

# DEPARTMENT OF ADVANCED EDUCATION PROGRAMS

## Find Innovative Programs, Designed for the Working Professional

Designed with your needs for flexibility, convenience, and educational quality in mind, the Department of Advanced Education Programs (AEP) prepare you with innovative solutions to meet the challenges in your chosen field of study. Although you can participate in class from anywhere around the world, you will quickly become a part of a community of learners.

## Department of Advanced Education Programs Faculty & Staff

See department page online for full listing at <https://www.fhsu.edu/aep/Faculty-and-Staff/>

## Programs Masters

- Advanced Education | Master of Science in Education (English for Speakers of Other Languages Endorsement) (<https://catalog.fhsu.edu/education/advanced-education-programs/esol-mse/>)
- Advanced Education | Master of Science in Education (Library Media Specialist Endorsement) (<https://catalog.fhsu.edu/education/advanced-education-programs/library-media-specialist-endorsement-mse/>)
- Advanced Education | Master of Science in Education (Reading Specialist Emphasis) (<https://catalog.fhsu.edu/education/advanced-education-programs/reading-specialist-emphasis-mse/>)
- Advanced Education | Master of Science in Education: Elementary Education (K-6) Licensed Teachers (<https://catalog.fhsu.edu/education/advanced-education-programs/elementary-education-k-6-licensed-teachers-mse/>)
- Advanced Education | Master of Science in Education: Elementary Education (K-6) Traditional Certification (<https://catalog.fhsu.edu/education/advanced-education-programs/education-elementary-education-k6-traditional-mse/>)
- Advanced Education | Master of Science in Education: Elementary Education (Transition to Teaching) (<https://catalog.fhsu.edu/education/advanced-education-programs/transition-teaching-emphasis-mse/>)
- Advanced Education | Master of Science in Education: Secondary Education (Option 1) (<https://catalog.fhsu.edu/education/advanced-education-programs/secondary-education-option-1-mse/>)
- Advanced Education | Master of Science: Counseling (Clinical Mental Health Counseling) (<https://catalog.fhsu.edu/education/advanced-education-programs/counseling-clinical-mental-health-counseling-ms/>)
- Advanced Education | Master of Science: Counseling (School Counseling) (<https://catalog.fhsu.edu/education/advanced-education-programs/counseling-school-counseling-ms/>)
- Advanced Education | Master of Science: Education Administration (<https://catalog.fhsu.edu/education/advanced-education-programs/education-administration-ms/>)

- Advanced Education | Master of Science: Instructional Technology (<https://catalog.fhsu.edu/education/advanced-education-programs/instructional-technology-ms/>)
- Advanced Education | Master of Science: Instructional Technology (Instructional Coaching) (<https://catalog.fhsu.edu/education/advanced-education-programs/mic-coaching-program-ms/>)
- Advanced Education | Master of Science: Instructional Technology (Instructional Design) (<https://catalog.fhsu.edu/education/advanced-education-programs/instructional-design-ms/>)
- Advanced Education | Master of Science: Special Education (<https://catalog.fhsu.edu/education/advanced-education-programs/special-education-ms/>)
- Advanced Education | Master of Science: Special Education (Gifted) (<https://catalog.fhsu.edu/education/advanced-education-programs/special-education-gifted-ms/>)
- Advanced Education | Master of Science: Special Education (High Incidence) (<https://catalog.fhsu.edu/education/advanced-education-programs/special-education-high-incidence-ms/>)
- Advanced Education | Master of Science: Special Education (Low Incidence) (<https://catalog.fhsu.edu/education/advanced-education-programs/special-education-low-incidence-ms/>)
- Applied Business | Master of Science in Education (Business Emphasis) (<https://catalog.fhsu.edu/education/advanced-education-programs/business-emphasis-mse/>)
- Chemistry | Master of Science in Education (Chemistry Emphasis) (<https://catalog.fhsu.edu/education/advanced-education-programs/chemistry-emphasis-mse/>)
- Mathematics | Master of Science in Education (Mathematics Emphasis) (<https://catalog.fhsu.edu/education/advanced-education-programs/mathematics-emphasis-mse/>)

## Educational Specialist

- Education Specialist: Advanced Professional Studies (Business Education and Workforce Leadership) (<https://catalog.fhsu.edu/education/advanced-education-programs/education-specialist-advanced-professional-studies-business-education-workforce-leadership-eds/>)
- Education Specialist: Advanced Professional Studies (Education Administration) (<https://catalog.fhsu.edu/education/advanced-education-programs/education-specialist-advanced-professional-studies-education-administration-eds/>)
- Education Specialist: Advanced Professional Studies (Education Innovation and Leadership) (<https://catalog.fhsu.edu/education/advanced-education-programs/education-specialist-advanced-professional-studies-education-innovation-and-leadership-eds/>)
- Education Specialist: Advanced Professional Studies (Leadership in Reading) (<https://catalog.fhsu.edu/education/advanced-education-programs/education-specialist-advanced-professional-studies-leadership-in-reading-eds/>)

## Graduate Non-Degree Certificates and Endorsements

- Certificate: Exceptional and Diverse Learners (<https://catalog.fhsu.edu/education/advanced-education-programs/exceptional-diverse-learners-certificate/>)

- Certificate: The Effective Teacher (<https://catalog.fhsu.edu/education/advanced-education-programs/effective-teacher-certificate/>)

## Courses

### Advanced Education Programs

#### **AEP SPED 851 Theories and Models in Gifted Education (3 Credits)**

Those enrolled in this course will examine the foundations, definitions, concepts, and application of major theories, models, and theorists of giftedness, including the following themes:

- The Foundations and History of Giftedness
- Lewis Terman's Longitudinal Studies of Gifted Children
- Francoys Gagné's Differentiated Model of Giftedness and Talent
- Joseph Renzulli's Triad Model of Giftedness
- Robert Sternberg's Theory of Successful Intelligence
- Howard Gardner's Theory of Multiple Intelligences
- J.P. Guilford's Structure of Intellect Model and Model of Creativity
- Kerrie Unsworth's Matrix of Creativity Types
- George Betts's Autonomous Learner Model
- Donald Treffinger and Edwin Selby's Levels of Service Model
- Available Resources on Theories and Models
- Contemporary Definitions of Giftedness

#### **AEP 670 Workshop in Education I + (1-3 Credits)**

A workshop is designed for intensive study of an educational topic or problem.

#### **AEP 670G Workshop in Education I + (1-3 Credits)**

A workshop is designed for intensive study of an educational topic or problem.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

#### **AEP 671 Institute in Education I + (1-9 Credits)**

The institute is designed to provide preparation for teachers and administrators in a specialized area.

#### **AEP 671G Institute in Education I + (1-9 Credits)**

The institute is designed to provide preparation for teachers and administrators in a specialized area.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

#### **AEP 672 Readings in Education I + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Permission for AEP672

#### **AEP 672G Readings in Education I + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

#### **AEP 673 Problems in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**Eligibility Rules:** Permission for AEP673

#### **AEP 673G Problems in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

#### **AEP 675 Seminar in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

#### **AEP 675G Seminar in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

#### **AEP 676 Classroom Assessment Principles and Practices (3 Credits)**

This course takes a deeper examination on the purpose of assessment and qualifies the value of feedback and distinguishes between formative assessment and summative assessments. The features of validity, reliability, precision, practicality, and efficiency will be as they relate to assessment. The components of classroom assessment: purpose, measurement, interpretation, and use will be investigated. The implications of special education and student Individual Education Plans (IEP's) as they relate to differentiation for some students will be examined. The value and use of learning targets and effective questioning both for instruction and assessment purposes will be identified. Resources for teaching student assessment taking skills will be given.

**AEP 677 The Inclusive Classroom (3 Credits)**

This course is designed to help instructors meet the goal of having an inclusive classroom. Although all students are unique, there are categories of students that require special effort and focus by the teacher to include them. Federal laws have identified and labeled specific categories of students who are to receive specific accommodations and types of instruction. There are additional categories identified at the state government level and some district levels that instructors are required to recognize and accommodate. These considerations are important for the students' educational experience but they are also important for the teacher to comply because the requirements carry the weight of law. In addition, this course provides guidance in ways to promote an inclusive classroom atmosphere and to help students develop skills in studying and test taking.

**AEP 800 Innovative Technology Integration (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of innovative, free web-based digital materials to be utilized in multiple settings. Through the tenets of andragogy, candidates are introduced to project-based learning which allows the candidate to develop customized projects integrating relevant research and best practices. These projects created can be replicated for immediate integrations into the classroom or workplace.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 803 Educational Research (3 Credits)**

This course is a study of the nature and complexities of the educational research process. Identification and completion of any approved educational project is a course requirement. Students will be provided opportunities to acquire greater awareness, familiarity and knowledge of the most basic concepts and principles of improving schools through research designs. Both the traditional content and electronic resources of research are emphasized. The student will study how to identify, delineate, operationalize, and write a research proposal.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 805 Driver Education - Driving Safety (3 Credits)**

In this foundation course in the Driver Education program, candidates will be introduced to key components of driving safety required in driver education programs. Candidates will develop their understanding of the complexity of teaching driving safety with specific focus on driving techniques, traffic laws, risk prevention, and management practices and procedures.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 806 Driver Education - Instructional Methods (3 Credits)**

This required methodology course in the Driver Education program provides a foundation for how to engage in high-quality instructional practices for developing and implementing a driver education program, and for providing instruction to students in driver education courses both face-to-face in the classroom and behind the wheel. Specific focus will be on developing curriculum and utilizing evidence-based instructional practices for teaching students safe operation of motor vehicles, adherence to traffic laws, and general rules of the road.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 807 Driver Education - Program Practicum (3 Credits)**

In this required course in the Driver Education program, candidates will work with a licensed supervisor and university faculty to apply their knowledge and skills in implementing driver education curriculum with case-study students, both face-to-face in the classroom and behind the wheel. Upon successful completion of this course, candidates will be prepared to plan, implement, maintain, and assess their own driver education program.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 811 Teachers as Professionals (3 Credits)**

Emphasis is placed on the social institutions, family, and community as they affect the school system and as the school system affects them.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 821 Educational Psychology (3 Credits)**

The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This lesson also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 822 Classroom Management (3 Credits)**

The Classroom Management course is to provide classroom instructors with the information needed to focus on the core principles and practices of classroom management. This course blends a humanistic, competency-based approach with an applied, research-based, behavior management approach to provide instructors with the best current thinking on effective classroom management.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 823 Secondary Methods (3 Credits)**

The Secondary Methods course discusses how to teach effectively in today's secondary schools. This course develops an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies to engage students and be effective in today's secondary classroom. This course demonstrates strategies for ongoing professional development for teachers.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 824 Learning and the Brain (3 Credits)**

The Learning and the Brain course describes the roles, functions, processes, and physical makeup of the brain and how it can be leveraged for optimal learning. This course defines the structure of the brain, how it functions, and how to enhance student cognition and development of academic skills. The course will also provide the classroom instructor with tools to help the student understand short and long term memory, identify factors that influence students' ability to remember, and understand higher level thinking and effective problem solving. Finally, this course will also help explain how multiple intelligences and learning styles can affect curriculum development and learning.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 825 Thinking Maps (3 Credits)**

The Thinking Maps course is designed to enable teachers at all levels to use Thinking Maps as a common visual language for learning. These thinking process tools are the foundation for learners' continuous cognitive development, from school to work. Thinking Maps are used for content-specific and interdisciplinary learning, thus giving schools a common set of tools for integrating teaching, learning and assessment. Given direct training in using these maps, students have concrete tools for independently and interdependently seeking patterns in information. These unique attributes of Thinking Maps support students becoming independent, reflective, lifelong problem solvers and learners. Students are empowered to draw on a range of different and related thinking processes, and they are motivated to persevere during complex tasks.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 826 The Good Teacher (3 Credits)**

The purpose of this online asynchronous delivered two-part course is to develop new knowledge to help those witnessing sexual misconduct by colleagues to make appropriate interventions. As a character in an interactive movie participants will maneuver through the complex, emotional, and often morally ambiguous world of teaching. Students will make decisions at strategic points in the interactive movie answering thoughtprovoking questions about seemingly insignificant yet pivotal situations teachers, administrators, and others who interact with young people face throughout the year.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 827 Classroom Inclusivity in Education (3 Credits)**

This course is designed to help instructors meet the goal of having an inclusive classroom. Although all students are unique, there are categories of students that require special effort and focus by the teacher to include them. Federal laws have identified and labeled specific categories of students who are to receive specific accommodations and types of instruction. There are additional categories identified at the state government level and some district levels that instructors are required to recognize and accommodate. These considerations are important for the students' educational experience, but they are also important for the teacher to comply with because the requirements carry the weight of law. In addition, this course provides guidance in ways to promote an inclusive classroom atmosphere and to help students develop skills in studying and test taking.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 828 Principles and Practice of Classroom Assessment (3 Credits)**

This course explores the purpose of assessment and examine the value of feedback and distinguish between formative assessment and summative assessment. The features of validity, reliability, precision, practicality, and efficiency will be as they relate to assessment. The components of classroom assessment: purpose, measurement, interpretation, and use will be investigated. The implications of special education and student Individual Education Plans (IEP's) as the relate to differentiation for some students will be examined. The value and use of learning targets and effective questioning both for instruction and assessment purposes will be identified. Resources for teaching student assessment taking skills will be given.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 839 Research Design (3 Credits)**

Designed for HESA students, this course is a study of the nature and complexities of the educational research processes. Identification and completion of any approved educational research project is a course requirement. Students will be provided opportunities to acquire greater awareness, familiarity and knowledge of the most basic concepts and principles of improving schools through research designs. Both the traditional context and electronic resources of research are emphasized. The student will study how to identify, delineate, operationalize, and write a research proposal.

**AEP 845 Theories of Learning (3 Credits)**

Includes major theories of learning, related research and issues.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 852 Elementary and Secondary Administration & Superv (3 Credits)**

A study of the responsibilities of the elementary and the secondary school principal with an emphasis on modern administrative and supervisory techniques.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 853 Educational Management (3 Credits)**

This course is designed to examine those practical issues and practices associated with this management side of principalship. A study of the management skills necessary for building-level certification.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 855 Educational Leadership (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of educational organization leadership by examining leadership in a variety of settings and methodologies. Candidates are exposed to a wide range of activities that include theory and practical application.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 857 Administration & Evaluation of School Personnel (3 Credits)**

Principles and practices in the administration and evaluation of teachers, pupils, and non-certified employees of a school organization.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 858 Data Analysis and Assessment (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of data-driven decision making for effective building leadership. Candidates will be exposed to various forms of assessments and ways to interpret, evaluate, and how to use the results for school-wide improvement.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 859 Curriculum and Evaluation of PK-12 Schools (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of curriculum and evaluation. Key topics addressed in this course are: basic steps to revise or develop system-wide curricula; involving key stakeholders such as personnel; forming committees, reviewing facilities; and utilizing or allocating resources.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 866 Fostering Engagement in Today's Learners (3 Credits)**

This course focuses on research-based principles for engaging PK-12 learners with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate engagement, strategies for engaging the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student's own field of educational interest.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 867 Instructional Design and Assessment (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of instructional design (ID) models; to design peer review, and field test research-based instructional units; and to assist learners to make sense of new information they receive, understood in the context of 21st century skills.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 870 Workshop in Education II + (1-3 Credits)**

A graduate-level workshop designed for intensive study of an educational topic or problem.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 871 Institute in Education II + (1-9 Credits)**

The institute is designed to provide preparation for teachers and administrators in a specialized area.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral



**AEP 872 Readings in Education II + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Permission for AEP872, Graduate Academic Level

**AEP 873 Problems in Education II + (1-4 Credits)**

Independent study of an educational problem.

**Eligibility Rules:** Permission for AEP873, Graduate Level

**AEP 874 Independent Improvement of Teaching (1-3 Credits)**

Opportunities for students who have graduated to obtain additional competencies.

**Eligibility Rules:** Permission for AEP874, Graduate Level

**AEP 876 Apprenticeship in Education II + (1-3 Credits)**

Opportunity for graduate-level students to obtain experience in instruction under the supervision of the graduate faculty.

**Eligibility Rules:** Permission for AEP876, Graduate Level

**AEP 878 Field Experience + (1-3 Credits)**

Provides the student an opportunity to obtain practical experience in an area of interest. The student will be under the supervision of a selected practitioner.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 879 Practicum in Education II + (3 Credits)**

This course is designed to relate theory to practice in a realistic fashion. The student is placed in a situation where experiences may be obtained relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 880 Cultural Diversity (3 Credits)**

This course is intended to assist the classroom teacher to develop appropriate teaching strategies by alerting the teacher to needs of major cultures represented in school classrooms. The course will address: conflicts between traditional American culture and major diverse cultures, specific teaching approaches/strategies, and techniques for fostering growth of healthy self-concepts of culturally diverse students.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 890 Secondary School Curriculum (3 Credits)**

A study of the status, nature, historical development, and present content areas of secondary education including foundations, development, and trends and issues for the future secondary school curriculum.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 899 Thesis + (1-6 Credits)**

Research of a problem or situation.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 931 Intermediate Statistics for Research # (3 Credits)**

Includes intermediate concepts, principles, and procedures as they apply to research. A laboratory experience is included with this course.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 931L Intermediate Statistics for Research Laboratory (0 Credits)**

This lab must be taken in conjunction with EAC 931.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 932 Research Designs and Analysis (3 Credits)**

The student designs a research proposal which culminates in a field study or written report.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 972 Readings in Education III + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Permission for AEP972, Graduate Level

**AEP 973 Problems in Education III + (1-4 Credits)**

Independent study of an educational problem.

**Eligibility Rules:** Permission for AEP973, Graduate Level

**AEP 975 Seminar in Education III + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 976 Internship in Education + (1-3 Credits)**

Opportunity for post-graduate students to relate theory to practice in a school setting.

**Eligibility Rules:** Permission for AEP976, Graduate Level

**AEP 979 Practicum in Education III (1-8 Credits)**

This course is designed to relate theory to practice in a realistic fashion. The student is placed in a situation where experiences may be obtained relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**AEP 999 Field Study + (1-6 Credits)**

Research of a situation or problem.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Counseling

**COUN 803 Research and Program Evaluation in Counseling (3 Credits)**

This course is a study of the nature and complexities of the educational research processes. Identification and completion of any approved educational research project is a course requirement. Students will be provided opportunities to acquire greater awareness, familiarity and knowledge of the most basic concepts and principles of improving schools through research. Both the traditional content and electronic resources of counseling research are emphasized. The student will study how to identify, delineate, operationalize, write a research proposal and program evaluation.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 827 Counseling Skills Development - Residency Required (3 Credits)**

Development of skills needed in counseling and consulting.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 828 Counseling Skills Development - Online (3 Credits)**

Development of skills needed in counseling and consulting.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 829 Lifespan Human Development (3 Credits)**

Overview of counseling issues relating to human growth and development through the lifespan.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 830 Statistics for Research # (3 Credits)**

Includes elementary concepts, principles and procedures.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 830L Statistics for Research Laboratory (0 Credits)**

This lab must be taken in conjunction with EAC 830, Statistics for Research.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 831 Foundations of Counseling (3 Credits)**

Historical background, the helping relationship, ethical issues, and counseling as a profession are emphasized.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 832 Lifestyle and Career Development (3 Credits)**

Includes the meaning of work in our society through the life-span and the relevance of career

development to counseling in a variety of settings. Career theory, assessment, information and

community resources are emphasized.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 834 Appraisal in Counseling (3 Credits)**

Conceptual mode for appraising individuals, including methods, instruments, and interpretation.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 835 Theories of Counseling (3 Credits)**

A study of the major theories of counseling and related issues.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 836 Management of Counseling Programs (3 Credits)**

This course covers the principles and practices of managing a counseling program. Candidates will draw from theories of and techniques of group and individual counseling to promote academic, career, and personal/ social development of learners. Candidates will demonstrate their use of technology to implement individual and group counseling theories in the classroom. The course is created to help the candidate understand the foundations and rationale for comprehensive developmental school counseling programs. Further, candidates will develop the understanding and skills to use teaming and consultation, collaboration, and coordination in an effort to develop programs that facilitate interaction between learners and their environment. Content addresses career and personal social issues, with the end goal of removing barriers to, and improving educational performance.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 837 Student Development in College Counseling Settings (3 Credits)**

This course will be composed of student development theories relevant to student learning and personal, career, and identity development in relation to the college counseling and student affairs profession. Students will understand the principles of student development in the college setting, and how these factors impact life, education, and career choices. Resources to meet the needs of students will be explored in how they improve student learning personal growth, professional identity development, and mental health.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 838 Group Counseling: Theories and Procedures - Residency Required (3 Credits)**

Includes theories, types of groups, group leadership, group dynamics, and a group experience.

**Eligibility Rules:** Has completed COUN827, COUN835, Graduate level

**COUN 840 Social and Cultural Foundations of Counseling (3 Credits)**

An examination of the major categories of socioeconomic change likely to affect the purposes, techniques, and settings for counseling. An ongoing inquiry into the interactions between the social, political and economic systems. It provides a forum for developing a personal orientation to individual behavior, and the form and substance of counseling.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 842 Administration of College Counseling & Student Affairs (3 Credits)**

The course will center on the contextual dimensions and practice of college counseling and student affairs in higher education settings. The course content will address organizational trends in higher education settings and the impact of systemic barriers on student access to education and services. Additionally, students will understand the functions and strategies to address a broad range of issues in higher education settings. Students will apply models and preventative strategies to address violence, mental health and behavioral disorders, and addictions effecting student success.

**Eligibility Rules:** Graduate level and has completed COUN 827

**COUN 843 Family Development Programs (3 Credits)**

Family systems program philosophy, networking, collaboration, and partnerships are excluded in the development of a solution-focused model of program planning.

**Eligibility Rules:** Has completed COUN841, Graduate level

**COUN 844 The School Counseling Profession (3 Credits)**

Study of the counseling approaches, skills, techniques, and intervention strategies relevant to the educational, social and developmental needs of children. Also appropriate for elementary school teachers seeking certification renewal and/ or enhancement of interpersonal relationship skills.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 846 Multicultural Counseling (2 Credits)**

Prepares counselors with an educated sensitivity to selection of appropriate strategies in working with diverse population.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 847 Professional & Ethical Issues in Counseling (3 Credits)**

Major ethical issues facing counselors in marital and family counseling, group work, community, and private practice counseling.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 848 Psychopathology and Diagnosis (3 Credits)**

This course is designed to provide an opportunity for understanding the concept of recognition and categorizing dysfunctional behaviors and mental processes. Standards for categorizing purposes, uses, and ethics of categorization will be explored in a seminar/discussion format emphasizing the DSM-IV.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 849 The Clinical Mental Health Counseling Profession (3 Credits)**

This course aims to address a foundation of principles and history that provide a base of concepts and skills that promote students' professional identity and preparation for a career in clinical mental health counseling settings.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 851 Couples and Family Counseling (3 Credits)**

An examination of dysfunctional family processes and current theories of counseling. An inquiry into healthy family functioning and the role of marital instability and divorce. Opportunities are provided to develop a basic orientation and apply techniques in counseling couples and families.

**Eligibility Rules:** Has completed COUN840, Graduate level



**COUN 852 Addictions Counseling - Residency Required (3 Credits)**

This course serves as a foundational introduction to the medical foundations of addictions in the context of clinical mental health counseling. This course will explore the nature of addiction theory and skills in counseling. The etiology of addictive behaviors will be examined in the context of human development, counseling skills, and the clinical mental health counseling profession.

**Eligibility Rules:** Has completed COUN827, COUN829, COUN831, COUN832, COUN838, COUN847, Graduate level

**COUN 853 Childhood and Adolescent Counseling - Residency Required (3 Credits)**

The purpose of this course is to provide students with an overview of the theories and practices of Childhood and Adolescent counseling. Students will understand the practice of childhood and adolescent counseling in the context of mental health counseling. The etiology of childhood specific disorders will be examined in the context of diverse populations, counseling skills and diagnosis.

**Eligibility Rules:** Has completed COUN827, COUN829, COUN831, COUN832, COUN838, COUN847, Graduate level

**COUN 854 Advanced Counseling Skills Development - Residency Required (3 Credits)**

Students will examine the nature of advanced counseling skills in the context of the mental health counseling profession. This course is designed to provide experiences in the exploration and application of individual counseling techniques. The course will present frameworks for applying and examining the counseling process. Role playing, self exploration and structuring of the counseling relationship will be emphasized to measure student learning.

**Eligibility Rules:** Has completed COUN827, COUN829, COUN831, COUN832, COUN838, COUN847, Graduate level

**COUN 855 Advanced Group Counseling (3 Credits)**

This course serves as an advanced clinical for the application of group counseling theory and techniques in the mental health counseling profession. Through direct experiences, students will explore group counseling in regard to dynamics and advanced theories. The course will focus on the characteristics and functions of exceptional group leaders.

**Eligibility Rules:** Has completed COUN827, COUN829, COUN831, COUN832, COUN838, COUN847, Graduate level

**COUN 856 Trauma and Crisis Intervention & Recovery (3 Credits)**

This course introduces the development of skills and knowledge for crisis intervention and management in counseling, including prevention, planning, intervention strategies and evaluation. This course is created to help the student understand the foundations and rationale for counseling those impacted by trauma.

**Eligibility Rules:** AEP Masters Students

**COUN 857 Addictions Counseling - Online (3 Credits)**

This course serves as a foundational introduction to the medical foundations of addictions in the context of clinical mental health counseling. This course will explore the nature of addiction theory and skills in counseling. The etiology of addictive behaviors will be examined in the context of human development, counseling skills, and the clinical mental health counseling profession.

**Eligibility Rules:** Has completed COUN828, COUN829, COUN831, COUN832, COUN847, COUN860, Graduate level

**COUN 858 Childhood and Adolescent Counseling - Online (3 Credits)**

The purpose of this course is to provide students with an overview of the theories and practices of Childhood and Adolescent counseling. Students will understand the practice of childhood and adolescent counseling in the context of mental health counseling. The etiology of childhood specific disorders will be examined in the context of diverse populations, counseling skills and diagnosis.

**Eligibility Rules:** Has completed COUN828, COUN829, COUN831, COUN832, COUN847, COUN860, Graduate level

**COUN 859 Advanced Counseling Skills Development - Online (3 Credits)**

Students will examine the nature of advanced counseling skills in the context of the mental health counseling profession. This course is designed to provide experiences in the exploration and application of individual counseling techniques. The course will present frameworks for applying and examining the counseling process. Role playing, self exploration and structuring of the counseling relationship will be emphasized to measure student learning.

**Eligibility Rules:** Has completed COUN828, COUN829, COUN831, COUN832, COUN847, COUN860, Graduate level

**COUN 860 Group Counseling: Theories and Procedures - Online (3 Credits)**

Includes theories, types of groups, group leadership, group dynamics, and a group experience.

**Eligibility Rules:** Has completed COUN828, COUN835, Graduate level

**COUN 877 Practicum: Clinical Mental Health Counseling (3 Credits)**

Practicum is a clinical experience that focuses on the counseling student's skill development in working with children and youth to enhance their own healthy adjustment and decision-making. Therefore, this course is designed to provide the students with actual experience in a counseling setting to provide an orientation to the variety of responsibilities of counselors and to further develop and refine their skills. Further, the intent of the course is to expose students to a variety of clients and client problems and to give them counseling experience of moderate length (4-8 sessions). In addition, students will be given the opportunity to test their own theoretical point of view in an actual counseling setting.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 878 Practicum in Education: Elementary Counseling (3 Credits)**

This course is designed to relate theory to practice in a realistic fashion. COUN 878 meets Standard 3: The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, processes knowledge of related human behavior at all developmental levels, in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics. The candidate is placed in a situation where experiences will relate directly to the area studied. Candidates demonstrate counseling related skills and evaluate their impact in multicultural contexts, human development, and familial dynamics. Candidates are evaluated by their on-site and university supervisor. Assignments include planning, scheduling, class-room guidance, observations, case conceptualizations, taped demonstrations, and reflections.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 879 Practicum in Education: Secondary Counseling (3 Credits)**

This course is designed to relate theory to practice in a realistic fashion. COUN 879 meets Standard 3: The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human behavior at all developmental levels, in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics. The candidate is placed in a situation where experiences will relate directly to the area studied. Candidates demonstrate counseling related skills and evaluate their impact in multicultural contexts, human development, and familial dynamics. Candidates are evaluated by their onsite and university supervisor. Assignments include planning, scheduling, class-room guidance, observations, case conceptualizations, taped demonstrations, and reflections.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 889 Counseling Internship + (1-3 Credits)**

This class provides the counselor with experience in a work setting appropriate to the individual's major area of emphasis. A minimum of 300 clock hours is

required for each three hours of credit.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 891 Counseling Portfolio + (1-3 Credits)**

The capstone assessment activity for the program utilizing the portfolio process.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 892 Counseling Research Project + (1-3 Credits)**

Utilize empirical procedures to expand on course knowledge through exposure to the professional literature. A written project provides documentation of this learning process.

**Eligibility Rules:** Permission for COUN892, Graduate level

**COUN 893 Internship: Clinical Mental Health Counseling (3 Credits)**

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the advanced knowledge and skills they have acquired.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 894 Internship II: Clinical Mental Health Counseling (3 Credits)**

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the advanced knowledge and skills they have acquired.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 895 Internship: School Counseling (3 Credits)**

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the knowledge advanced knowledge and skills innate to school counseling.

**Eligibility Rules:** Successfully Completed Comprehensive Exam (Masters)

**COUN 896 Internship II: School Counseling (3 Credits)**

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the knowledge advanced knowledge and skills innate to school counseling.

**Eligibility Rules:** Successfully Completed Comprehensive Exam (Masters)

**COUN 900 Clinical Supervision (3 Credits)**

This course outlines the conceptual and empirical literature on clinical supervision, including models, approaches, techniques, relationship and process issues, groups, evaluation, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness related to core topics in clinical supervision while exploring curriculum areas through readings, discussions, and application via supervision skills role plays. Students will also explore cultural issues in clinical supervision and understand the process to facilitate productive outcomes between the supervisor and supervisee.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**COUN 910 Advanced Counseling Practicum (3 Credits)**

The advanced practicum experience provides students the opportunity to develop and assess their counseling and consulting skills within the EdS program. The expectation is that students are licensed in their field and performing duties they will document in the experience. Students will propose a plan of activities designed to enhance their ability to conduct individual counseling, group counseling, consultation, and leadership activities with a variety of clients in diverse settings. The experience places considerable responsibility on the student to plan, implement, and evaluate their progress toward goals that are approved by the program faculty.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Educational Leadership

**EDL 800 History of American Education (3 Credits)**

A study of the influential people, social movement, and intellectual ideas associated with the development of American history and education from Colonial times to the present. Emphasis is place on historical themes which recur as either contemporary educational problems or solutions.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 803 Action Research for Building Administrators (3 Credits)**

This course will help future building leaders gain a better understanding of action research methods by examining their personal instructional practice systematically, using the techniques of action research to target an area of personal concern, and exploring possible solutions and interventions that can improve their practice. This online course discloses course content associated with action research and the processes and procedures for conducting action research culminating in the development of an action research plan. Students will develop educational leadership skills that include conducting a literature review, collecting and analyzing data, and developing the first cycle of an action plan with the purpose of enriching an educational setting.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 810 The Community College (3 Credits)**

A study of the history, philosophy, growth, development, and present status of the community college.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 811 Community College Curriculum & Instruction (3 Credits)**

A study of community college curricula and their relationship to instruction.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 850 School Law (3 Credits)**

This course is designed to assist prospective educational leaders in developing a fundamental knowledge and application of school law. Topics discussed include a broad range of current and historical legal issues including: federal and state laws and regulations; school board policies; teacher and student rights; supreme court cases affecting varied aspects of public school operations, social media, cyberbullying, and other liability exposures.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 851 Supervision and Evaluation of School Personnel (3 Credits)**

This course is designed to assist prospective building administrators in developing fundamental knowledge and application of supervision and evaluation responsibilities of a building administrator. Current innovative techniques, improvement of instruction, and selection of building personnel are discussed.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 852 Intro to Building Administration (3 Credits)**

This course is designed to assist prospective building administrators in developing fundamental knowledge and application of administrative roles and responsibilities. Six key areas of administration are introduced: vision and goals; teaching and learning; managing organizational systems and safety; collaboration with key stakeholders; ethics and behavior; and educational systems.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 853 Special Education for Building Administrators (3 Credits)**

This course is designed to assist prospective building administrators in developing fundamental knowledge and application of exceptionalities and their unique learning and behavioral challenges. Key issues related to the building administrator's role and influence on special education services that will be addressed are: laws that protect the educational right of students with exceptionalities; communication and collaboration with school community stakeholders about special education services; promoting awareness of exceptionalities and various assessment instruments, procedures and technologies used in special education; and monitoring and evaluating special education decisions and services.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 854 Building Finance (3 Credits)**

This course is designed to assist prospective building administrators in developing fundamental knowledge and application of school financial procedures. Key issues presented include: how to keep school records timely, accurate, and in compliance with state and district regulations; financial matters affecting school activity funds; sound budgetary and accounting procedures; internal controls to safeguard school funds; protecting staff, parents and students from fiscal irresponsibility due to loss, misuse, or theft; and other school money issues and complexities.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 855 Ethics and Professional Norms for Building Administrators (3 Credits)**

This course is designed to assist prospective educational leaders in developing fundamental knowledge and application of educational organization leadership by examining ethical leadership in a variety of settings and methodologies. Candidates are exposed to a wide range of activities that include theory and practical application.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 856 School-Community Relations (3 Credits)**

This course is designed to assist prospective building administrators in developing fundamental knowledge and application of innovative communication tools that provide timely, two-way communication between administrators, faculty, students, parents and community. Social media and the use of free, web-based communication tools will be a primary focus of this course.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 858 Educational Issues (3 Credits)**

A consideration of contemporary issues and problems of social concern to educational leaders. Extensive reading in non-educational areas is required.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 860 Cultural Responsive Building Administrators (3 Credits)**

This course was designed to help potential building administrators become culturally responsive leaders. It is essential that aspiring principals develop the culturally responsive leadership skills needed to support their school and their school community in ensuring that all children and adults receive what they each need within an environment and system that is intentionally built for them to achieve academic, social, and emotional success regardless of race, ethnicity, language or other characteristics of their identity.

**Eligibility Rules:** Graduate Standing

**EDL 880 Culturally Responsive Building Administrators (3 Credits)**

This course was designed to help potential building administrators become culturally responsive leaders. It is essential that aspiring principals develop the culturally responsive leadership skills needed to support their school and their school community in ensuring that all children and adults receive what they each need within an environment and system that is intentionally built for them to achieve academic, social, and emotional success regardless of race, ethnicity, language or other characteristics of their identity.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 900 History and Philosophy of Education (3 Credits)**

A critical examination of the history and philosophy of education for leaders in specialized or advanced positions in American schools.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 901 District Technology Operations and Management (3 Credits)**

This course is designed to help candidates seeking district-level positions within a preK-12 school district understand and demonstrate the capacity to promote the use of the **Future Ready Technology Leaders Framework** and International Standards for Teacher Education (ISTE) **Standards for Educational Leaders**. This course will develop students' skills in becoming an advocate for equity and citizenship, visionary planner, empowering leader, systems designer, and connected learner.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 910 Data Management for District Leaders (3 Credits)**

This course will overview data literacy skills required for leading PK-12 Districts. This course will explore data collection, sources, management, security, ethics, assumptions, and limitations. Students will explore big data to learn strategies for organizing, managing security and interpreting data analytics.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 911 Quantitative & Qualitative Analysis of District Data (3 Credits)**

This course explores the use of quantitative and qualitative analysis strategies using district data. This course will develop students' skills in using appropriate statistical measures as well as qualitative coding strategies to accurately analyze and interpret data.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 912 Data Driven Decisions (3 Credits)**

This course is designed to build students' skills in interpreting, communicating and presenting data results in a meaningful way. Emphasis will be on evaluating and appropriately using data analyses as a basis for decisions and actions.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 950 Advanced School Law (3 Credits)**

In exercising the rights and responsibilities affecting the governance of the District, the Board will adopt policies serving as guidelines for the organization and administration of schools. Administrative authority, and the power to delegate such authority, will be given to the superintendent who has sufficient legal authority to implement the board's policies and run the day-to-day operations of the district. This course will discuss policies that represent official positions of the Board, and (2) federal, state, and local statutes that drive the legal basis for these policies and regulations. These procedures must be in compliance with all laws, rules, and regulations that apply to the district.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 951 District Administration (3 Credits)**

This course is designed to assist prospective district building administrators in developing a fundamental knowledge and application of administrative roles and responsibilities for the efficient operation of the school district as mandated by state statutes and the local school board. Key topics addressed are: supervision and evaluation of school personnel; scope of authority over operations; fiscal, curriculum, instruction; collective bargaining process; and long range planning.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 952 District Administration Trends and Practices (3 Credits)**

This course is designed to assist prospective district administrators in developing fundamental knowledge and application of current trends and practices that impact district administration. Key topics addressed are: understanding district vision for learning, networking and collaboration, district culture of learning, attitudes toward social media, district management and policy, technology integration and 21st century learning, data driven decision making, and the implication of Open Educational Resources.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 954 District Finance (3 Credits)**

The school superintendent is in charge of more than just instructional aspects or the supervision of the employees and educators of a school district. A large part of the superintendent's duties includes the financial responsibilities of the district. This course is designed to develop the skills needed for working with the fiscal activities in public education, including knowledge of state and local responsibilities, sources of revenue, and other functions related to financing public school education at the district level.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 955 District Facilities (3 Credits)**

This course is designed to assist prospective district administrators in developing fundamental knowledge and application of the responsibilities associated with the planning, remodeling, maintaining, and operating an educational facility. Key facility topics addressed are: bond elections, transportation, technology infrastructure, maintenance planning; audits; providing a safe learning environment; school and ground maintenance; staff and contractor management; and evaluation of maintenance efforts.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**EDL 959 Advanced Curriculum Development and Evaluation (3 Credits)**

A study of the processes and approaches to curriculum planning and development which includes evaluation of the curriculum.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral



**EDL 979 Practicum in Education: District Leader (3 Credits)**

This course is designed to relate educational administration theory to practice in a realistic fashion. The student is placed in a situation where experiences may be obtained relating to positions in Central Office Administration.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**English for Speakers of Other Languages****ESOL 882 ESOL Linguistics + (3 Credits)**

This course is intended to prepare teachers desiring ESOL endorsement with a background in linguistics that will allow them to understand the structure and function of language. It will provide the theoretical underpinnings that will allow teachers to better plan curriculum for their students. Using the information, they will be able to determine which elements of English may be most problematic for their students. They will learn ways in which languages may differ and what the universal characteristics of language are.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**ESOL 883 ESOL Assessment & Appraisal + (1-4 Credits)**

This course is intended to prepare teachers desiring ESOL endorsement with a background in assessment that will allow them to assess and evaluate their ESOL students accurately. It will provide information regarding second language development and the theoretical underpinning necessary for nonbiased assessment, as well as considering methods of both traditional, formal assessment and nontraditional, informal assessment. Interpretation of results and their application will be considered.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**ESOL 884 ESOL Methods and Materials + (1-4 Credits)**

The purpose of this course is to introduce students to contemporary methods and materials used in English for speakers of other languages PreK-12 classrooms. It will introduce methods and materials used in teaching non-native speakers with limited or non-existent english proficiency. Emphasis will be placed on the contextualized aspects of second language learning and the preparation of activities, materials, and evaluation techniques for classroom use.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**ESOL 885 Practicum in ESOL + (1-8 Credits)**

This course is designed to relate theory to practice in a realistic fashion. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**Higher Education Student Affairs****HESA 813 Assessment, Evaluation, and Research in Higher Education (3 Credits)**

Students will examine various methodologies used in educational research, analyze ethical issues associated with it, and design practical application of research methodology to assessment and evaluation in higher education.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 814 Technology in Higher Education Student Affairs (3 Credits)**

This course is primarily designed for current and future higher education professionals and will explore many of the technology issues facing the modern institution of higher education. The course will focus on the use of digital tools, resources and technologies for the advancement of student learning, development and success, as well as the improved performance of student affairs professionals. Included in this course are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 815 Higher Education Law (3 Credits)**

This course is primarily designed for current and future higher education professionals and will explore many of the legal issues facing the modern institution of higher education. The course will begin with an overview of the history of the relationship and evolution of higher education and the law. As the course progresses, current critical legal issues including student speech and associational rights, due process concepts, equal protection and discrimination, compliance with federal laws relating to higher education, and governance. Supplemental materials will be provided in addition to required readings in the text. The course is intended to be an overview, not an in-depth analysis of any given topic. Likewise, the course is not designed to provide an introduction to or overview of every facet of the law regarding higher education.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 816 Governance and Finance in Higher Education (3 Credits)**

Analysis of the governance, administration and finance of institutions of higher education in the United States. This course includes lectures, discussions, visiting presentations, and interactive case narratives.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 817 Student Development Theory (3 Credits)**

The primary focus of this course is to provide a foundation for graduate students to develop an understanding of major and emerging college student development theories. Students will identify and understand the relationship between theory, practice and research.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 818 Student Personnel in Higher Education (3 Credits)**

Designed to develop an understanding of the philosophy, role, problems, trends and administration of student personnel programs in higher education.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 819 Supporting Student Success in Higher Education (3 Credits)**

Learners will explore the models of and skills for advising, with special focuses upon mentoring, crisis intervention/referral, interpersonal communication, and serving special populations. Techniques in giving direction, feedback, critique, referral, and guidance will be considered. Student support will then be applied to retention efforts by institutions.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 820 Leadership in Higher Education (3 Credits)**

Students will learn the knowledge, skills, and dispositions associated with successful leadership in a higher education setting.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 821 Diversity in Higher Education (3 Credits)**

This course explores the theoretical foundations of diversity and social justice that emerge from various fields. These will then be applied to the higher education setting. Perspectives from various ideological positions will be explored.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**HESA 879 Practicum: Higher Education Student Affairs + (3 Credits)**

The practicum is designed to serve as an to develop and practice skills and it also provides a transition into the next steps of the student's professional employment. The practicum provides the opportunity for the students to apply the theories and skills gained from course work and apply it within a practical setting while integrating the experience into a conceptual frame of reference. Successful completion of the practicum will increase the student's competence and marketability upon graduation. The practicum will offer the opportunity to observe or participate in the activities and responsibilities that are considered to be the major functions of the office in which the practicum is located.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Instructional Technology

**MIT 805 Instructional Technology Theory and Practice (3 Credits)**

This course covers current topics such as instructional change, student and teacher roles, student engagement, and providing examples that balance theory with practice.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 806 Designing Digital Instruction + (1-3 Credits)**

This course presents an overall picture of distance education, an understanding of technologies used in online learning, and skills to develop web-based instruction.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 807 The Innovative Learning Environment (3 Credits)**

**This is an online professional education course designed for candidates in the Master's Program for the Department of Advanced Education Programs (AEP). Candidates will investigate, design, peer review, and field test research-based instructional units.**

**Eligibility Rules:** Graduate Standing

**MIT 812 Multimedia Applications (3 Credits)**

This course presents an introduction to multimedia technologies and applications. The course is designed to allow students with no previous experience as well as those with experience to extend their competencies in the use of visual and audio-visual computer materials.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 813 Instructional Message Design (3 Credits)**

Instructional Message Design presents an overview of educational and corporate instructional message design methodologies and skills. The course is designed to allow students with no previous experience as well as those with experience to learn basic message design skills and create innovative instructional materials.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 814 Google in Education (3 Credits)**

**COURSE DESCRIPTION - This course is designed to strengthen your knowledge and skill ability as a leader in innovative utilization and integration of Google in Education. At the completion of this course, you will be able to explain the differences between Google Apps for Education and other commercially available software products. You will also be able to demonstrate and train others on how to use Google products to enhance or improve teaching and learning. In addition, you will be exposed to materials that will help prepare you to take the Google Certified Educator Level 1 exam so that you can help other educators and schools integrate Google tools by providing direct training and other services.**

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 822 Hypermedia/Hypertext Applications (3 Credits)**

This course is designed for students in the Master of Instructional Technology program. It provides an overview of hypermedia and hypertext applications for instructional technology.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**MIT 885 Instructional Technology Practicum + (3 Credits)**

Comprehensive tools, student-lead training, presentations, and materials are developed within a professional electronic portfolio to illustrate the student's knowledge, skills, and ability.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Library and Media Specialist

**LIBR 852 Collection Development and Management (3 Credits)**

This course introduces the principles governing building, maintaining, and using materials (both printed and non-print) adequate for the basic needs of elementary and secondary school library media centers.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**LIBR 853 Organization and Access of School Library Materials (3 Credits)**

This course will introduce reference problems and techniques that are applicable to a school library media center. Students will become acquainted with basic general reference sources. Standards for reference material evaluation will be emphasized. The students will develop lessons implementing research skills. This course will also include introductory skills necessary for cataloging all materials in a school library media setting. Application of both traditional and electronic records will be discussed.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**LIBR 856 Cataloging for School Library Media (3 Credits)**

This course provides an introduction to the theory, practice and application of the principles of cataloging and classification. Subject classification and simple entries are emphasized, along with catalog and filing rules.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**LIBR 857 School Library Media Administration (3 Credits)**

Provides an introduction to the organization and principles of library administration. Study is made of basic procedures and requirements for administration of a library media program and center. A procedures manual is established by the individual student for personal use.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**LIBR 859 Library Media Supervised Practice (Practicum) (3 Credits)**

Library media observation and practice, with instruction in the use of materials and services in school libraries that are curated in an electronic portfolio. Supervised work experience in a school library is arranged.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Reading

**READ 851 Science of Language and Literacy I (3 Credits)**

Candidates participate in a deep study of the science of reading over an extended period. Through independent learning and live trainings, candidates will develop an understanding of the key components of literacy development, literacy assessment, and effective literacy instruction. Engagement in case studies allows candidates opportunities to put concepts into practice as they learn.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 852 Science of Language and Literacy II (3 Credits)**

Candidates participate in a deep study of the science of reading over an extended period. Through independent learning and live trainings, candidates will develop an understanding of the key components of language comprehension and effective comprehension instruction. Engagement in case studies allows candidates opportunities to put concepts into practice as they learn.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 853 Advanced Science of Reading I (3 Credits)**

Course Description: This course is designed to support candidates in their ability to integrate science of reading theory into assessment and instructional practice. Candidates will engage with concepts of phonological and phonemic awareness, phonics, morphology, etymology, syntax, fluency, and comprehension. Candidates will also develop and broaden their understanding of writing and literacy assessment. This course prepares candidates for the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) exam.

**READ 854 Beyond a Simple View of Reading (3 Credits)**

Literacy is a complex topic involving many dimensions. Some of these dimensions will be explored in this class as we take our understanding of literacy development, assessment, and instruction beyond merely a Simple View. Candidates will explore the role of ethics and dispositions in literacy assessment and instruction. Candidates will also develop an understanding of the complexities various issues relating to diversity, disability and trauma add to assessing and teaching literacy skills and explore the role family and community connections can play in supporting students' literacy development.

**READ 861 Advanced Lit for Children and Young Adults (PreK-12) (3 Credits)**

Designed for teachers, supervisors, administrators, and librarians who have previous background with literature appropriate for children and/or young adults. Emphasis is placed on current titles, using literature to teach concepts across the curriculum, and employing various strategies with literature based on the science of reading to engage readers and support struggling readers.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 881 Content Area Reading (3 Credits)**

This course focuses on the reading process and the science behind using strategies to develop proficient content area readers. Candidates design instruction that enhances students' use of literacy tools to construct a more meaningful understanding of the content area.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 882 Contemporary Research in Language Arts (3 Credits)**

This course is designed to build common knowledge, develop depth of understanding, and focus on the critical examination of scientific-based research covering the current issues and trends in literacy and language arts instruction including interventions for children with reading disabilities.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 883 Clinical Reading Diagnosis and Remediation (3 Credits)**

This course provides clinical practice in conducting intensive evaluations of students with reading disabilities based on the science of reading. Candidates will learn to administer, score, and interpret informal and standardized test instruments, including the administration and interpretation of parent and child interviews for background information.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 884 Literacy Development (3 Credits)**

This course explores underlying language and literacy development from a psycholinguistic perspective, allowing candidates to focus on the science behind how students learn various aspects of language. Classroom techniques to foster emergent literacy development are stressed.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 885 The School Reading Program (Practicum) + (3 Credits)**

This course is a practicum experience in the school setting, focus will be on organization of the reading program in the school and its interrelationships with students, parents, other teachers, and administrators. This practicum involves hands-on experiences working with learners, including those with reading disabilities, in reading instruction rooted in and understanding of the science of reading.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**READ 979 Practicum:Leadership in Reading (3 Credits)**

This practicum is an in-depth study and application of knowledge of reading process and product in a setting involving children and/or undergraduates. This practicum combines both hands-on experiences working with learners in reading instruction and content to be obtained from resource materials, including professional journals, textbooks, and the instructor. Through practicum experiences, interviews, and discussions with cooperating teachers, interviews and the instructor. Through practicum experiences, interviews, and discussions and cooperating teachers, interviews, and discussions with the administrator of the reading program, and thorough reading of textbooks and/or professional journals the participant enrolled in this practicum should demonstrate the objectives set forth by the KSDE in relation to reading specialist endorsement.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

## Special Education

**SPED 278 Field Experience I (1-3 Credits)**

Field experience will provide the student an opportunity to obtain practical experience in an area of interest.

**Eligibility Rules:** Permission for SPED278

**SPED 626 Cross-Cultural Studies in Education (3 Credits)**

This course is designed to help students develop cultural awareness and an understanding of how different cultures influence children in school. Directed laboratory experiences with ethnic students is required.

**SPED 626G Cross-Cultural Studies in Education (3 Credits)**

This course is designed to help students develop cultural awareness and an understanding of how different cultures influence children in school. Directed laboratory experiences with ethnic students is required.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 670 Workshop in Education + (1-3 Credits)**

A workshop is designed for intensive study of an educational topic or problem.

**SPED 670G Workshop in Education + (1-3 Credits)**

A workshop is designed for intensive study of an educational topic or problem.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 671 Institute in Education + (1-9 Credits)**

The institute is designed to provide preparation for teachers and administrators in a specialized area.

**SPED 671G Institute in Education + (1-9 Credits)**

The institute is designed to provide preparation for teachers and administrators in a specialized area.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 672 Readings in Education + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Permission for SPED672

**SPED 672G Readings in Education + (1-3 Credits)**

Directed professional reading according to the needs of the individual.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 673 Problems in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**Eligibility Rules:** Permission for SPED673

**SPED 673G Problems in Education I + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 675 Seminar in Education + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**SPED 675G Seminar in Education + (1-4 Credits)**

A critical study of selected problems relating to the educational area under consideration.

**SPED 676 Apprenticeship in Education + (1-3 Credits)**

Opportunity for students to obtain experience in instruction under supervision of the graduate faculty.

**Eligibility Rules:** Permission for SPED676

**SPED 676G Apprenticeship in Education + (1-3 Credits)**

Opportunity for students to obtain experience in instruction under supervision of the graduate faculty.



**SPED 677 Early Field Experience + (1-3 Credits)**

Designed to provide education majors with an observation and participation experience in an area of special interest on an advanced level. Students will be placed in an educational setting relevant to their program.

**Eligibility Rules:** Permission for SPED677

**SPED 677G Early Field Experience + (1-3 Credits)**

Designed to provide education majors with an observation and participation experience in an area of special interest on an advanced level. Students will be placed in an educational setting relevant to their program.

**SPED 678 Field Experience II + (1-3 Credits)**

Provides the student an opportunity to obtain practical experience in an area of interest. The student will be under the supervision of a selected practitioner.

**SPED 678G Field Experience II + (1-3 Credits)**

Provides the student an opportunity to obtain practical experience in an area of interest. The student will be under the supervision of a selected practitioner.

**SPED 800 Research (3 Credits)**

This course will present technical and research literature, statistical concepts and computations, and examine use of computer software for statistical analysis. The course also will include skills in accessing reference material. Students will define and prepare a research study.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 801 Legal/Professional Issues in Special Education (3 Credits)**

This course will focus on legal and professional issues in special education. Emphasis is on exceptional children and youth and the provision of educational and related services for this population.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 802 Theories of Exceptionalities and Diversity (3 Credits)**

This is a foundational special education course. It entails the theoretical perspectives of individual variance. This course describes procedures for identifying students with exceptionalities, relevant to cognitive, social, motor, communication, and affective behavior. It also examines the biological and cultural factors as well as family dynamics that impact children with exceptionalities.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 803 Special Education Research (3 Credits)**

Study of the educational research processes specifically related to special education. Candidates will be provided with opportunities to acquire familiarity with and knowledge of the most basic concepts and principles of improving special education programming in schools through research. Candidates will study how to identify, delineate, operationalize, and write a research proposal. Upon course completion, candidates will be critical consumers of educational research as applicable to special education in their school contexts.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 804 Behavior Management in Schools/Practicum (3 Credits)**

A study of behavior of children and youth with emphasis on the diagnosis and modification of behaviors.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 805 Assessment and Lab in Special Education (3 Credits)**

This course prepares students to plan, use and report on formal and informal assessments with individuals with exceptionalities. Students will gain knowledge and skills in analyzing data from standardized tests and curriculum based measurements. Students will also acquire skills in using assessments to make decisions that will improve instructional and learning outcomes.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 806 Methods and Materials for Exceptional Students (3 Credits)**

The purpose of this course is to help special educators make appropriate decisions regarding the use of evidence-based instructional practices in literacy, math and content-area learning for students with exceptionalities. The decision making process ensures that all students receive the needed instructional practices and supports to be successful and achieve their potential.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 807 Multiculturalism in Special Education (2 Credits)**

This course provides an introduction to relevant issues related to special education students from culturally diverse backgrounds. The course is designed for educators and other professionals who work with special education students from culturally diverse backgrounds.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 808 Assessment in Low Incidence Special Education Special Education (3 Credits)**

This course prepares students to plan, use and report on formal and informal assessments with individuals with low incidence disabilities. Students will gain knowledge and skills in analyzing data from standardized tests, alternate assessments, and progress monitoring measurements. Students will also acquire skills in using assessments to make decisions that will improve instructional and learning outcomes.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 809 Topics in Special Education + (1-3 Credits)**

A critical study of issues relating to special education and exceptional individuals. The course will center around the collection, dissemination, and discussion of material in the areas of law and ethics, medical aspects of exceptionality, and service delivery.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 810 Technology in Special Education (3 Credits)**

The purpose of this course is to increase knowledge and skills in the application of assistive and educational technology with exceptional children.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 812 Curriculum/Early Childhood Special Education + (3 Credits)**

The purpose of this course is to help prepare students to teach and serve young handicapped children and their families. An emphasis is placed on assessment, programming, instruction, and data collection.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 814 Advanced Child Development (3 Credits)**

The purpose of this course is to give an overview of the field of early childhood education. Information on the history and theories of child development, as well as information on characteristics of children at different ages, will be discussed. In addition, discussions on play and electronic media, including computer assisted instruction, will be provided. How information in each of these areas relates to young handicapped children will also be included in the discussions.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 818 Practicum in Special Education I: ECSE (3 Credits)**

This course is designed to relate theory to practice in a realistic setting. The student is placed in a situation where he may obtain experience relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 819 Practicum in Special Education II: ECSE (3 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. The student is placed in a situation where he may obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Has completed SPED818, Graduate level

**SPED 822 Strategies in High Incidence SPED/Practicum (3 Credits)**

The purpose of this course is to help special educators make appropriate decisions regarding the IEP process in regards to their students with high incidence needs. The decision making process ensures that all students receive the needed instructional practices and supports to be successful. As a practicum course, candidates will be working with students with high incidence needs, designing, implementing and evaluating instructional practices.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 823 Autism Spectrum Disorder and Leadership (3 Credits)**

This course provides an overview of autism spectrum disorder and leadership competencies. It includes an outline of the nature of autism spectrum disorder (ASD) in terms of etiology, characteristics, trends, legal guidelines and supports for students. It also focuses on the principles of leadership and individuals' motivational capacities. The course will examine one's leadership journey as well as the communication, behavioral, and social-emotional needs of individuals with ASD from infant to adulthood.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 824 Strategies for Leaders and Individuals with Autism Spectrum Disorder (3 Credits)**

This course focuses on two main areas: (i) ways to become effective leaders; and (ii) strategies for working with students with autism spectrum disorder (ASD). Students will learn and utilize leadership skills such as communication, collaboration, and conflict resolution strategies. Additionally, the course will delve into strategies and technological considerations for working with students with ASD as related to communication, emotional, behavioral, and social skills. It includes learning on Augmentative Assistive Technology (AAT), Individualized Education Plan (IEP) and instructional strategies for students with ASD.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 825 Assessment in Autism (3 Credits)**

This course provides an overview of assessing P-12 students identified under the umbrella of autism spectrum disorder (ASD). It provides an outline of the assessments used to determine students with ASD strengths and skills, and the skills to be developed to increase independent functioning. Both formal and informal assessments will be examined. Assessment results will guide instructional planning in communication, behavior, and social skills. In addition, the course includes writing appropriate SMART goals for Individualized Education Plans (IEPs) and instructional strategies for use with social stories.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 828 Practicum in Special Education I: BD (2 Credits)**

This course is designed to relate theory to practice in a realistic setting. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 829 Behavior Management in Low Incidence (3 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. Candidates obtain practical experiences relating directly or indirectly to managing the behaviors of students with low incidence disabilities. This course explores various theoretical models accounting for human behavior and strategies for managing students' behavior through proactive, preventative, and positive approaches. It includes conducting and implementing Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) for students with low incidence disabilities.

**Eligibility Rules:** Has completed SPED828, Graduate level

**SPED 832 Teaching Reading in Special Education (3 Credits)**

This course focuses on research-based instructional techniques and strategies in working with students with reading difficulties. Course addresses the elements of reading, intervention strategies, instructional materials, and assessments to identify students with reading difficulties. It will delve into meeting the instructional needs of students with dyslexia.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 838 Practicum in Special Education I: LD (2 Credits)**

This course is designed to relate theory to practice in a realistic setting. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 839 Practicum in Special Education II (3 Credits)**

This culminating course is designed to connect theory to practice where candidates engage with students with high incidence disabilities. It includes a minimum of 100 hours of direct and/or indirect experience working with students with exceptionalities. It also includes preparation exercises for local, state and national assessments.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 842 Educational Strategies in Low Incidence (2 Credits)**

The purpose of this course is to provide best practices and procedures for teaching students with low incidence disabilities. The intent is to examine the developmental and learning needs of each individual as a total person and to determine the psychological and physical structuring of the learning environment that will optimize the acquisition of appropriate and needed skills and behaviors. Candidates will examine appropriate instructional programming and evidence-based practices for students with low incidence disabilities, and will learn to write IEP (Individual Education Plan) and instructional plans to address both academic and functional needs of students.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 848 Practicum in Special Education I: MR (2 Credits)**

This course is designed to relate theory to practice in the education of students in mental retardation at the educable level.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 849 Practicum in Low Incidence Special Education (3 Credits)**

This advanced course is designed to relate theory to practice in the education of students with low incidence disabilities. It delves into strategies for working with students with low incidence disabilities, including but not limited to: Autism Spectrum Disorder, Deaf-blindness, Deaf and Hard of Hearing, Developmental Delay, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment, including Blindness. Candidates will obtain experiences relating directly or indirectly to the areas being studied, by engaging in a minimum of 100 hours with students with low incidence disabilities.

**Eligibility Rules:** Has completed SPED848, Graduate level

**SPED 851 Theories & Models in Gifted Education (3 Credits)**

Those enrolled in this course will examine the foundations, definitions, concepts, and application of major theories, models, and theorists of giftedness, including the following themes:

- The Foundations and History of Giftedness
- Lewis Terman's Longitudinal Studies of Gifted Children
- Francoys Gagné's Differentiated Model of Giftedness and Talent
- Joseph Renzulli's Triad Model of Giftedness
- Robert Sternberg's Theory of Successful Intelligence
- Howard Gardner's Theory of Multiple Intelligences
- J.P. Guilford's Structure of Intellect Model and Model of Creativity
- Kerrie Unsworth's Matrix of Creativity Types
- George Betts's Autonomous Learner Model
- Donald Treffinger and Edwin Selby's Levels of Service Model
- Available Resources on Theories and Models
- Contemporary Definitions of Giftedness

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 852 Educational Strategies in Special Education: Gifted (3 Credits)**

Specific assessment, instructional planning, and methodological techniques for gifted will be studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 853 Curriculum and Instruction for Gifted Education (3 Credits)**

Students will examine both general and specialized curricula, focusing specifically on locating, evaluating, and implementing evidence-based instructional strategies that will support the learning of diverse students identified as gifted. Candidates will evaluate best practices in program planning and the appropriate curriculum and instructional strategies for meeting the unique needs of the gifted learner. Students will apply differentiated instructional strategies to design lesson plans which promote advanced cognitive skill, promote creativity and leadership, and address affective and character growth.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 855 Identification and Assessment for Gifted Education (3 Credits)**

Students in SPED 855 will examine a variety of assessment methods to both identify and to continuously monitor the progress of diverse students identified as gifted. Assessment methods included, but are not limited to: state/national referral and identification practices, formative assessment models, summative assessment models, progress monitoring models. Students will identify and articulate the roles of educators, parents, and the community in the assessment process, and demonstrate competency in communicating identification/assessment results successfully.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 858 Practicum in Special Education I: Gifted (1-3 Credits)**

This course is designed to relate theory to practice in a realistic setting. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 859 Pract/Collab & Consult: Gifted Special Education (3 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied. As part of this experience, the student is given opportunities to study the basic principles, tools, and techniques of counseling, conferencing, and consulting as related to students who are gifted, their parents, and other professionals.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 860 Transition in SPED: Early Childhood to Adulthood (3 Credits)**

This course provides an overview of the educational stages in special education, i.e., from early childhood to post-secondary. The course will address the different transition points that students with exceptionalities have to go through, as students move from home to school, grade to grade, school to school, and school to community/post-secondary. It will focus on working with students from pre-K to adolescents, collaborating with families and professionals, and preparing transition plans. It will also highlight the importance of family and community engagement in the holistic development of children with special needs.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 862 Career/Vocational Planning for Special Needs Students + (3 Credits)**

A study of career/vocational programs for special needs students. Appropriate curricula, methodology and materials will be analyzed.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 867 Collab & Consultation in Special Education (3 Credits)**

This course focuses on ways to develop, improve and maintain effective collaboration in schools. Candidates will gain experience in using principles, tools and techniques of communication, collaboration and consultation as related to students with high incidence disabilities. This course will challenge candidates to understand and prepare for how collaborative efforts in schools can produce more inclusive settings for diverse and exceptional learners.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 868 Practicum in Special Education I: C/V (3 Credits)**

This course is designed to relate theory to practice in a realistic setting. The student is placed in a situation to obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 869 Practicum in Special Education II: C/V (3 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. The student is placed in a situation where he may obtain experiences relating directly or indirectly to the area being studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 873 Problems in Education II + (1-4 Credits)**

Independent study of an educational problem.

**Eligibility Rules:** Permission for SPED873

**SPED 874 Independent--Improvement of Teaching (1-3 Credits)**

Opportunities for students who have graduated to obtain additional competencies.

**Eligibility Rules:** Permission for SPED874, Graduate level

**SPED 881 Administration of Special Education (3 Credits)**

The course includes the study of procedures employed in organizing and administering programs in special education.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 888 Pract in Spec Educ: Adm (Supervisor/Coordinator) (1-4 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. The student is placed in a situation where experiences are obtained in the area studied.

**Eligibility Rules:** Permission for SPED888, Graduate level

**SPED 889 Practicum in Special Education: Adm (Director) (1-4 Credits)**

This advanced course is designed to relate theory to practice in a realistic setting. The student is placed in a situation where experiences are obtained in the area studied.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral

**SPED 899 Thesis (1-6 Credits)**

Individual study of a selected problem relating to education.

**Eligibility Rules:** Academic level is Masters, EdS, Grad Non-Degree OR Doctoral