

Courses that are boxed are offered to students with non-degree status. Some courses may have prerequisites, require instructor's approval, are available to non-degree students *only* in the summer or are limited in size due to the availability of computers.

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*; 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) *endowed Bennett professor of urban school leadership*; Mary Jean Bishop, Ed.D. (Lehigh); Alec M. Bodzin, Ph.D. (North Carolina State); Mary Beth Calhoon, Ph.D., (Vanderbilt); Grace I.L. Caskie, Ph.D. (Univ. of North Carolina); H. Lynn Columba, Ed.D. (Louisville); Arpana G. Inman, Ph.D. (Temple); Patricia H. Manz, Ph.D. (Univ. of Pennsylvania); Tina Q. Richardson, Ph.D. (Maryland); Jill Sperandio, Ph.D. (Univ. of Chicago); Alexander W. Wiseman, Ph.D. (Pennsylvania State).

Assistant Professors. Cirleen DeBlaere, Ph.D. (Univ. of Florida); Kathryn Ann DiPietro, Ph.D. (Tennessee); Thomas C. Hammond, Ph.D. (Virginia); Robin L. Hojnoski, Ph.D. (Univ. of Massachusetts); Minyi Shih, Ph.D. (Univ. of Texas at Austin); Iveta McGurty Silova, Ph.D. (Columbia); Brenna K. Wood, Ph.D. (Univ. of Arizona).

Professors of Practice. Jon Drescher, P.D. (St. John's); Sothy Eng, Ph.D. (Texas Tech); Christine G. Novak, Ph.D. (Univ. of Iowa).

Adjunct Faculty. Aimee-Nicole C. Adams, Ph.D. (Lehigh); Tonya B. Amankwatia, Ph.D. (Lehigh); Juan R. Baughn, 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); Louise E. Donohue, Ed.D. (Lehigh); Roger J. Douglas, Ed.D. (Lehigh); Carolyn E. Evans, B.A. (Arcadia); Laurie Gray Evans, Ph.D. (Lehigh); Deidre R. Farmbry, Ed.D. (Univ. of Pennsylvania); Todd A. Fay, D.Ed. (Penn State); William P. Feigley, Ed.D. (Lehigh); Sandra G. Fellin, Ed.D. (NOVA Southeastern); Diane E. Flisser, Ed.D. (Lehigh); Edwina Frasca-Stuart, Ed.D. (Pennsylvania State); Susan N. Fuller, Ph.D. (Univ. of Nebraska); 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); Mary R. Goodman, Ed.D. (Lehigh); William E. Haberl, Ed.D. (Lehigh); Roberta A. Heydenberk, Ed.D. (Lehigh); Warren R. Heydenberk, Ed.D. (Colorado); Daphne Pappas Hobson, Ed.D. (Columbia Univ.); Rachel A. Holler, Ed.D. (Lehigh); Tiedan Huang, M.S. (Lehigh); Kevin Kelly, Ph.D. (Lehigh); Lisa A.W. Kensler, Ed.D. (Lehigh); Ilena D. Key, M.A. (Columbia); Eric M. Klein, Ph.D. (Univ. of So. Carolina); Mark J. Klein, J.D. (Rutgers); Freya Koger, Ph.D. (Lehigh); Christina K. Lutz-Doemling, Ed.D. (Lehigh); Steven V. Mancuso, Ed.D. (Lehigh); Beverly A. Martin, Ed.D. (Lehigh); Lawrence E. Martin, Ph.D. (Kent State); Stacy D. Martin, Ph.D. (Lehigh); Warren F. Mata, Ed.D. (Lehigh); John McGovern, Ed.D. (Temple); James R. Newcomer, Ed.D. (Lehigh); Bridget O'Connell, Ed.D. (Lehigh); Merris M. Page-Smith, Ed.D. (Univ. of Sarasota); Jacqueline S. Phillips, Ed.D. (Univ. of Northern Colorado); 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); Laura Roberts, Ph.D. (Pennsylvania State); Tina M. Roemersma, Ph.D. (Lehigh); Joseph J. Roy, Ed.D. (Lehigh); Jeffrey M. Rudski, Ph.D. (Univ. of Minnesota); Tina Santilli, M.A. (George Washington); Julie K. Santoro, M.S.P. (Univ. of South Carolina); Thomas L. Seidenberger, Ed.D. (Widener); Bruce S. Sharkin, Ph.D. (Univ. of Maryland); Jack P. Silva, Ed.D. (Lehigh); 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); Talida M. State, Ph.D. (Lehigh); Bruce M. Taggart, Ph.D. (Connecticut); Barbara J. Thompson, Ph.D. (Univ. of Maryland); Laurence R. Upton, Ph.D. (Univ. of Minnesota); Samuel A. Varano, Ed.D. (Lehigh); Patricia L. Waller, Ed.D. (Lehigh); Glenn D. Walters, Ph.D. (Texas Tech); James Warfel, Ed.D. (Temple); David R. Weiskotten, Ph.D. (Lehigh); Kenneth K. Zellner, M.Ed. (Kutztown).

The department offers the following degrees:

Master of Education (M.Ed.) This degree is offered in the following professional specializations: elementary education, secondary education, special education, educational leadership, counseling and human services, globalization and educational change, international counseling, elementary school counseling, secondary school counseling, and teaching and learning. Degree requirements vary from program to program.

Master of Arts (M.A.) The master of arts is available in either teacher education (secondary education or the teaching and learning degree programs) or comparative and international education. The teacher education M.A. focuses on enhancing both pedagogical skill and subject matter expertise of teachers. The comparative and international education M.A. examines educational policy and theory on an international level, preparing its graduates to work in educational research and policy organizations, government offices, ministries of education, and international development organizations. The teacher education student pursuing an M.A. must take graduate work in education plus 12 credits of graduate work in an academic field related to the area of teacher certification (typically, English, mathematics, political science, sociology, and physical and natural sciences). The comparative and international education student pursuing an M.A. must take graduate work in education plus 12 credits in one of four specific academic disciplines (sociology and anthropology, political science and international relations, economics, or history).

Master of Science (M.S.) The master of science degree is awarded in instructional technology. The master's program in instructional technology focuses on the systematic planning and use of technology and is targeted toward individuals from varied backgrounds who wish to learn how to incorporate technology more effectively in diverse educational settings (including K-12, higher education, informal learning, and corporate training) or to learn how to train others to make such more effective use.

Master in Business Administration/Master of Education (MBA/M.Ed.) The MBA and master's of education joint degree program offers students the opportunity to acquire a solid foundation in both business and education. Designed to increase the administrative skill required in today's educational systems, the MBA/M.Ed. provides a framework in which excellent education and sound business practices can flourish. The MBA/M.Ed. will provide an additional option for students for business and students of educational leadership. The program should enhance the student's marketability in private and public sector education while providing students with an understanding of the cultures of both business and education.

Educational Specialist (Ed.S.) Specialized postmaster's degree programs for practitioners are available in school psychology.

Certification Programs The college offers programs of study leading to eligibility for Pennsylvania state certifications in various professional specialties including elementary and secondary teacher education, including certification in special education; supervisor of special education, pupil services, or curriculum and instruction; superintendent; and K-12 principal. Certification programs vary in the number of credits required.

IMPORTANT NOTE: The Pennsylvania Department of Education (PDE) has divided elementary (K-6) certification into two separate certifications: Early Elementary (Pre-kindergarten through 4th grade) and Upper Elementary/Middle (4th grade through 8th grade). Secondary certification remains grades 7 through 12. Under these new regulations, effective January 1, 2011, there will no longer be a separate initial certification for special education; special education teachers must now also acquire one of the two elementary certifications or a secondary certification. Lehigh has decided to offer only the PreK-4th grade certification at the elementary level, although we will continue to offer secondary and special education certification. By PDE regulation, students already enrolled in our current K-6, secondary or special education initial certification-preparation programs must complete their programs of study by August 31, 2013. Students who are unable to complete their initial teacher certification eligibility programs by that date will need to complete one of our new PDE-approved teacher certification eligibility programs (PreK-4 or 7-12).

Post-Baccalaureate Certificates The college also offers post-baccalaureate certificate programs in international counseling, international development in education, project management (jointly offered through the College of Business and Economics and the College of Education), special education, teacher leadership, teaching English as a second language, and technology use in the schools. Post-baccalaureate certificate programs differ from the above-described certifications issued by agencies external to Lehigh (such as the Pennsylvania Department of Education). Lehigh's post-baccalaureate certificate programs are, instead, focused concentrations of 12 to 15 credits that students complete to enhance their professional credentials. Where appropriate, post-baccalaureate certificate programs may be included as part of the coursework of a degree program. www.lehigh.edu/education/academics/certificates.html

Doctor of Philosophy (Ph.D.) The College of Education also offers the Ph.D. degree to students enrolled in the fields of counseling psychology, learning sciences and technology, school psychology, and special education. The requirements for this degree are the same as those for the Ph.D. in the other colleges and as described in previous sections. No language examinations are required.

Doctor of Education (Ed.D.) The doctor of education degree program provides specialized study in educational leadership. Successful professional experience is required for admission to candidacy. The requirements for the Ed.D. degree parallel those already stated for the Ph.D. degree.

Non-Degree Options The non-degree options are designed for those individuals interested in taking a few courses in the College but not interested in pursuing a graduate degree. For information on the non-degree program, contact Donna Johnson at 610-758-3231 or email ineduc@lehigh.edu. 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 University 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. If English is not your first language, you must submit TOEFL scores.

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. 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 that 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.

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 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 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 448. Elementary and Secondary School Counseling – II (4)**

Emphasis on the social and cultural context of elementary and secondary school counseling. Includes ethical, legal, and cultural issues in the administration and interpretation of psychological tests used in K-12 settings. Focus on a special topic such as school violence or substance abuse prevention, school and community interaction, and the social and cultural context of school counseling, etc. The course will also include observations in schools.

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

***CPSY 449. Elementary and Secondary School Counseling – III (4)**

Theory and methods of consultation; development and implementation of student assistance programs; intra- and inter-agency collaborations. The course will also include observations in schools.

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

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. Organizational Leadership and Change Management (3)

Theory development relating to individuals and organizations emphasizing leadership, decision-making, motivation, and change. Analysis of existing leadership approaches focusing on demonstrating the application theories to administrative practice.

***EdL 420. Data Based Decision Making (3)**

Theory, research, and processes associated with the design and management of school curriculum; implementation of effective instructional and assessment practices enhancing student learning. School leader's role in designing and implementing a comprehensive school improvement process, and using data to guide curriculum, instruction and assessment program.

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

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 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.

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

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

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 368. Teaching & Learning with Geospatial Tools (3) (currently Educ 491)

Exploration of geospatial tools, including but not limited to global positioning systems (GPS), geographic information systems (GIS), and related visualization tools (e.g., Google Earth). Application of these tools and techniques to instructional settings, including appropriate pedagogy and assessment.

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 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 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.