

The College of Education has one academic department, the Department of Education and Human Services.

Department of Education and Human Services

Professors. Gary M. Sasso, Ph.D. (Univ. of Kansas), *dean*; Ward M. Cates, Ed.D. (Duke), *associate dean*; George J. DuPaul, Ph.D. (Rhode Island), *chairperson*; Linda M. Bambara, Ed.D. (Vanderbilt), *associate chairperson*; Christine L. Cole, Ph.D. (Wisconsin-Madison); Lee Kern, Ph.D. (Univ. of South Florida), *Iacocca Professor of Education*; Nicholas Ladany, Ph.D. (SUNY-Albany); J. Gary Lutz, Ed.D. (Lehigh); Edward S. Shapiro, Ph.D. (Univ. of Pittsburgh); Arnold R. Spokane, Ph.D. (Ohio State); George P. White, Ed.D. (Vanderbilt); Roland K. Yoshida, Ph.D. (Univ. of Southern California); Perry A. Zirkel, J.D., Ph.D. (Connecticut), LL.M. (Yale).

Associate Professors. Floyd D. Beachum, Ed.D. (Bowling Green State) *Peter E. Bennett Endowed Chair for the CDUEL*; Mary Jean Bishop, Ed.D. (Lehigh); Alec M. Bodzin, Ph.D. (North Carolina State); H. Lynn Columba, Ed.D. (Louisville); Judith A. Duffield, Ph.D. (Florida State); Arpana G. Inman, Ph.D. (Temple); Patricia H. Manz, Ph.D. (Univ. of Pennsylvania); Tina Q. Richardson, Ph.D. (Maryland); Alexander W. Wiseman, Ph.D. (Pennsylvania State).

Assistant Professors. Margaret E. Barber, Ed.D. (Columbia Univ. Teacher's College); Grace I.L. Caskie, Ph.D. (Univ. of North Carolina); Cirleen DeBlaere, Ph.D. (Univ. of Florida); Kathryn Ann DiPietro, Ph.D. (Tennessee); Nanette S. Fritschmann, Ph.D. (Univ. of Kansas); Thomas C. Hammond, Ph.D. (Virginia); Robin L. Hojniski, Ph.D. (Univ. of Massachusetts); Iveta McGurty Silova, Ph.D. (Columbia); Jill Sperandio, Ph.D. (University of Chicago); Brenna K. Wood, Ph.D. (Univ. of Arizona).

Professor of Practice. Timothy R. Lucas, M.A. (William Patterson College); Christine G. Novak, Ph.D. (Univ. of Iowa); Lanette Waddell, Ph.D. (Univ. of Pennsylvania).

Adjunct Faculty. Tonya B. Amankwatia, Ph.D. (Lehigh); Donald J. Anticoli, Ed.D. (Temple); Ian T. Birky, Ph.D. (Oklahoma State); Raymond J. Boccuti, Ed.D. (Lehigh); Timothy E. Bonner, M.Ed. (Kutztown); Carol S. Derham, Ed.D. (Lehigh); Roger J. Douglas, Ed.D. (Lehigh); F. Laird Evans, Ed.D. (Lehigh); Todd A. Fay, D.Ed. (Penn State); Heidi J. Faust, M.Ed. (Penn State/Univ. of Turabo); William P. Feigley, Ed.D. (Lehigh); Diane E. Flisser, Ed.D. (Lehigh); Deborah L. Gardner, Ph.D. (New Mexico State); Scott R. Garrigan, Ed.D. (Lehigh); Michael P. George, Ed.D. (Univ. of Missouri-Columbia); Nancy L. George, Ed.D. (Univ. of Missouri-Columbia); Ronald Goldberg, Ph.D. (Lehigh); Beth R. Golden, Ph.D. (Virginia Commonwealth); Mary R. Goodman, Ed.D. (Lehigh); Virginia R. Hampton, Ph.D. (Univ. of Pennsylvania); Clarissa Henry, Ph.D. (Lehigh); Roberta A. Heydenberk, Ed.D. (Lehigh); Warren R. Heydenberk, Ed.D. (Colorado); Daphne Pappas Hobson, Ed.D. (Columbia University Teacher's College); Rachel A. Holler, Ed.D. (Lehigh); William D. Hunter, Ed.D. (Lehigh); Kevin Kelly, Ph.D. (Lehigh); Joseph P. Kender, Ed.D. (Pennsylvania); Lisa A.W. Kensler, Ed.D. (Lehigh); Eric M. Klein, Ph.D. (Univ of So, Carolina); Mark J. Klein, J.D. (Rutgers); Freya Koger, Ph.D. (Lehigh); Judith F. Lewis, Ed.D. (Virginia Tech); Christina K. Lutz-Doemling, Ed.D. (Lehigh); Beverly A. Martin, Ed.D. (Lehigh); Stacy D. Martin, Ph.D. (Lehigh); Constance B. Matthews, Ph.D. (Pennsylvania State); Kelly Kates McElrath, Ph.D. (Temple); John McGovern, Ed.D. (Temple); James R. Newcomer, Ed.D. (Lehigh); Stacy L. Nonnemacher, Ph.D. (Lehigh); Bridget O'Connell, Ed.D. (Lehigh); Jacqueline S. Phillips, Ed.D. (Univ. of Northern Colorado); Rosalyn P. Pitts, Ph.D. (Lehigh); Thomas J. Power, Ph.D. (Univ. of Pennsylvania); Ralph H. Pruitt, Ed.D. (Lehigh); Susan L. Rarick, Ph.D. (Lehigh); Carol M. Richman, Ph.D. (Virginia Commonwealth); Tina M. Roemersma, Ph.D. (Lehigh); George W. Roesser, Ed.D. (Temple); Jeffrey Rudski, Ph.D. (Univ. of Minnesota); Julie K. Santoro, M.S.P. (Univ. of So. Carolina); Nasrin Shah, Ph.D. (American); Bruce S. Sharkin, Ph.D. (Univ. of Maryland); Timothy J. Silvestri, Ph.D. (Lehigh); Elizabeth Sims-Pottle, Ed.D. (Lehigh); Carole S. Smith, M.S. (Temple); David R. Snyder, Ed.D. (Lehigh); Natalie G. Sokol, Ph.D. (Lehigh); Karen Evans Stout, Ph.D. (Univ. of Minnesota); Thomas D. Sugalski, Ph.D. (Farleigh Dickinson); Bruce M. Taggart, Ph.D. (Connecticut); C. Lynn Tax, M.Ed. (Pennsylvania State); Larry Upton, Ph.D. (Univ. of Minnesota); Glenn D. Walters, Ph.D. (Texas Tech); Edmond A. Watters III, Ed.D. (Lehigh); David R. Weiskotten, Ph.D. (Lehigh); Kenneth K. Zellner, M.Ed. (Kutztown); Ethel Zilber, Ed.D. (Lehigh).

The department offers master's degrees and/or professional certification in counseling and human services, educational leadership, elementary and secondary education, globalization and educational change, instructional technology, international counseling, school counseling, and special education as well as the Ed.S. degree in school psychology and professional certification in school psychology and special education. Ed.D. degree program is offered in educational leadership. Ph.D. degrees are offered in counseling psychology, learning sciences and technology, school psychology, and special education.

In addition to degree programs, there are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification.

Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh without seeking a degree. Any transcript or other record from the University will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. University admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 3.0 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution.

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0 or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisors on admissions and must work with the advisor to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for regular non-degree students. Certification involves qualitative components as well as credits; a non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

Non-degree students of either type may seek admission to a degree program. Non-degree students who seek admission to a degree program must meet all regular admissions criteria, complete all regular procedures, and present all documents normally required of degree-seeking applicants to that program. Courses taken by a non-degree student who later enters a degree program will count towards the completion of the program to the extent that those courses fall within the normal requirements of the program and to the extent that the student's performance in the course(s) is acceptable for degree program purposes. Any course which is counted towards the completion of a degree must be completed within the established time limits for that degree, whether taken initially as a degree or non-degree course.

While general courses are listed separately, the courses pertinent to each program are listed in the following text. Courses that boxed are those that non-degree students can take.

Education

Educ 388. Statistical Computing (3)

Use of one or more major statistical software packages. Principles of data coding, editing, integrity checking, and management. Emphasis on link between personal computers, mainframes, and other software. *Prerequisite: Educ 408 or consent of instructor.*

Educ 408. Introduction to Statistics (3)

Organization and description of data. Principles of statistical inference including hypothesis testing, interval estimation, and inferential error control. Emphasis on application.

Educ 409. Analysis of Experimental Data (3)

Emphasis on analysis of variance designs including one-way, factorial, nested, and repeated measures designs. Introduction to multiple regression and the analysis of covariance. *Prerequisite: Educ 408 or consent of instructor.*

Educ 410. Univariate Statistical Models (3)

The univariate general linear model. Principles of expressing models and hypotheses about those models. Emphasis on similarity among the analysis of variance, multiple regression, and the analysis of covariance. Examples of non-standard models and generalization to complex designs. *Prerequisite: Educ 409 or consent of the instructor.*

Educ 411. Multivariate Statistical Models (3)

The multivariate general linear model. Principles of expressing multivariate models and hypotheses about those models. Emphasis on similarity among the multivariate analysis of variance, multiple regression, and the analysis of covariance. Examples of non-standard models and generalization to complex designs. *Prerequisite: Educ 410 or consent of the instructor.*

Educ 412. Advanced Applications of Psychometric Principles (3)

Conceptual examination of exploratory and confirmatory factor analysis, cluster analysis, latent-trait modeling, and other advanced psychometric topics. *Prerequisites: Educ 409 or equivalent or SchP/CPsy 427.*

Educ 451. Applied Principles of Cognitive Psychology (3)

Basic principles and contemporary theories of cognitive psychology will be covered, especially regarding the application of these principles to education. Experimental research relevant to contemporary theories of cognitive psychology and the application of these theories in educational settings will be reviewed.

Educ 491. Advanced Seminars: (with subtitle) (1-6)

Intensive study and discussion of a specialized area. Title will vary. *May be repeated for credit as title varies.*

Comparative and International Education

***CIE 400. Comparative and International Education (3)**

The goal of this course is to introduce students to the origins and development of the field of international and comparative education and to explore how both scholars and educational policymakers have engaged some of the debates that characterize policy and research in education around the world. Special attention is devoted to similarities and differences in educational policy and practice between advanced and developing capitalist, socialist and "transitional" societies. At the end of this course, students should be able to think about their school or educational system within a global context, and have some idea how to make meaningful comparisons.

**Open to non-degree students only with instructor permission.*

***CIE 401. Globalization & Contextualization (3)**

The goal of the course is clarify what globalization is and to consider the impact of globalizing ideas, structures, and cultures on education, and how educators and other stakeholders respond given their school's or system's unique global context. Through case studies and discussions with real-world school leaders, students explore ways that policies are "borrowed" and both educational cultures and structures are "institutionalized."

**Open to non-degree students only with instructor permission.*

***CIE 402. Development and Evaluation of International Educational Projects (3)**

This course is an introductory exercise for students new to educational research, program evaluation and related areas (e.g., quality improvement, enhancing organizational performance, methods of social change, management training). Students will develop and conduct a professional on-site project evaluation of existing national and international projects, including initiatives undertaken by different international organizations (e.g., UNICEF, UNESCO, USAID), educational institutions, and schools (both public and private). Students will be accompanied and supervised throughout all stages of the research and evaluation process. No previous experience with evaluation research and empirical or qualitative data analysis is required.

**Open to non-degree students only with instructor permission.*

***CIE 403. Globalization and Curriculum Implications (3)**

This course investigates the impact of globalization on curriculum. In particular, it discusses how curriculum has historically been utilized in nation building; how tensions between the global and the local are inherent in curriculum; and how curriculum is a site of construction of national as well as global/cosmopolitan identities. Global citizenship is one of the major curricula themes spanning this dynamic intersection between the global and the local. This course will present several theoretical perspectives on this phenomenon and compare curricula across nations to understand how globalizing the curricula differs according to culture and language.

**Open to non-degree students only with instructor permission.*

***CIE 404. Issues and Institutions in International Educational Development (3)**

Explores theoretical approaches to understanding the role of education in international development by introducing students to institutions involved in international educational development in diverse global settings (e.g., United Nations, World Bank, NGOs, and state agencies). Discussions are framed by current debates in the fields of international and comparative education.

**Open to non-degree students only with instructor permission.*

***CIE 405. Experiencing the United Nations: NGOs in Education Policy and Practice (3)**

Building on the Lehigh University/United Nations partnership initiative, this course provides a structured practical experience for students to learn about the dynamics of NGO/UN relationships by representing one of the underrepresented international NGOs at the United Nations. Equips students with necessary experience, understanding, and skills in international education development such as policy brief writing and education sector analysis.

**Open to non-degree students only with instructor permission.*

***CIE 406. International Education Policy (3)**

Focuses on how policy is created, implemented, and evaluated in schools and educational systems from a comparative and international perspective. Provides a framework for a comprehensive analysis of the education "sector" in order to inform regional, national, or multinational educational policymaking. Students will apply this understanding to an analysis of education policy in a specific region or district (e.g., Pennsylvania) from a global policymaking perspective.

**Open to non-degree students only with instructor permission.*

***CIE 407. Grant Writing and Fund Raising in International Education Development (3)**

Addresses NGO issues and needs and will develop leadership, problem solving, and practical grant writing skills focused on international education development. The course is designed for individuals working in international NGOs and schools and is designed to work in conjunction with a local or international NGO. Teams of students will develop a project proposal related to the agency's primary service mission, articulate a fund-raising strategy, and raise capital on the basis of proposals developed in class.

**Open to non-degree students only with instructor permission.*

Counseling Psychology

***CPsy 427 (SchP 427). Standardized Tests, Measurement and Appraisal (3)**

Principles of psychological measurement (e.g., tests construction, technology, validity, reliability, functional utility). Ethical, legal, and cultural issues in the administration and interpretation of psychological tests. Case conceptualization, reporting and presentation. *Permission of instructor is required.*

**Open to non-degree students in summer only.*

CPsy 430. Professional Seminar (3)

Professional, ethical, and legal issues in counseling. Management and delivery of counseling services in a culturally diverse society. Professional development, certification, licensure, and role identification.

CPsy 436. Culture-Centered Career Intervention (3)

Examination of the career development process and interventions for children, adolescents, and adults with a culture-centered perspective. Study of theorists, vocational assessment process, and occupational and psychological information systems.

CPsy 440. Introduction to Family Counseling (3)

Research and current trends in the practice of family counseling. Overview and analysis of major theoretical approaches of family therapy.

CPsy 442. Counseling and Therapeutic Approaches (3)

Theory, research, and technique of counseling within a cultural context. *Prerequisites: admission to CPsy master's program or permission of counseling psychology program coordinator.*

CPsy 452. Counseling Issues and Skills: Facilitating Healthy Adjustment (3)

Course assists counselors in developing proficiency in helping skills and an understanding of the counselor's role in facilitating or inhibiting client change. Focus is on gaining knowledge related to mental health issues for third culture children and adolescents that include (a) cultural adjustment, (b) eating disorders, (c) depression and suicidality, (d) substance abuse, (e) anxiety, (f) family dysfunction, and (g) career development.

CPsy 453. Counseling Issues and Skills: Building Healthy Communities (3)

The objectives of this course are for students to develop proficiency in counseling skills and gaining knowledge related to constructing prevention programs for children and adolescents that include (a) substance abuse, (b) sexually transmitted disease and teen pregnancy, (c) eating disorders, (d) violence prevention, and (e) resiliency and competency promotion programs. Special focus will be paid to understanding the components of an effective crisis management plan.

CPsy 466. Current Issues in Counseling and Therapy (1-6)

Examination of an area of counseling or therapy that is of topical interest to students and faculty. *May be repeated for credit.*

CPsy 470. Independent Study and Research (1-6)

Individual or small group study in the field of counseling. Approved and supervised by the major adviser. *May be repeated for credit.*

***CPsy 472. Human Development Across the Lifespan (3)**

An examination of prevailing theories of human growth and development across the lifespan. Examination of the interactive effect of various age groups upon one another. Particular emphasis on the helping relationships.

**Open to non-degree students only with permission of program.*

Educational Leadership

EdL 400. Introduction to Organizational Leadership: Theory and Practice (3)

Development of theories of administration and applications in educational institutions. Administrative behavior in organizational settings; administrator's leadership role in decision-making, evaluation, and conflict resolution.

EdL 405. The Principalship (3)

Major problems of organization and administration of schools, types of organization, pupil promotion, program of studies, teaching staff, pupil personnel, contract management, time allotment, plant and equipment, and community relations.
Prerequisite: EdL 400.

EdL 406. School Principals Clinic (3-6)

Simulated materials workshop on administrative decision-making open to practicing and prospective elementary and secondary school administrators.

EdL 407. Development and Leadership of Middle Level Programs (3)

Exploration of the design of programs to meet the needs of the pre and early adolescent learners with a focus on organizational structure, instructional practices, curriculum design, staffing, student assessment, and community involvement.

EdL 420. Leading and Managing Curriculum and Instruction Programs (3)

Exploration of the theory, research and practice associated with an effective curriculum and instruction program. Topics include program planning, implementation and evaluation, legal issues, contract management, and budgetary considerations. Emphasis on field-based research and data-based decision making in program design and evaluation.

EdL 422. Curriculum Management for the School Executive (3)

A survey of the methods used to facilitate a curriculum development process based on the theories and findings from research and practice. Application of concepts to practical problems in curriculum leadership to acquire skills in the change process for instruction innovation. Emphasis on current theory and research in standards, technology, and curriculum integration.

EdL 430. Development and Administration of Special Education Programs (3)

Exploration of the research and practice of an effective special education program. Emphasis on curriculum development, field-based research, and data-based decision making program design and evaluation, and the relationship of the special education program to the pupil services program and the regular curriculum.

EdL 432. Special Education Law (3)

An overview of the relevant legislation, regulations, and case law concerning the education of students with disabilities in pre-k through secondary school.

EdL 434. Leadership and Management of Special Education Programs (3)

Introduction to the management practices related to effective leadership of special education programs including budget development and management, staffing, instructional practices, student assessment practices, and parent involvement.

EdL 440. Development and Administration of Pupil Services Programs (3)

Exploration of the research and practice of an effective comprehensive pupil services program. Emphasis on involvement of community agencies, field-based research, and data-based decision-making, program design and evaluation, and the relationship of the pupil services program to the regular and special education curriculum.

EdL 442. Leadership and Management of Pupil Services Programs (3)

Overview of the management practices related to effective leadership of pupil services programs, including budget development and management, staffing, instructional practices, community agency partnerships, student assessment, legal issues, and parent involvement.

EdL 450. Curriculum Design in a Global Society (3)

Exploration of global issues and their effects on what is taught in schools, specifically in international schools. Emphasis on the analysis of curriculum and the influence that culture plays in decision making.

EdL 452. Comparative Education (3)

Survey of education practices abroad. Systems of articulation, social and legal foundations, and structure in government. Emphasis on the nature and purpose schools in various cultural contexts and the major problems and trends occurring throughout the world.

EdL 466. Supervision of Instruction (3)

Analysis of the principles underlying the organization and supervision of instruction; application to specific teaching situations K-12.

EdL 467. Supervision and Professional Development (3)

Emphasis on establishing skills in human resource management and supervision, including staff selection, supervision models, assessment and feedback methods, managing a diverse workforce, and adult development related to professional growth options. This course is designed specifically for individuals enrolled in a supervisory certification program.

EdL 468. Applied Learning Theory for School Leadership (3)

Overview of the foundations, principles, and theories of curriculum, teaching, and learning. Emphasis on historical perspectives, teaching and learning for understanding, and schools as professional organizations. The purpose is to provide prospective administrators with the background for developing a balanced and challenging school-wide curriculum, for supervising instruction, and for supporting school improvement.

EdL 469. Advanced Instructional Supervision (3)

A staff development approach to supervision designed to extend the supervisor's knowledge of and skills in applying clinical techniques to instructional supervision.

EdL 470. Special Topics in Educational Leadership: (with subtitle) (1-6)

Intensive study and discussion of a specialized area. Title will vary. *May be repeated for credit as title varies.*

EdL 473. Human Resources Management (3)

Overview of the effective utilization of the human resources of educational organizations. Trends in human resource planning, recruitment, selection, development, evaluation, compensation and contract administration.

EdL 476. School Financial Management (3)

Theoretical and practical foundation in financial management emphasizing the economics of education, financing and distribution of funds, and the management of funds at the school and district level.

EdL 477. Seminar in School-Community Relations (3)

Analysis and development of the communication and public relations skills needed by educators in dealing with the public.

EdL 479. School Law (3)

Effect of school law on administration of public school systems; analysis and synthesis of judicial interpretations of the constitutions, statutes, rules, regulations, and common law relating to educational issues.

EdL 481. Policy and Politics in Public Education (3)

Analysis of the forces, factors, agencies, formal governmental systems and informal subsystems that influence educational policy in local districts and state and national governments.

EdL 485. The Superintendency (3)

A theoretical and historical examination of superintendents' leadership, school board/superintendent relations, and the array of duties and demands upon the superintendency.

EdL 486. Superintendency Clinic (3)

Practical experiences in meeting the challenges inherent in the position of superintendent and associated central office positions. Emphasis on the five basic functional roles of the superintendent: CEO to school board, human resources manager, instructional leader, financial manager, and director of community relations.

School Psychology

SchP 402 (SpEd 402.) Applied Behavior Analysis (3)

Theory and application of behavior modification methods in classroom and clinical settings. Topics include behavior analysis, outcome research, task utilization, and single case research.

SchP 404. Historical and Contemporary Issues in School Psychology (3)

History of psychology, education, and school psychology. Roles and function of school psychologist; legal and ethical aspects of school psychology.

SchP 426. Advanced School and Family Interventions (3)

Overview of school-based and family-based intervention strategies for children and adolescents presenting interpersonal, emotional, developmental or behavioral challenges. Examples of topics covered include crisis intervention, peer-mediated interventions, self-management interventions, behavioral parent training, interventions for child abuse/neglect and computer-assisted instruction. *Prerequisite: SchP 402 or permission of instructor.*

***SchP 427 (CPsy 427). Standardized Tests, Measurement and Appraisal (3)**

Principles of psychological measurement (e.g., tests construction, technology, validity, reliability, functional utility). Ethical, legal, and cultural issues in the administration and interpretation of psychological tests. Case conceptualization, reporting and presentation.

**Open to non-degree students in summer only.*

Special Education

SpEd 330. Special Topics in Special Education: (with subtitle)(1-3)

Current issues in the education of individuals with special needs. Titles vary. *May be repeated for credit as title varies.*

SpEd 332. Education and Inclusion for Individuals with Special Needs (3)

Legal, educational and social issues related to the special education of individuals with mental retardation, physical disabilities, emotional/behavioral disorders, learning disabilities, visual and hearing impairments, health impairments and those who are intellectually gifted. Emphasis will be on meeting the diverse needs of students in general education classrooms and settings.

Open to non-degree students in spring & summer only.

SpEd 402 (SchP 402). Applied Behavior Analysis (3)

Theory and application of behavior modification methods in classroom and clinical settings. Topics include behavior analysis, outcome research, task utilization, and single case research.

SpEd 428. Positive Behavior Support (3)

The design of comprehensive, multicomponent behavior support plans for individuals with disabilities who engage in challenging behaviors. Topics include functional assessment strategies, antecedent and setting event interventions, alternative skill training, consequence strategies, lifestyle interventions and teaming strategies. Taught from a noncategorical perspective. *Prerequisite: SpEd 402 or permission of the instructor.*

SpEd 430. Advanced Seminar in Special Education (3)

Advanced issues relating to the field of special education. Titles will vary.

SpEd 440. Early Academic Intervention (3)

Explores the potential effectiveness of interventions to prevent academic failure of children at risk for learning difficulties. Emphasis on research-based interventions in the areas of beginning reading, language and vocabulary, writing and spelling, awareness of print and exposure to print, and mathematics (number sense).

SpEd 442. Learning Disabilities: Inclusion and Issues (3)

Explores major topics, issues, and trends in the area of learning disabilities. An overview of historical foundations of learning disabilities, theoretical perspectives and medical aspects, definition, etiology, characteristics, assessment, service delivery models, educational approaches, and instructional design. Emphasis on inclusion strategies for adjusting and adapting to the mainstream settings in preschool, school, and post school environments.

Teaching, Learning and Technology

LST 401. Overview of Learning Sciences and Technology (3)

Foundations and key concepts in Learning Sciences and Technology. Cognition and brain-based research with a focus on technology's role in learning.

LST 403. Designing Learning Environments (3)

Social, cognitive, and physical factors in teaching and learning. Systems theory applied to learning settings. Special emphasis on motivational theories. *Prerequisite: LST 401 or permission of instructor.*

TLT 367 (ES 367). Environmental Education (3)

Introductory environmental education course designed to prepare students to implement environmental education opportunities in formal and non-formal education settings. Topics include history and philosophy of environmental education, environmental laws and regulations, GIS, environmental issues and decision-making, curriculum integration and environmental education teaching methodologies. This is a Web-enhanced course containing both online and fieldwork components.

TLT 394. Special Topics in Education: (with subtitle) (1-3)

Examination of a topic of research or professional interest in education. Subtitle will vary. *May be repeated for credit as subtitle varies.*

TLT 410. The Writing Process (3)

Developmental characteristics of children's writing and relationships among writing, spelling and reading. Predictors of writing achievement, teaching strategies and activities, and evaluation schemes will be emphasized, K-12.

TLT 412. Social Studies in Elementary Education (3)

Elementary curriculum, content, teaching strategies, and instructional materials of the social studies field. Emphasis on organizing content, using appropriate methods, testing and evaluation, and innovations for social studies at the elementary level. Examines textbooks, courses of study, and teacher-made materials.

TLT 420. Reading in Elementary Education (3)

Principles of teaching reading in elementary schools. Selection of appropriate materials, methods, and techniques. Beginning reading instruction and the development of strategies for teaching vocabulary and comprehension in narrative and expository texts.

TLT 422. Language Arts in Elementary Education (3)

Principles of language learning and the development of communication skills in elementary schools. Methods of teaching listening, speaking, handwriting, spelling, punctuation, and grammar. Selection of appropriate materials and textbooks.

TLT 424. Children's Literature in Elementary Education (3)

Role of literature in the instructional program of the elementary schools. Use of trade books for individualized instruction in reading, language arts, mathematics, science, and social studies.

TLT 426. Science in Elementary Education (3)

Principles of the elementary science program. Demonstrations and discussions of appropriate materials and techniques for teaching science concepts to elementary school students. Enrollment limited to available lab space.

TLT 428. Mathematics in Elementary Education (3)

Mathematical skills and concepts for the elementary school program. Sets, systems of numeration, experience with numbers, operations with numbers, number concepts and numerals, and elements of geometry.

TLT 431. Social Studies in Middle Level and High School Education (3)

Secondary curriculum, content, teaching strategies, and instructional materials for the social studies field. Emphasis on organizing content, using appropriate methods, testing and evaluation, and innovations for social studies at the secondary level. Explores textbooks, courses of study, and teacher-made materials.

TLT 432. Reading and Critical Thinking in Middle Level and High School Education (3)

Focuses on expository reading development in content areas such as language arts, mathematics, science and social studies. Practical teaching strategies in critical areas, such as comprehension and study skills. Review of research and methods for improving the reading development of students.

TLT 434. English in Middle Level and High School Education (3)

Curricula, philosophy, methods, strategies, and materials in the teaching of English. Literature, genres, and the nature of text and text differences. Critical analysis and drawing inferences from narrative text and poetry. Applications of technology and assessment principles.

TLT 436. Science in Middle Level and High School Education (3)

Curricula, philosophy, methodology, strategies and safety in the teaching of middle and high school science. Emphasis on laboratory and instructional technology, at-risk and underrepresented students and current models of science education. *Permission of the instructor. Enrollment limited to available lab space.*

TLT 438. Mathematics in Middle Level and High School Education (3)

Curricula, instructional activities, and manipulative aids applicable to mathematics courses in middle level and high schools. Teaching strategies and materials appropriate for teaching mathematics will be emphasized.

TLT 450. Technology in School Settings: (with subtitle) (1-3)

Focused examination of problems, key issues, and approaches to the use of technology in school settings. Topics will vary (for example, Technology's Role in Facilitating School Restructuring; Teaching for Brain-based Learning; Enhancing Gifted Education Through Technology). *May be repeated for credit as topic varies.*

TLT 470. Integrating Technology in the Classroom (3)

Planning for integration of instructional technology in individual classrooms. Analysis of available technologies, both hardware and software, and identification of technologies matched to instructional needs. Focus on assessing the impact of technology on student outcomes.

TLT 471. Planning for Implementing Technology at the School or District Level (3)

Logistics of implementing technology for a school or school district. Covers staffing, budgeting, facilities, staff development, and proposal preparation. Students in the course create complete technology plans.

TLT 474. Budgeting, Maintaining, and Evaluating Technology (3)

Generating budgets for technology implementation, planning for maintenance and continuity in technology services, evaluating the effectiveness and impact of technology implementations.