prerequisite: Departmental approval. Co-requisite: GRD 878R. Analysis of the school district administrator's role with emphasis on understanding district-wide complex systems change and how change impacts student learning. Minimum of 25 clinical hours required.

View Course Learning Outcomes

1. {}

EAD 897. Independent Study. (1-3 Credits)

A. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

View Course Learning Outcomes

1. {}

Educational Leadership & Counseling Education**EDD 901. Orientation to Doctoral Studies. (3 Credits)**

A. A required orientation course that introduces students to programs, faculty, resources, and expectations for individual and group scholarship.

View Course Learning Outcomes

1. {}

EDD 902. Introduction to Quantitative Research Methods. (3 Credits)

A. This course is an introduction to the use of quantitative research methods in education. Topics include measures of central tendency, measures of variability, correlation, regression, testing statistical hypotheses, and research design.

View Course Learning Outcomes

1. {}

EDD 903. Qualitative Research. (3 Credits)

A. Orientation to philosophical foundations, major theoretical approaches, methodology, and analysis in qualitative research.

View Course Learning Outcomes

1. {}

EDD 904. Application of Research: Program Evaluation, Survey Design, and Grant Writing. (3 Credits)

A. Applications of research methods to include elements of program evaluation, survey design, and grant writing approaches. The course emphasizes the development of specific program planning and evaluation concepts, research design, survey development and grant writing as related to the program planning process.

View Course Learning Outcomes

1. {}

EDD 905. Analysis of Research Literature. (3 Credits)

A. A core doctoral course designed to instruct students on writing well-structured, critical literature reviews. The course covers topic selection, searching and managing literature data, notetaking techniques, assessing and synthesizing extant literature, and writing, editing, and proofreading strategies. Credit for EDD 905 will not be awarded to students that have credit for EDL 956.

View Course Learning Outcomes

1. {}

EDD 906. Dissertation Practicum. (3 Credits)

A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, and 904; or department approval. Intended for advanced educational leadership and counselor education students, this course focuses on applying research methods and critiquing relevant literature for designing the doctoral dissertation proposal.

View Course Learning Outcomes

1. {}

EDD 907. Intermediate Quantitative Research Methods. (3 Credits)

A. Formerly EDL 812. Prerequisite: EDD 902 or departmental approval. Examination of intermediate quantitative research methods including multiple regression, analysis of variance and covariance, discriminant analysis, and factor analysis. This course emphasizes practice and application of statistical analysis for evidence-based decisions and research. Credit will not be awarded to students who have credit for either EDL 812 or EDL 952.

View Course Learning Outcomes

1. {}

EDD 908. Advanced Qualitative Research Methods. (3 Credits)

A. Prerequisite: EDD 903 or departmental approval. Examination of intermediate qualitative research methods. Emphasis is on advancing techniques for data collection, data analyses, and write up with emphasis on practice and application. Includes practice with Qualitative Data Analysis (QDA) software. Credit will not be awarded for both EDL 953 and EDD 908.

View Course Learning Outcomes

1. {}

EDD 999. Dissertation. (1-3 Credits)

A. Formerly EDL 999. Prerequisite: Departmental approval. Completion and defense of a research dissertation appropriate to concentration. Course is repeatable for a maximum of 24 hours. A minimum of 12 hours is required for degree completion.

View Course Learning Outcomes

1. {}

Middle Grade Education**EAD 801. Introduction to Educational Administration and Leadership Research. (3 Credits)**

A. This course explores modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis on research based practices which create an organizational climate supportive of excellence in teaching, learning, and school improvement. Minimum of 5 hours field related experiences.

View Course Learning Outcomes

1. {}

EAD 803. Leadership in Higher Education. (3 Credits)

II. Candidates will examine various rural leadership activities and theories, then use them to evaluate the leadership of their own organization. They will learn about the process of change and use this theory to develop a plan for a needed change in their organization. They will identify their own strengths and weaknesses and use those data to develop a leadership rubric.

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EAD 807. Educational Administration & Supervision:_____. (1-3 Credits)

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A. Prerequisite: professional certificate in administration and supervision. Field experiences with emphasis on organization and administration of schools. Seminars/workshops will be attended to analyze problems and experiences of the field activities.

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EAD 849. School Systems Administration. (3 Credits)

A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.

View Course Learning Outcomes

1. {}

EAD 851. Assessment for Learning. (3 Credits)

A. Candidates will develop skills to analyze data, including common assessments, to improve school learning environment and students achievement. Finally, candidates will develop an action research plan.

View Course Learning Outcomes

1. {}

EAD 852. Human Resource Leadership. (3 Credits)

A. Candidates will evaluate school processes for selecting staff inducting staff, supervising staff, and providing staff professional development. Candidates will recommend ways to develop school human resources.

View Course Learning Outcomes

1. {}

EAD 853. Conditions of Learning. (3 Credits)

A. Candidates will use data from surveys and interviews to evaluate a school's learning environment. Candidates will develop recommendations for improvement.

View Course Learning Outcomes

1. {}

EAD 854. Fair Learning Changes. (3 Credits)

A. Candidates will complete an action research plan, working with school and community leaders to improve student learning or working conditions. Candidates will lead a team in developing, implementing, and evaluating the plan.

View Course Learning Outcomes

1. {}

EAD 856. Leading for Student Success. (3 Credits)

A. The course will provide knowledge and strategies for aspiring school leaders to support staff, programs, and initiatives to reduce the impact of risk factors on student learning.

View Course Learning Outcomes

1. {}

EAD 857. Principal Internship I. (3-6 Credits)

A. Prerequisite: EAD 801 and 851. Students engage in school administration work in school placement. In-field work is augmented by online modules to support candidates. The course is structured to provide opportunities to apply course content knowledge to real issues of administrative practice and to the development and refinement of leadership skills and competencies.

View Course Learning Outcomes

1. {}

EAD 858. Principal Internship II. (3 Credits)

A. Prerequisite: departmental approval and EAD 857. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

View Course Learning Outcomes

1. {}

EAD 859. Instructional Planning for Student Learning. (3 Credits)

A. An examination of planning processes used by leaders to direct and focus educational change and improvement in student learning.

View Course Learning Outcomes

1. {}

EAD 860. Student Development Theory in Higher Education. (3 Credits)

I, II. This is a theoretical/development course in the introduction to student affairs profession. Credit will not be awarded for both EAD 860 and COU 860.

View Course Learning Outcomes

1. {}

EAD 861. Overview of Legal Issues in Higher Education. (3 Credits)

I, II. Overview of the legal and ethical issues in the student affairs profession. Credit will not be awarded for both EAD 861 and COU 861.

View Course Learning Outcomes

1. {}

EAD 862. Policy and Finance in Higher Education. (3 Credits)

I, II. Analysis of governance, policymaking, and financial issues in the student affairs profession. Credit will not be awarded for both EAD 862 and COU 862.

View Course Learning Outcomes

1. {}

EAD 863. Working with College Students. (3 Credits)

A. Provides candidates with appropriate communication skills and methods to effectively facilitate the growth and development of college students in the context of college or university student personnel services.

View Course Learning Outcomes

1. {}

EAD 879. Systems for Change. (3 Credits)

II. Prerequisite: Departmental approval. Co-requisite: GRD 878R. Analysis of the school district administrator's role with emphasis on understanding district-wide complex systems change and how change impacts student learning. Minimum of 25 clinical hours required.

View Course Learning Outcomes

1. {}

EAD 897. Independent Study. (1-3 Credits)

A. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

View Course Learning Outcomes

1. {}

Early Elementary/Middle/Secondary Education**EMS 702. Music Techniques Teaching Methods. (2 Credits)**

I. Cross listed with MUE 702. Prerequisite: Instructor approval.

Development of strategies and techniques for teaching music through digital pedagogy. Ideas for developing musicianship through hands-on student involvement, as well as the use of technology to aid in instruction and delivery in the music classroom. Credit for EMS 702 will not be awarded to students that have credit for either EMS 502 or MUE 702.

View Course Learning Outcomes

1. {}

EMS 761. Environmental Education Essentials. (3 Credits)

I. This course delves into the philosophy, historical development, resource identification and curriculum development of environmental education.

Credit will not be awarded for both EMS 761 and EMS 561.

View Course Learning Outcomes

1. {}

EMS 763. Teaching Environmental Education. (3 Credits)

A. Summer Only. Appropriate methods and materials for effective environmental education in a variety of settings. Credit will not be awarded for both EMS 563 and EMS 763.

View Course Learning Outcomes

1. {}

EMS 775. Methods for Multilingual Learners. (3 Credits)

A. The study of effective methods of Teaching English as a Second Language (TESL). Thirty hours of field experiences are required. This course aims to enable you to critically examine, analyze, and apply theories and methodologies used in multilingual teaching. The ultimate purpose/objective of this course is to help you acquire the pedagogical competency repertoire needed to enhance and maximize learning for your multilingual learners. Credit for EMS 775 will not be awarded to students that have credit for EMS 575.

View Course Learning Outcomes

1. {}

EMS 776. Assessment Methods for Multilingual Learners. (3 Credits)

II. This course is designed to examine the major principles and methods of assessment for multilingual learners, including standardized testing, classroom-based performance, and alternative assessment. Sociocultural issues related to assessment will also be explored. (10 hours of clinical experience required). Credit for EMS 776 will not be awarded to students who have credit for EMS 576.

View Course Learning Outcomes

1. {}

EMS 777. Culturally and Linguistically Responsive Teaching. (3 Credits)

II. The purpose of this course is to help educators develop awareness of the implications of cultural and linguistic diversity for school success as well as effective techniques for collaborating with immigrant students and families. 10 hours of clinical experience required. Credit for EMS 777 will not be awarded to students who have completed EMS 577.

View Course Learning Outcomes

1. {}

EMS 810. Emerging Instructional Technology. (3 Credits)

I, II. Technological applications to education, training, and instruction within educational settings. Students examine, develop, and/or evaluate emerging instructional technologies.

View Course Learning Outcomes

1. {}

EMS 842. Discipline and Classroom Management. (3 Credits)

A. Knowledge and skills necessary for establishing and maintaining positive relationships in the classroom; disciplinary concerns of teachers. Theoretical and tested knowledge in personal behavior and communication skills systems examined for practical and effective application.

View Course Learning Outcomes

1. {}

EMS 846. Social Studies Investigation. (3 Credits)

(3) A. Critical study and application of investigative and theoretical literature dealing with the teaching of social sciences.

View Course Learning Outcomes

1. {}

EMS 850. Curriculum for Leaders in Education. (3 Credits)

A. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. Designed for students pursuing programs in Instructional Leadership.

View Course Learning Outcomes

1. {}

EMS 853. Creativity in the Classroom. (3 Credits)

A. Designed to offer students experience with creativity as a necessary component in learning for the gifted as well as all children. Creativity will be modeled in class format and teaching strategies.

View Course Learning Outcomes

1. {}

EMS 855. Gifted and Talented Youth. (3 Credits)

A. Survey of the unique characteristics of gifted and talented youth, methods of identification, and educational needs.

View Course Learning Outcomes

1. {}

EMS 856. Curriculum in Gifted and Talented Education. (3 Credits)

A. Models for gifted and talented curriculum development, gifted and talented curriculum projects and teaching strategies, state and national curricular guidelines for gifted and talented instruction, program delivery options, and technological support are major topics.

View Course Learning Outcomes

1. {}

EMS 857. Model Programs for Gifted and Talented Education. (3 Credits)

A. Examination of school and district wide programs for gifted and talented students including program delivery options, staff development, and development of critical and creative thinking skills.

View Course Learning Outcomes

1. {}

EMS 858. Practicum for Gifted and Talented Education. (3 Credits)

A. Prerequisites: EMS 855, 856, 857. Supervised teaching experience with gifted/ talented students. Provides students opportunities to apply knowledge and skills in classroom settings. Students will participate in program planning, implementation, and evaluation.

View Course Learning Outcomes

1. {}

EMS 873. Trends and Issues in English and Language Arts. (3 Credits)

I. A study of current trends and issues in the six language arts: reading, writing, speaking, listening, viewing, and visually representing. Current theories, relevant research and practical applications are considered in relation to language arts in the K-12 classroom. (Minimum of 10 clinical hours required.)

View Course Learning Outcomes

1. {}

EMS 874. Disciplinary Literacy. (3 Credits)

I, II. Prerequisites: EGC 830. Emphasis on developmental and content area reading skills, appraisal of content reading abilities, appropriate materials, instructional strategies and assessment. A minimum of 60 clinical hours required for this course.

View Course Learning Outcomes

1. {}

EMS 875. Literacy Assessment and Instruction. (3 Credits)

A. Prerequisite: ELE 871, or, EMG 806, or by departmental approval. Theory and implementation of assessment and instruction teaching students with a range of abilities in reading. Emphasis on assessing types and degree of reading strengths and needs, identifying contributing factors., and planning/implementing instruction to meet students' diverse needs and skills. Field/Clinical Experiences: 10 hours.

View Course Learning Outcomes

1. {}

EMS 876. Literacy, Leadership, and Advocacy Difficulties. (3 Credits)

II. Prerequisites: EMS 875. A culminating course for the program, this is the study of models of literacy leadership (e.g., coaching, mentoring) and how to create need-based literacy plans to assist practicing teachers in P-12 literacy. Field/Clinical Experiences: 20 hours.

View Course Learning Outcomes

1. {}

EMS 878. Mathematics Assessment P-12. (3 Credits)

A. Theory of application of a constructivist approach to mathematics assessment. Emphasis on accessing types and degree of math disabilities, identifying how children construct mathematical knowledge, and planning/implementing instruction to address students' needs.

View Course Learning Outcomes

1. {}

Education - Teacher Leader**ETL 800. Leadership Skills for Teachers. (3 Credits)**

A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be retaken within the first six hours of a candidate's program. (Minimum of 14 clinical hours required.)

View Course Learning Outcomes

1. {}

ETL 801. Leading Achievement Change. (3 Credits)

A. Pre-req/co-req: ETL 800. The study of change theory and its application in educational settings by educational leaders, teacher leaders, professional staff, support staff, students and communities to improve student achievement. 14 field hours required.

View Course Learning Outcomes

1. {}

ETL 803. Curriculum for Teacher Leaders. (3 Credits)

A. Prerequisites/Corequisites: ETL 800. Candidates will conduct curriculum alignment and development that encompasses analysis and justification for applied curriculum at the appropriate level. Candidates will develop formative and summative assessments. They evaluate reasearch-based instructional strategies for all learners. (Field work 13 hours).

View Course Learning Outcomes

1. {}

ETL 805. Research Methods for Education Professionals. (3 Credits)

A. Formerly ETL 802. Prerequisites: Chair Approval. This course introduces research methods in education. Candidates create a research proposal. With a focus on student learning, student achievement, or school improvement. Repeatable to 9 hours.

View Course Learning Outcomes

1. {}

ETL 806. Teacher Leader Capstone. (1-3 Credits)

A. Formerly ETL 804. Prerequisite: ETL 805. Candidates will refine a research project begun in ETL 805. Candidates will collect, analyze, and interpret data related to the impact on student learning and make a final presentation. (Minimum of 40 clinical hours required for advanced licensure candidates. Repeatable for a max of 6 hr.)

View Course Learning Outcomes

1. {}

Secondary Education**ESE 707. Problems in Secondary Education. (1-3 Credits)**

A. Prerequisite: Advisor/Departmental chair approval. Independent work, special workshops, special topics, or seminars. Credit for ESE 707 will not be awarded to students that have credit for ESE 507.

View Course Learning Outcomes

1. {}

ESE 740. Teaching Art in the Schools. (3 Credits)

I. Cross-listed as AED 740. Prerequisite: admission to the MAT program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching art in the schools. Maximum number of repeatable hours: 6. Credit will not be awarded for both ESE 740 and AED 740.

View Course Learning Outcomes

1. {}

ESE 743. Teaching of Language Arts in the Secondary School. (3 Credits)

I. Prerequisites: admission to the MAT program. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching language arts in the secondary school. Credit for ESE 743 will not be awarded to students that have credit for ESE 543.

View Course Learning Outcomes

1. {}

ESE 749. Teaching Social Studies in the Secondary School. (3 Credits)

I. Prerequisites: admission to the MAT program, a "B" or higher in EGC 820 and EGC 830, and a major in the social sciences. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching social sciences in the secondary school. Credit for ESE 749 will not be awarded to students that have credit for ESE 549.

View Course Learning Outcomes

1. {}

ESE 750. Teaching Mathematics in the Secondary School. (3 Credits)

I. Cross-listed as MAE 750. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Credit for ESE 750 will not be awarded to students who have credit for MAE 750 or ESE 550.

View Course Learning Outcomes

1. {}

ESE 752. Teaching of Career and Technical Education in Middle and Secondary Schools. (3 Credits)

I. Prerequisite: Admission to the MAT program. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching career and technical education in the middle and secondary schools. Credit for ESE 752 will not be awarded to students that have credit for ESE 552.

View Course Learning Outcomes

1. {}

ESE 753. Family and Consumer Sciences Education Curriculum. (3 Credits)

I. Prerequisite: admission to the MAT program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching family and consumer sciences education curriculum in the secondary schools. Credit for ESE 753 will not be awarded to students that have credit for ESE 553.

View Course Learning Outcomes

1. {}

ESE 761. Teaching Science in Secondary School. (3 Credits)

I. Prerequisite: Admission into the secondary MAT program. Co-requisite: CED 840. Designed to introduce prospective teachers to the modern materials and methods of teaching biological and physical science at the secondary level. Credit for ESE 761 will not be awarded to students that have credit for ESE 561.

View Course Learning Outcomes

1. {}

ESE 766. Teaching of Health and Physical Education in Schools. (3 Credits)

I. Prerequisites: Admission to the MAT program with a major in health and physical education. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching physical education in the secondary schools. Credit for ESE 766 will not be awarded to students that have credit for ESE 566.

View Course Learning Outcomes

1. {}

ESE 773. Teaching Business and Marketing in Middle and Secondary Schools. (3 Credits)

I. Prerequisite: admission to the MAT program. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching business and marketing education. Credit for ESE 773 will not be awarded to students that have credit for ESE 573.

View Course Learning Outcomes

1. {}

ESE 779. Music Education: Principles and Practices. (3 Credits)

I. Cross-listed with MUE 779. Prerequisites: admission to the MAT program or a music certification program and MUS 750. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching music education in secondary schools. Credit for ESE 779 will not be awarded to students who have credit for MUE 779 or ESE 579.

View Course Learning Outcomes

1. {}

ESE 787. Teach of Health Educ in Sec Sc. (3 Credits)

I. Prerequisites: admission to the MAT program with a major in health education. Developmentally appropriate materials and methods for teaching health education in secondary schools. Minimum of 96 field/clinical hours.

View Course Learning Outcomes

1. {}

ESE 807. Secondary Education: _____. (1-3 Credits)

A. Prerequisite: advisor/departamental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

View Course Learning Outcomes

1. {}

ESE 849. Trends and Mat in Social Studies. (3 Credits)

A. Designed to broaden the horizons of secondary social studies teachers. Attention focused on new curriculum materials, simulation, videotaped microteaching. Participants will be actively involved, and consultants will assist in areas of particular interest.

View Course Learning Outcomes

1. {}

ESE 850. Trends in Secondary Math. (3 Credits)

I. Crosslisted as MAE 850. An examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics. Credit will not be awarded to students who have credit for MAE 850.

View Course Learning Outcomes

1. {}

ESE 863. Secondary School Curriculum. (3 Credits)

II. Aims of the public secondary schools; plans for evaluating curriculum procedures; qualities of good teaching; procedures of evaluating and improving classroom teaching; methods of making the school a more effective agency.

View Course Learning Outcomes

1. {}

ESE 864. Special Problems in FCS Education. (1-3 Credits)

A. Formerly: ESE 766. Student must have independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

View Course Learning Outcomes

1. {}

ESE 884. Content Literacy. (3 Credits)

A. Prerequisites: Admission to Master of Arts in Education or Master of Arts in Teaching or any teacher certification (Rank I or endorsement) programs. Emphasis on developmental and content area reading skills, appraisal of reading abilities, appropriate materials, assessment, and organization of secondary reading program. Minimum of 10 clinical hours.

View Course Learning Outcomes

1. {}

Special Education**SED 704. Assistive/Adaptive Technology. (3 Credits)**

I, A. Classroom use and modification of and assistive/adaptive devices. Integration of assistive technology into assessments, IEPs, lesson plans, educational activities, and daily routines. Lab.

View Course Learning Outcomes

1. {}

SED 738. Language of the Deaf and Hard of Hearing. (3 Credits)

A. Prerequisite: SED 825 or departmental approval. Receptive and expressive conversational language development and written language acquisition from a developmental perspective. Concepts in bilingual applied to the deaf. Methods to assess and facilitate language development.

View Course Learning Outcomes

1. {}

SED 774. Field Exp with Excep Learners. (3 Credits)

A. Prerequisite: departmental approval. A practical experience with exceptional individuals. Emphasis is directed at behavior management, educational assessment, and IEP/IFSP.

View Course Learning Outcomes

1. {}

SED 777. Dual Sensory and Communication. (3 Credits)

II, A. Prerequisites: SED 260 (or 522/722), 304, and 353/352 (teacher certification for SED 777), or instructor approval. Assessment, planning, and instruction for students with dual sensory impairments and severe cognitive disabilities. Augmentative and alternative communication methods, materials, and devices. Milieu language strategies, symbolic and nonsymbolic communication in natural environments and daily activities.

View Course Learning Outcomes

1. {}

SED 780. Audiology for Teachers of the Deaf and Hard of Hearing. (3 Credits)

I. Physics of sound; anatomy, physiology, pathology and medical treatment of the auditory system; introduction to the audiometer and basic pure-tone and speech (auditory) testing; hearing aids and devices; strategies for auditory development.

View Course Learning Outcomes

1. {}

SED 781. Speech for the Deaf and Hard of Hearing. (3 Credits)

A. Prerequisite: SED 780 or instructor approval. Acoustic articulation, rhythm, phrasing, accent, fluency, effects of impairment on speech, speech reading, auditory training

View Course Learning Outcomes

1. {}

SED 800. Exceptional Learners General Education Class. (3 Credits)

A. Characteristics of students with disabilities, identification procedures, and instructional strategies.

View Course Learning Outcomes

1. {}

SED 801. Advanced Early Childhood Assessment. (3 Credits)

A. Identification and diagnostic procedures of development delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children's developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement.

View Course Learning Outcomes

1. {}

SED 802. Advanced Early Childhood Intervention Programs. (3 Credits)

A. Advanced curriculum and program development for infants, toddlers, and preschoolers in school centers or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.

View Course Learning Outcomes

1. {}

SED 804. Educational Management of LBD Students. (3 Credits)

A. Prerequisite: certification in special education or department chair approval. Advanced management and programming for pupils with learning and behavior disorders. Selection, adaptation, development and evaluation of instructional approaches, methods and materials based on current research and best practice. Appropriate field experience required.

View Course Learning Outcomes

1. {}

SED 805. Roles of Special Educators. (3 Credits)

A. Prerequisite: certification in special education or department chair approval. Focuses on roles of special educators in alternative settings, utilizing related services, and working with parents. Emphasis on interpersonal relationships and professional development.

View Course Learning Outcomes

1. {}

SED 807. Special Education. (1-3 Credits)

A. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

View Course Learning Outcomes

1. {}

SED 808. Special Education Early Childhood Survey. (3 Credits)

I. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Focus on research-based practices for early childhood programs.

View Course Learning Outcomes

1. {}

SED 809. Diagnostic Teaching Deaf & HH. (3 Credits)

A. Prerequisites: certification in Special Education or department chair approval and SED 804 or instructor approval. Differential diagnosis and educational programming in academic, sociological, and vocational areas with emphasis on case presentation and individual educational plans.

View Course Learning Outcomes

1. {}

SED 810. Special Education Statutes, Regulations, & Case Law. (3 Credits)

A. A study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.

View Course Learning Outcomes

1. {}

SED 811. IECE Assessment. (3 Credits)

A. Assessing infants, toddlers, and preschoolers with developmental delays and risk factors. Emphasis on screening, eligibility determination, authentic and functional assessments, data collection and interpretation, and collaboration with families and professionals.

View Course Learning Outcomes

1. {}

SED 812. Introduction to Special Education Assessment. (3 Credits)

A. Formerly SED 776. Principles of tests and measurements. Test administration, scoring, and interpretation applied to exceptional children. Credit will not be awarded for both SED 812 and SED 776.

View Course Learning Outcomes

1. {}

SED 813. Advanced Special Education Assessment. (3 Credits)

A. Formerly SED 803. Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional students. Credit will not be awarded for both SED 813 and SED 803.

View Course Learning Outcomes

1. {}

SED 814. Special Education Consultation and Supervisory Techniques. (3 Credits)

A. Consulting and supervisory services; recruitment, selection, and utilization of support services, evaluation of personnel in special education and programs; staff development; and mediation techniques.

View Course Learning Outcomes

1. {}

SED 815. Response to Intervention. (3 Credits)

A. Provides framework for implementing RtI. Focus on components and role of school personnel in RtI Models in the context of legal mandates and ethical guidelines for data collection, interventions, assessments, progress monitoring, and eligibility.

View Course Learning Outcomes

1. {}

SED 816. Practicum in Special Education Administration. (6 Credits)

A. Prerequisites: SED 810, 814, and EAD 801 or department chair approval. Supervised experiences in providing consultation services and performing all of the other functions of director of special education including procedures and policies, record keeping, utilization of support services, staff development, and due process.

View Course Learning Outcomes

1. {}

SED 817. Behavior Disorders. (3 Credits)

A. Formerly SED 778. This course examines behavior disorders and emotional disturbances as educational, psychological, and sociological phenomenon. Definitions, characteristics, theoretical foundations, and programmatic approaches are discussed. Credit will not be awarded for both SED 817 and SED 778.

View Course Learning Outcomes

1. {}

SED 819. Moderate and Severe Disabilities Introduction. (3 Credits)

A. No prerequisite. Introduction to teaching students with Moderate and Severe Disabilities (MSD). Educational needs, issues, legal mandates, family concerns, and best practices for student-focused inclusive school and community programs. Credit will not be awarded for both SED 819 and 700.

View Course Learning Outcomes

1. {}

SED 820. Multi-Tier Math and Reading Instruction. (3 Credits)

I. Introduction to foundations, universal core instruction, and progressively intensive math/reading instruction for P-12 students, including students with disabilities. Selection/use of Tier 1 and 2 interventions, features of assessment of math/reading difficulties, data collection and analysis.

View Course Learning Outcomes

1. {}

SED 821. Moderate and Severe Disabilities Technology and Research-Based Strategies. (3 Credits)

A. Implementing technology, assistive/adaptive devices, and research-based strategies to support learning of students with moderate and severe disabilities. Includes use of language strategies, symbolic and non-symbolic communication in natural environments and daily routines. Credit will not be awarded for both SED 821 and 730.

View Course Learning Outcomes

1. {}

SED 822. Data Management, Responses, and Intervention. (3 Credits)

A. Prerequisites: SED 815 and 820. Focuses on research-based practices in tracking student progress. Addresses data collection and analysis in RtI and roles of school personnel to collect, analyze, and make decisions based on student data.

View Course Learning Outcomes

1. {}

SED 823. Moderate and Severe Disabilities Methods. (3 Credits)

A. Functional assessment and systematic instruction for student with MSD. Use of assessment data to develop IEPs and research-based instructional programs, including activity-based and community-based instruction. Methods and materials for implementing best practices across settings. Credit will not be awarded for both SED 823 and 735.

View Course Learning Outcomes

1. {}

SED 824. Early Special Education Topics. (3 Credits)

Prerequisite: advisor/departmental approval. School related work, special workshops, special seminars. May be retaken up to 6 credit hours provided topics differ. Credit will not be awarded for both SED 824 and 707.

View Course Learning Outcomes

1. {}

SED 825. Language and Literacy of Students with Disabilities. (3 Credits)

A. Formerly SED 722. Acquisition of normal language, speech, and literacy in our multicultural society. Identification and educational strategies for language and literacy development for children with disabilities. Credit will not be awarded for both SED 825 and 722.

View Course Learning Outcomes

1. {}

SED 826. Best Practices in Special Education. (3 Credits)

A. Overview of special education including characteristics, definitions, legal mandates, programming requirements, and research based practices to support students with disabilities. Open to non-majors. Credit will not be awarded for both SED 826 and 775.

View Course Learning Outcomes

1. {}

SED 827. Early Childhood Special Education Partnerships. (3 Credits)

A. Review of needs and methods for effective collaboration with families of children with disabilities, focusing on family-school-service provider interactions, and impact of family variability on collaboration.

View Course Learning Outcomes

1. {}

SED 830. Survey of Education of Deaf and HoH. (3 Credits)

A. Discussion of historical, philosophical, educational, psychological, and social aspects of deaf education. An orientation to problems, issues, and research in the field.

View Course Learning Outcomes

1. {}

SED 832. Written Language of Deaf and HoH. (3 Credits)

A. Prerequisite: certification in special education or department chair approval. Methods of developing written language from preschool through secondary levels; including traditional and current methods of teaching written English. Evaluation of written language competence of deaf and hard of hearing students.

View Course Learning Outcomes

1. {}

SED 837. Applied Behavior Analysis for Students with Disabilities. (3 Credits)

I. A study of classroom and behavior management, including applied behavior analysis as applied to classroom and instructional management. Development of skills in data collection, intervention procedures, graphing data, and evaluation of behavior change are the focus..

View Course Learning Outcomes

1. {}

SED 845. Special Education Transition/Collaboration. (3 Credits)

A. Research-based practices in scheduling and management of Specially Designed Instruction; transdisciplinary services, and transition activities; collaboration with parents, paraprofessionals, and professionals; professional development skills, and records management to support the learning of students with disabilities. Credit will not be awarded for both SED 845 and 745.

View Course Learning Outcomes

1. {}

SED 850. Assessment/Progress/Methods, D/HH. (3 Credits)

II. Open to DHH and Communication Disorders graduate students only. Standardized and informal assessments used to measure reading and content knowledge of students who are deaf and hard of hearing. Exploration of professional literature and specialized curricula, programmatic decisions, and high leverage practices for students who are DHH.

View Course Learning Outcomes

1. {}

SED 851. Teaching Secondary LBD. (3 Credits)

A. Focus on education of students with LBD in secondary settings, including academic instruction and learning strategies, social competence, schoolwide management, career education and transition, adolescent sexuality, drug and alcohol use, and juvenile delinquency.

View Course Learning Outcomes

1. {}

SED 856. Graduate Methods and Materials. (3 Credits)

A. Curriculum for exceptional individuals; instructional principles and methodology; development, implementation, and evaluation of educational materials. Course will address teaching strategies using the Program of Studies to make appropriate adaptations and accommodations for diverse learners.

View Course Learning Outcomes

1. {}

SED 886. Seminar in Special Education. (3 Credits)

A. Prerequisite: SED 805 or instructor approval. Critical study of research literature on education of exceptional individuals. Directed study based on student's area of emphasis.

View Course Learning Outcomes

1. {}

SED 890. Advanced Behavioral Strategies & Intervention. (3 Credits)

A. Prerequisites: SED 341, SED 590/790, or instructor approval. Study of techniques of applied behavior analysis, functional behavioral assessment, alternative procedures, interventions for severe problem behaviors, and maintaining a safe learning environment for all students.

View Course Learning Outcomes

1. {}

SED 897. Practicum in Special Education. (3-6 Credits)

A. Practicum for graduate students who seek certification in an area in special education.

View Course Learning Outcomes

1. {}

SED 898. Capstone Research Project. (1-3 Credits)

A. Prerequisites: EDL 810, EDL 811 and minimum of 24 hours in Ed. S. program. Completion of research project using action or traditional research design with topic related to area of specialization in Special Education.

View Course Learning Outcomes

1. {}