

# Contents

## The School of Education

### 2011-2012 Graduate Course Descriptions

Adult Education Courses.....	2
Education: Global & International Education Courses.....	2
Education Human Resource Development Courses .....	5
Education Learning Technology Courses .....	6
Educational Administration Courses.....	8
Educational Lifelong Literacy Courses .....	9
Educational Policy Courses .....	11
Geography Education Courses.....	12
Higher Education Courses.....	12
Mathematics Education Courses .....	16
Special Education Courses .....	19
Teacher Education Courses .....	21

## Adult Education Courses

### EDAE 601 - Foundations of Adult Education

This course examines the history of adult education, philosophical foundations, and the practice and the profession of the field. Philosophical, sociological and political foundations of adult education will be explored. Insights gained from the course will require students to develop philosophy and historical perspective papers.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

### EDAE 602 - Adult Learning and Development

This course examines lifespan development and its importance for practitioners and for practice in adult education. It examines development, learning and change and their relationship to andragogy. Further emphasis is placed on the importance of considering both contextual factors and individual differences when examining the process of learning in adults.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAAE 601 Minimum Grade: C

Repeat Status: Not repeatable for credit

### EDAE 603 - Program Planning: Assessment & Evaluation of Adult Education

This course identifies and examines planning procedures and strategies that result in effective programs for adults learning in different settings. Program planning models, needs assessment, marketing, evaluation, and program management will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAAE 601 Minimum Grade: C and EDAAE 602 Minimum Grade: C

Repeat Status: Not repeatable for credit

### EDAE 604 - Instructional Design and Delivery Strategies

This course examines the core competencies of instructional design including analyzing needs, establishing performance objectives, delivering instruction, and managing instructional design projects. Models and processes for effective instructional design will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

### EDAE 605 - Instructional Skills for Teaching Adults Online

This course examines the principles, concepts, and tools for online instruction. Course content will build on and utilize knowledge gained in EDAAE 604 Instructional Design and Delivery Strategies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAAE 602 Minimum Grade: C

Repeat Status: Not repeatable for credit

### EDAE 606 - Transformative Learning in Practice: Practicum in Adult Education

This course will provide field based experience in teaching, learning, or other appropriate adult education settings such as training, literacy, tutoring, curriculum development, etc. The goal of the practicum is to help adult education practitioners develop observations as well as critical and reflective skills appropriate to their work with adults.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Adult Education

Pre-Requisites: EDAAE 602 Minimum Grade: C

Repeat Status: Not repeatable for credit

## Education: Global & International Education Courses

### EDGI 500 - Introduction to Global, International & Comparative Education

Exploration and Analysis of international and comparative education. Comparative method serves as the framework to understand comparative analysis. Theories of the state serves as the framework to understand global theories of education across cultures.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 502 - Global, International and Comparative Education II  
Exploration of tradition of national culture and its influence on education as well as an examination of educational and societal developments from a comparative cross-national perspective.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 504 - History and Theory of Comparative Education  
Examination of the history of comparative education development and higher education systems of different nations as well as analysis of issues related to comparative education research and the internationalization of globalization of postsecondary education.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 506 - Comparative Higher Education Systems  
Examination of higher education systems around the world including the cultural and historical bases of these systems and their spread across the globe.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 508 - Understanding Research in International & Comparative Education  
Examination of major concepts, methods and current trends in international and comparative education research.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 510 - Culture, Society & Education in Comparative Perspective  
Exploration of global education through concepts of culture, cultural relativism and ethnocentrism from a comparative perspective.  
Credits: 3.00  
College: School of Education

Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 512 - Globalization and Educational Change  
Exploration of issues related to economic globalization, politics of globalization, educational change, and the ways individuals and groups of people have changed and must further change to meet new global challenges in the 21st Century.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 514 - Education and National Development  
Exploration of the role of education as a primary agent of the socio-economic, cultural and technological advancement of developing countries in world regions.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 518 - Analysis of Policy Issues in Global & International Education  
Analysis of current public policy issues using various models of policy analysis across cultures and the globe with specific emphasis in creating, monitoring and evaluating frameworks to guide education sector policy work.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDGI 520 - Comparative Economics of Education  
Focus on the principal issues in the economics of education and in education and economic development.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

Repeat Status: Not repeatable for credit

EDGI 530 - Peace Education

Exploration of the conditions required for the construction of peace, the various forms of conflict, philosophical bases of human rights, discrimination with particular focus on curriculum reform that emphasizes knowledge, understanding and respect for cultures of others at the national/global level.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 532 - International Organizations in International Education

Examine current international organizations, foreign assistance and their influence on educational policy. Both public and private organizations will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 533 - Culture and Learning: From Violence Toward Peace

This course provides students with a critical understanding of the role of culture in influencing the dynamics of conflicts, including those that can be manifested in physical violence, as well as strategies for resolving or transforming such conflicts. Expressions of forms of discrimination, including prejudices, stereotyping, xenophobia, ethnocentrism and racism will be considered as important basic conceptual tools for peace educators in resolving intercultural conflicts.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 534 - Conflict Resolution in an International Context

Examination of conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution currently practiced, as well as the substantive enquiry into a variety of approaches to building peace at local, national and global levels.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 535 - Practices of Conflict Management & Peace Building

This course focuses on the development of practical and conceptual tools for the transformation of conflict on the micro-level. Taking the perspective that all participants will be involved in both conflict and peace processes of different sorts and in different capacities throughout their future professional and personal lives, the aim is to engage with these processes through various situational learning exercises. This will provide an opportunity for the practical deployment and development of peace-building skills.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 536 - Action Strategies for Peace Education

The major assumption of this course is that peace education is a challenge and a need to face not only in formal educational systems but also in community settings, non-formal and informal education. This course will examine the implementation of peace education programs linked to various settings, and analyze the challenges and issues of the different approaches of governments, communities, and other institutions. The course explores concepts such as citizenship, respect, learning community and interactive dialog.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDGI 600 - Study Abroad Experience

From a city-base in a foreign country, student actively engages in a country's literary, artistic, and cultural traditions through firsthand encounters with literary specialists, authors, artists, and artisans. Homestay model serves as portal for enhanced opportunities for language acquisition, cultural analysis and interpretation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Repeat Status: Not repeatable for credit

EDGI 610 - International Ecotourism & Education

From a city-base in a foreign country, student integrates the different perspectives of diverse natural, biological and social science disciplines to improve understanding of relationships between human societies and the natural environment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Co-Requisites: EDGI 600

Repeat Status: Not repeatable for credit

EDGI 715 - Co-op with Portfolio

Students participate in 10 weeks of a part time co-op to provide students with real-life, hands-on experience in international development. Weekly seminar component.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Pre-Requisites: EDGI 514 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDGI 716 - GIE Co-op Experience with Seminar

Students continue to identify career fields and professional development opportunities in the field of global and international education through action research. Students gain practical skills through a co-operative learning assignments/placement and complete a culminating project and/or research as proposed in EDGI 715.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Pre-Requisites: EDGI 715 Minimum Grade: C

Repeat Status: Not repeatable for credit

## Education Human Resource Development Courses

EHRD 500 - Foundations of Human Resources Development

Introduces HRD as a professional field of practice, places HRD within the context of the contemporary workplace, presents theories, paradigms, and issues in the field; introduces the concept of a learning organization and the HRD practitioner as a change agent.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 600 - Consulting and Leadership Coaching

Prepares students to be effective consultants and coaches for management. Covers diagnostic and intervention strategies, interpersonal communications, negotiation/mediation skills, ethics, and measurements.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 601 - Leading and Evaluating Change

This course serves as introduction to the study and practice of organization development and change. Students will gain a broad understanding of the field including its philosophy, history, models, and techniques used in facilitating system-wide as well as incremental organizational change and improvement. Issues related to values, ethics, and organizational assessment and diagnosis are explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 602 - Coaching and Mentoring for Sustainable Learning

The purpose of this course is to develop leaders at executive levels into organizational mentors who help to sustain a learning culture in organizations. Using readings, written assignments, self-assessments, case studies, and group activities, students will learn specific skills & concepts of effective mentoring/coaching for building learning communities in organizations. The course will address how coaching and mentoring can be used as effective development initiatives for nurturing learners at all levels within organizations.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 603 - Performance Competencies

Using their own organization as a learning laboratory and a company sponsor/mentor, students will demonstrate 4 core competencies: 1) Technical Competencies (related to the technical aspects of training; 2)

Business Competencies (related to the understanding of staffing principles and budgeting); 3) Intellectual Competencies (related to thinking and processing of information) and 4) Interpersonal Competencies (related to how we interact and communicate with others. Students will present a case study critiqued by instructor and company mentor.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 604 - Development of Human Resources

The purpose of this Advanced Seminar Course is to develop human resources in the organization. Students will learn ways to invest in the talents and expertise of people within a culture conducive to information and knowledge sharing of professional practices. Career development and succession planning will be studied and applied for future leadership practices.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 605 - Organizational Learning & Strategy

This course assists leaders at executive levels understand the need to align learning functions with strategic, organization goals; develop awareness and understanding of how organizations are designed and structured; and the implications of leading and managing learning organizations. Using a research-based model of organization theory, students will learn to build organizational cultures that support strategic alignment of learning by making learning relevant to businesses' daily workflow.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 650 - Learning Leadership in Organizations

Examinations of cyclical continuum beginning with individual learning, extending through work unit and corporate learning activities, and resulting in organizational success indicators. Students will explore structures for promoting and sharing learning, such as the corporate "university," systems theory, career development and other techniques employed by learning leaders. The course will illumine leadership attributes of the chief learning officer and methodologies for inspiring an organizational culture of leadership.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EHRD 715 - Capstone Co-op with Portfolio I

The School of Education has partnered with the Steinbright Center to provide a part-time co-op for working students for 2 terms. This is the first of a two course sequence. At the end of the co-op, students submit a portfolio and make a presentation on an Action Research Project or an Evaluation Project completed in the Capstone Co-op workplace setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EHRD 500 Minimum Grade: C and EHRD 600 Minimum

Grade: C and EHRD 650 Minimum Grade: C and EDHE 600 Minimum

Grade: C and EDHE 660 Minimum Grade: C and EDUC 505 Minimum

Grade: C and EDUC 804 Minimum Grade: C and EDUC 532 Minimum

Grade: C and EDUC 533 Minimum Grade: C and EDLT 536 Minimum

Grade: C

Repeat Status: Not repeatable for credit

EHRD 716 - Capstone Co-op with Portfolio II

EHRD 716 is Part II of the Capstone Co-op Portfolio Project; a partnership provided by the School of Education and the Drexel Steinbright Center. This is the second course in a two course sequence.

At the end of the co-op, students submit a portfolio and make a presentation on an Action Research Project or an Evaluation Project completed in the Capstone Co-op workplace setting.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EHRD 715 Minimum Grade: C

Repeat Status: Not repeatable for credit

## Education Learning Technology Courses

EDLT 536 - Learning Sciences & Instr Design

The learning sciences and learning by doing bring about a new instructional design emphasis on how the learning technologies provide scaffolding for collaborative learning and reasoning. Students will learn innovative learning techniques and develop an experiential learning design such as, problem-based learning, goal-based scenarios, role-plays, mini-games and simulations.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following College(s)/School(s):  
School of Education  
Must be enrolled in one of the following Major(s):  
Learning Technologies  
Repeat Status: Not repeatable for credit

EDLT 537 - Technologies for Performance Support

This course focuses on online performance support systems, job aids, and assessment tools for e-portfolios, authentic assessments, and data collection to meet performance requirements in education and business. Students will have experience in designing embedded interventions for information help, procedural support, feedback and tracking goals, and develop their own e-portfolio.

Credits: 3.00

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following College(s)/School(s):  
School of Education  
Must be enrolled in one of the following Major(s):  
Learning Technologies  
Repeat Status: Not repeatable for credit

EDLT 538 - New Media Literacies

Students will learn how new media are changing the dimensions of school literacies and challenge traditional ways of learning and communicating. Students will use action research to study current literacies, collaboratively explore and analyze a range of media texts, and design meaningful media-related literacy learning experiences across the curriculum.

Credits: 3.00

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following College(s)/School(s):  
School of Education  
Must be enrolled in one of the following Major(s):  
Learning Technologies  
Repeat Status: Not repeatable for credit

EDLT 539 - EDLT Co-op Seminar Course I

The first of a two course sequence in which the student proposes and arranges for a part-time co-op experience/project in the field of learning technologies. In the weekly seminar, students share journal entries, do assigned readings and participate in discussions.

Credits: 1.50

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):  
School of Education

Must be enrolled in one of the following Major(s):

Learning Technologies

Co-Requisites: EDAM 538

Pre-Requisites: EDLT 536 Minimum Grade: C and EDLT 537 Minimum Grade: C and EDLT 538 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDLT 540 - EDLT Co-op Seminar Course II

Students implement co-op/capstone project proposed in EDLT 539 to apply knowledge, skills, principles and experiences from the learning technologies coursework and field experiences through action research. Students gain practical skills through culminating, comprehensive ePortfolio based on explicit criteria including samples of work in the co-op experience/project and formally present it and the experience to a panel of professionals.

Credits: 4.50

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following Major(s):  
Learning Technologies  
Pre-Requisites: EDLT 539 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDLT 541 - Foundations of Game-Based Learning

Students explore the rationale of game studies, the history of games and learning, the role of digital media, and the social nature of games as an affinity space for social learning. Students demonstrate their understanding of why games are powerful environments for learning, identity formation, and motivation.

Credits: 3.00

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDLT 542 - Research in Motivation & Game-based Learning

This course introduces students to research in game-based learning and the role of motivational theories associated with games and player styles. Students conduct research on existing games to identify the motivational and learning factors. The course provides a foundation for incorporating the role of motivation for engaging learning.

Credits: 3.00

College: School of Education  
Department: School of Education  
Restrictions:

Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

#### EDLT 543 - Play & Learning in a Participatory Culture

Students examine games, emerging media, and learning in the context of participatory culture. Students focus on play, its role in learning in social spaces, and the current research around these practices.

Students study the issues relating to how schools, organizations, and society are responding to the challenges of emerging technologies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDLT 544 - Integrating Games & Pedagogical Content Knowledge

Students use the technological, pedagogical and content knowledge (TPACK) educational technology framework. Students explore game design systematically by framing game genres as forms of pedagogy as they consider educational content. Students demonstrate their understanding of the interplay of technology, pedagogy, and content in the game environment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDLT 545 - Design & Development of Learning Games I

This course introduces students to the design process of learning games. Students will engage in the iterative design research process through rapid prototyping, play-testing, and learning. Students will work in design teams to experience the process and how to apply learner-centered design principles.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLT 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDLT 546 - Design & Development of Learning Games II

This course engages students in the design of a framework for their capstone project using techniques learned in EDLT 545: Design/Dev Learning Games I. Students work in teams to develop a detailed learning games framework.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLT 545 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDLT 547 - Capstone Project I

This capstone course is the first part of an independent study where students engage in designing a framework and conducting research. Each student researches a game concept and develops a design framework. Research includes user research and technological, pedagogical and content theories to create the foundation for their learning game

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLT 546 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDLT 548 - Capstone Project II

This capstone course is the 2nd part of an independent study where students engage in a design and development project based on their design framework. Students submit documents, conduct play testing, report on the testing results, write a descriptive analysis of their worked example, and present their game prototypes.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLT 547 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDLT 550 - Introduction to Instructional Design

Students examine the research and theory of instructional design models and formats in educational, corporate, and workplace settings. Students identify the interrelationships of context, technology and media resources, learner needs and goals, and learning and assessment strategies through case study analysis. Students design an action plan for a learning need.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

### **Educational Administration Courses**

EDAM 500 - Leading in Urban, Rural and Suburban Settings



Provide school leadership experiences from three settings: urban, rural and suburban. The study of the similarities and differences within and across these types of schools to learn effective leadership skills and strategies will be examined. They will identify significant educational issues pertaining to these locales and use problem-solving skills, visitations, recent research and scenarios.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDAM 502 - Resource Management, Allocation and Entrepreneurship

Students learn to find, use and allocate needed resources for their schools, communities, and organizations from experienced business and school leaders. Management and monitoring technology tools for optimum effective use of resources and how to gain entrepreneurship skills for expanding opportunities to gain new resources will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDAM 522 - Evaluation & Assessment Competencies

Procedures and tools of research will be used to evaluate school programs. Program of evaluation in a school setting will be implemented. Essential assessment principles about the importance of implementing an assessment system, distinguish between assessments of learning versus assessment for learning, and about the types of student work samples needed for monitoring and reporting will be examined. Data on norm-referenced and other standardized tests in reporting achievement.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDAM 524 - Mentoring and Collaborative Leadership

Research and experience on mentoring as a critical need in sustaining new teachers, creating renewal for experienced teachers, and building leadership capacity across the staff will be the focus of this course. Specific skills and concepts for effective mentoring/coaching of others and collaborative leadership will be examined. The importance of establishing learning communities in schools will be emphasized with a student's plan for induction within context of supportive school practices.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDAM 526 - Interpreting & Evaluating Research & Achievement Data  
Substantive opportunities for interpreting and evaluating different kinds of research with established criteria will be provided. Ways to lead school teams in analyzing, interpreting and evaluating student achievement data (from several sources, both formative and summative) to monitor student learning, to improve curriculum and instruction, to meet NCLB requirements and for reporting to the community. A balanced perspective in reviewing data from group achievement data to the collaborative analysis of an individual student's work over time will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAM 522 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDAM 528 - Research Methodology for Action Research

Provides rationale, theoretical constructs and methodology for conducting Action Research within a school and/or classroom setting. Significant practical applications for other school practitioners.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDAM 540 - Action Research Project

Culminating course in MSEA program. Students will complete the written research project according to established criteria building from the four stages of Action Research completed in previous course work. The research will be shared in an article or summary form on the School of Education website.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAM 528 Minimum Grade: C

Repeat Status: Not repeatable for credit

### Educational Lifelong Literacy Courses

EDLS 501 - Current Practices in Literacy

This course provides students with an opportunity to examine the current practices and contemporary issues in PreK-12 reading, writing,

and literacy across the subject areas. Theoretical models will be scrutinized for their implications in current curriculum and instruction. Assessment and accountability will be reviewed. Additional field experience hours are required for this course.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDLS 503 - Models of Reading

This course presents an introduction to the psychological processes of reading. Topics include psycholinguistics, sociolinguistics, literacy development, cultural influences of home and school, and attitude and motivation in the classroom. Students will investigate research topics in reading pedagogy. Additional field experience hours are required for this course.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 505 - Instruction in Early Literacy

This course emphasizes the development of oral language, early reading skills. Learning theories and recent research looking at early literacy issues of identification of at-risk diagnostic intervention strategies; English Language Learning for dual-language students; appropriate literacy environments; family and intergenerational literacy; and national standards will also be explored.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 507 - Developmental Reading

This course bridges Children's Literature with child development and learning theory, helping teachers understand how high-interest books influence children's reading and writing development. Students will learn how children build story knowledge, language knowledge and word knowledge. Field experience hours are required.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

#### Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 509 - Strategic Instruction for Adolescent Readers and Writers

This course prepares teachers to teach reading/writing to adolescents in grades 4-12. It provides knowledge of the literacy needs of adolescents, with emphasis on strategies for content information. Fieldwork is required.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 511 - Designing a Research-based Literacy Program

This course prepares literacy specialists to design balanced reading programs for PK-12 schools. It provides methods for organizing and managing the classroom literacy environment, building reading centers, writing centers, and technology centers for a literacy rich routine. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 515 - Literacy Evaluation & Assessment

This course prepares teachers to select, administer and interpret summative, and formative literacy assessments for the purposes of evaluating reading and language arts instruction. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

Repeat Status: Not repeatable for credit

#### EDLS 519 - Secondary Content Reading

This course prepares teachers to teach and assess adolescents who are learning to read across the content areas. Students will gain an

understanding of the inclusive nature of reading texts -textbooks, electronic texts, Internet resources, and multimedia materials. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDLS 521 - Scaffolding Literacy for English Language Learners

Credits: 4.50

College: School of Education

Department: School of Education

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDLS 529 - Literacy Practicum

This course is designed to prepare candidates for literacy specialist and literacy coach/mentor responsibilities. Candidates will complete activities to prepare them to the professional journey into and beyond the classroom. This course includes additional field experience.

Credits: 9.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum Grade: C and EDLS 504 Minimum Grade: C and EDLS 505 Minimum Grade: C and EDLS 507 Minimum Grade: C and EDLS 509 Minimum Grade: C and EDLS 511 Minimum Grade: C and EDLS 515 Minimum Grade: C and EDLS 519 Minimum Grade: C and EDLS 521 Minimum Grade: C

Repeat Status: Not repeatable for credit

## Educational Policy Courses

EDPO 620 - Education Policy: Concepts, Issues, and Applications

Examines concept of "policy" as it relates to education and educational institutions and their governance and practices. Related issues and applications that drive current national and global forces are explored with applications to education. Applied learning component of the course requires student to identify, research and apply understandings of both "policy" and current issues.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDPO 624 - Shaping of American Education Policy: Global Forces

This course develops and deepens understanding of impact of education policies and how in combination they hold the potential for transforming American education. Learning activities encourage investigation, analysis, and speculation about educational policies and the three forces that shape them: global forces, public interests, and politics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDPO 628 - American Educational Policy and U.S. Competitiveness

Through the lens of educational policy, this course will explore the ties between K-12 education, higher education and lifelong learning on the one hand and economic and workforce development on the other hand. Linkages and policies will be examined in the contexts of what "global competitiveness" means at the national, state, and local levels.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDPO 632 - Ethics in Educational Policy Making

The critical nature of ethics in educational policy-making is closely examined through a series of intersecting elements. A foundation of understanding is created by study of the concept of ethics and by practicing ethical decision-making strategies. Critical literature from the fields of ethics and of policy-making frame an investigation of how educational policy-making is impacted by global, technological, and demographic forces.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDPO 636 - Access & Equity in Educational Policy Making

Researched and studied is the myriad of phenomenon that can deny individuals full access to education. Critical analysis of past and present educational policies and the attempts to implement them reveal how legislators and educators have attempted to insure access and equity. A chosen issue in access and equity is researched and projections are made about how policy-makers might address it.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDPO 620 Minimum Grade: C

Repeat Status: Not repeatable for credit

**EDPO 640 - Educational Policy-Making Tactics & Influence**

Methods for analyzing phenomenon that impact policy-making are practiced. From this foundation of critical analysis, an understanding is developed of the tactics needed for creating educational policies.

Specific means of exerting influence on policy-makers are practiced in this applied learning course.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDPO 620 Minimum Grade: C

Repeat Status: Not repeatable for credit

### Geography Education Courses

**EDGE 510 - Geography Education**

This course is an introduction to geographic concepts, themes, and elements; designed to build a foundational understanding and analytical tools to examine the world from a geographic perspective.

This course also emphasizes the unique qualities of world regions, and the spatial interaction of people, elements, and regions, as well as major regional and global problems and prospects.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

**EDGE 511 - Geography Education: Teacher Laboratory**

This course is designed to prepare post-baccalaureate pre-service and in-service PK-12 teachers to effectively help their future students better understand and analyze their world utilizing geographic concepts, themes, and elements. The weekly labs correspond directly to the content represented in EDGE 510: Geography Education.

Credits: 1.50

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDGE 510 Minimum Grade: C

Repeat Status: Not repeatable for credit

### Higher Education Courses

**EDHE 500 - Foundations of Higher Education**

Study of historical growth and advancement of colleges and universities in U.S. from Colonial era to "virtual" public and private universities.

Integrated overview of contemporary issues, policies and practices that characterize the operational environments of higher education institutions in the 21st century; including financial management, accreditation, curriculum, and institutional planning.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

**EDHE 510 - Governance, Management & Administration in Higher Education**

Organizational and administrative structures within the institutional hierarchy are explored as students examine the relationship between the university and the community it serves, the role of outreach in the modern university, and the role of faculty, staff, and student unions in academic operations and Risk Management.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

**EDHE 520 - Student Development & Customer Service Management**  
Examines Academic Support and Student Life Services from customer satisfaction perspective including admissions, orientation, student health and counseling, and Greek life. Best practices in Customer Relationship Management are introduced.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

**EDHE 540 - Outcomes, Assessments & Continuous Improvement**  
Introduction to "typical" institutional accreditation process. Best practices presented for performing an institutional self-study, defining appropriate outcomes aligned with institution's strategic plan as well as introduction to appropriate quantitative and qualitative assessment methods.

Credits: 3.00

College: School of Education

Department: School of Education

**Restrictions:**

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 600 - Human & Organizational Performance Improvement  
Strategies for attaining continuous success in academic marketplace are examined including concept development activities and role of professional development in attaining faculty and administrative performance to sustain these strategies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 601 - Strategic Planning & Evaluation

Provides a survey of the theory and practice of planning and evaluation in higher education and nonprofit organizations. Includes development of critical issues, goals, strategies, outcomes research planning, and protocol development.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 602 - Managing Campus Operations

Detailed overview of key areas affecting campus operations that fall under Finance and Administration units including parking and transportation, non-exempt HR, facilities management, construction, risk management, and environmental health. Introduction to campus master plan development process for strategic planning.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 606 - Higher Education Career Development

Provides understanding of career patterns of faculty, deans, vice presidents, provosts, and presidents while exploring academic employment markets of these professions. Traditional career paths, diverse points of entry in Higher Education and career development of faculty are explored as well as administrative roles of managing academic units, decision making and change implementation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 610 - Institutional Advancement

Introduction to history of Institutional Advancement, advancement structures and departments within private and public institutions including Alumni Relations, Communications, Government Relations. Focus on leadership and management of institutional advancement divisions. Key issues such as annual giving, campaigns, corporate/foundation relations are introduced.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 614 - Alumni Relations

Comprehensive overview of leadership, management and organizational structures of alumni associations and models. Volunteer management is examined and campus relations highlighted including engagement options, international alumni and relationships with advisory/alumni boards.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 616 - Institutional Communications, Marketing & Public Relations  
Best practices in development of communications including marketing, public relations, and publications and creative services examined. Using research methodologies, exploration of brand management, market segmentation, message development and positioning, and market implementation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 624 - Capital Financing, Business Development & Asset Management

Examines the operations related to capital financial structure of higher education institutions including asset management, capital budgeting and fund raising and development. Comparison of business concepts between traditional higher education and private for profit and non-profit ventures.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 626 - Public-Private Funding and Legal Issues  
Introduces contemporary issues of related to financial management of public and private institutions, state-level planning, compliance issues, and budgeting matters of institutions of higher education. Legal differences between public and private institutions are examined.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 630 - Philanthropy: Ethics and the Basics of Fund Raising  
This course will serve as an introduction to all facets of fundraising: the annual fund, working with volunteers, writing successful proposals, capital campaigns, special events, board relations, donor research, corporate and foundation fundraising, and the ethics of nonprofit organizations. The world of fundraising is constantly changing. Requiring knowledge of the various components of fundraising is now essential for anyone wanting to work and advance in this field.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 634 - Proposal Writing & Sponsored Project Management  
Provides knowledge and skills required to acquire and manage sponsored projects from a variety of sources including learning and practicing process of developing proposal, organizational vision, goal setting, political realities, and budget in addition to compliance management and reporting.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 640 - Foundations of Institutional Research  
Provides comprehensive understanding of institutional research including roles and responsibilities. Students are introduced to database systems, statistical software and research methods to explore multifaceted links of institutional research to key divisions within higher education institutions.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 644 - Student Assessments & Academic Program Evaluation  
Exposes research tools and theoretical models related to assessing student outcomes and student success measures. Benchmarking and importance of evaluating academic programs and curricula to proactively respond to institutional reporting requirements and accreditation.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 646 - Survey Tools, Statistical Software & Effective Reporting  
Introduction of latest survey tools and statistical software for institutional research. Develops skills related to data gathering and effective reporting with use of latest application and support technologies to maximize research related to institutional effectiveness, program evaluation, and student outcomes.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 650 - Introduction to Enrollment Management  
Introduction to history of enrollment management and how it fits university system. Provides a strong understanding of enrollment process, organizational structure, federal and legislative issues, and importance of diverse student body.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDHE 652 - Enrollment Marketing, Recruitment & Retention  
Comprehensive overview of principles and practices of strategic process including marketing and recruitment through graduation. Exposure to contemporary issues and legal problems in enrollment management.

Credits: 3.00  
College: School of Education  
Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 654 - Financial Aid & Enrollment Management

Strategic relationships between financial aid and enrollment management are examined in order to secure desired student mix.

Financial Aid guidelines and career management strategies are discussed to explore integration of traditional student financial aid and development of aid packages.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 656 - Enrollment Management Database Systems & Management

Provides hands-on experience with database systems and programs that support enrollment management offices incorporating Microsoft suite application, SCT Banner, and People Soft. Collaborative assignments will require student manipulate, analyze and report data in different database systems. Strategies to "optimize" the recruitment mix to maximize state budget allocations are examined.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 660 - Principles of Adult Education

This course explores in-depth analysis of relevant theories relating to contemporary application of adult learner materials and methods.

Many adult education theories and practices are explored to provide the participants with a broad understanding of andragogy (the art and science of teaching adults) and how it related to their field.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 662 - Critical Issues in Student Affairs

Profession of Students Affairs and most critical issues examined through use of current texts and articles. Topics include overview of the field, diversity, fiscal/budgetary issues assessment and staff training

and development. Other topics include campus conduct, academic integrity, freedom of speech, sustainability and other current issues.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 663 - Safety and Crisis Management

Examination of a broad range of campus safety and crisis management issues and exploration of safety and security strategies and consideration of essential elements of a model crisis response plan.

Students will work toward understanding macro and micro safety and security issues and responses, and will design a sample crisis response model as the final course assignment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 664 - Strategies for Educational Success

Examines research on historical and contemporary responses to inequality in education; includes multicultural education, culture of poverty, single race/sex schools; addresses new trends and strategies affecting equity in education, including immigrants, sexual identity, age, gender, organizations, developmental education, and special needs learners (i.e older adult learners and students with disabilities).

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDHE 668 - Transformational Leadership

Reviews research about community college leadership, with an emphasis on transformational leadership, creation and implementation of a vision; develops skills in how to identify, interact, and mobilize key community organizations and constituents with an emphasis on board relations and community development.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 669 - Diversity in Higher Education

Course examines research on issues of race, class, gender and disability in education in historical and contemporary contexts; emphasizes evidence-based data analysis, specifically qualitative analysis of data; introduces qualitative analysis of data, assumptions, designs, collection, analysis, and research ethics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 680 - Foundations of Evaluation

This course provides an overview of the field of evaluation. The course is designed to introduce the student to the basics of evaluation, including the uses of evaluation, formative and summative evaluation, evaluation standards, and various evaluation models. The course will also explore working with multiple stakeholders and the social, cultural, and ethical issues involved when conducting evaluation. The course will focus primarily on evaluation in educational settings.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 682 - The Evaluation Process

This course provides the students with knowledge of the evaluation process. Students will learn about how to establish the goals for the evaluation, how to choose or develop various instruments, and identify data collection points. The course will also explore the various technologies and software to use in evaluation as well as what resources can be used to support the evaluation effort.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 684 - Evaluation and Assessment in Practice

Evaluation and Assessment in Practice covers important aspects of the development and execution of a program evaluation plan, including complying with ethical standards, collaborating with stakeholders, building a project management plan, and effectively communicating results.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

#### Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 714 - Introduction to Research Methods

This course will introduce students to the process and conduct of educational research. Students will learn about the characteristics of specific research designs and will review a research study employing the specific design. Students will use established criteria given evaluate research studies. There will be an emphasis on the purpose and function of the review of the literature in educational research. Survey and interview design will also be discussed.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDHE 715 - Higher Education Co-op I with Portfolio

The HE co-op I is the first half of a two quarter sequence in which students work in administrative offices to incorporate their knowledge and develop skills learned in the HE program. The first half of the co-op is designed to prepare students to undertake the hands-on co-op projects they will begin in the second quarter of the co-op.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Higher Education

Pre-Requisites: AADM 710 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDHE 716 - Higher Education Co-op II

Students are required to participate in a part-time co-op that lasts no less than two quarters (20 weeks). The co-op is structured to provide students with real-life, hands on experience in higher education. Students work in administrative offices and incorporate the skills and tools they have garnered in the MSHE program.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Higher Education

Repeat Status: Not repeatable for credit

### Mathematics Education Courses

MTED 500 - Learn/Teach Number & Operation



Course focus is on the key ideas of number and operation and support students in developing a coherent understanding of both our number system and the structural similarities between it and the computation, arithmetic, algebra, and problem solving that appear throughout the school mathematics curriculum.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Repeat Status: Not repeatable for credit

#### MTED 501 - Proportional and Algebraic Reasoning

This course is about learning and teaching algebra, focusing on patterns, functions and graphs, proportionality, and algebraic connections. Participants will collaboratively explore open-ended problems, discussing, evaluating, revising, and analyzing others' solutions. This is the first course in a sequence to prepare teachers for implementing student-centered, content-based and technology-enhanced instruction.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

May not be enrolled in one of the following College(s)/School(s):

May not be enrolled in one of the following Major(s):

Repeat Status: Not repeatable for credit

#### MTED 502 - Geometry & Spatial Reasoning

This course is about learning and teaching geometry, focusing on characteristics of shapes, representational systems, geometric modeling, and proof. Participants will collaboratively explore open-ended geometric problems, discussing, evaluating, revising, and analyzing others solutions. This is the second of three introductory courses that prepare teachers to enact student-centered learning and teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

May not be enrolled in one of the following Major(s):

Repeat Status: Not repeatable for credit

#### MTED 503 - Data Analysis and Probabilistic & Statistical Reasoning

This course is about learning and teaching data analysis and probabilistic and statistical reason, focusing on representation of data, measures of center and spread, inferential statistics, proportionality and probability, and introductory statistical analysis. Participants will

discuss, evaluate, revise and analyze solutions and methods. This is the third of a 3-course sequence.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Repeat Status: Not repeatable for credit

#### MTED 511 - Functions through the Curriculum

This course will consist of an extended analysis of the conception of function, including its historical development. Participants will gain personal experience in thinking of function as a unifying idea on mathematics as well as with conceptual instructional materials.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

May not be enrolled in one of the following Major(s):

Repeat Status: Not repeatable for credit

#### MTED 601 - Diagnosing Student Mathematical Thinking

This course is about student-centered learning and teaching of mathematics. This goal is to develop participants' expertise in analyzing student work, understanding student thinking, and using that understanding to guide subsequent interactions and interventions with the student.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Repeat Status: Not repeatable for credit

#### MTED 611 - Virtual Field Experience I - Online Mentoring

This course utilizes the Math Forum's online learning environment to provide teachers with opportunities to engage with students, diagnose student understandings, and implement appropriate instructional responses. Key to this course is virtual one-on-one interactions and an opportunity to reflect on these interactions. This is the first of a 2-course sequence.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

### Mathematics Learning & Teach

Pre-Requisites: MTED 601 Minimum Grade: C

Repeat Status: Not repeatable for credit

### MTED 612 - Virtual Field Experience II - Online Mentoring

This course utilizes the Math Forum's online learning environment to provide teachers with opportunities to engage with students, diagnose student understandings, and implement appropriate instructional responses. Key to this course is continued virtual interactions and an opportunity to reflect on these interactions. This is the second of a 2-course sequence.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Pre-Requisites: MTED 611 Minimum Grade: C

Repeat Status: Not repeatable for credit

### MTED 621 - Collaborative Instructional Design & Analysis I

This course focuses on teachers identifying critical areas from their colleagues' classrooms that are in need of improvement and designing and implementing a substantive, outcome-driven response. The course will involve intensive analysis of curricular goals, intended student outcomes, lesson planning and classroom-based action research.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Pre-Requisites: MTED 601 Minimum Grade: C

Repeat Status: Not repeatable for credit

### MTED 622 - Collaborative Instructional Design & Analysis II

This course is the second of two courses designed to help teachers identify critical areas from their colleagues' classrooms that are in need of improvement and designing and implementing an appropriate response. The course will involve similar tasks and assignments as MDED 621 but will differ in curricular focus.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Pre-Requisites: MTED 621 Minimum Grade: C

Repeat Status: Not repeatable for credit

### MTED 651 - Problem Solving Strategies

Course focus is on supporting the development of mathematical approaches to problems that allow students to productively engage with and reason through a wide variety of mathematical tasks.

Students will develop high levels of competence and sophistication with a wide range of mathematical approaches, including guess and check, consider a simpler problem, analyze in terms of parity, case analysis, etc.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Repeat Status: Not repeatable for credit

### MTED 661 - Teach Math Geometer Sketchpad

Course explores how the teaching and learning of math in grades 6 through calculus is enhanced by appropriate use of dynamic mathematics software such as Sketchpad. Course activities will include constructing sketches from scratch and using existing activities and highly-authored sketches to cover topics in middle school, algebra, geometry, pre-calculus, and calculus. Sketchpad topics such as animation, action buttons, presentation sketches, custom tools, etc. will also be covered.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program(s):

Certificate EDUC Online

Master of Science EDUC

Master of Science EDUC Online

PBC EDUC Online

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

Teaching, Learning & Curric

Repeat Status: Not repeatable for credit

### MTED 690 - Current Research in Mathematics Learning & Teaching

This capstone course for the Master of Science program in Mathematics Learning and Teaching will provide students with an introduction to research in mathematics education. Participants will read, analyze, and synthesize seminal research articles in mathematics education and create a proposal for a future classroom-based research project.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):  
Mathematics Learning & Teach  
Repeat Status: Not repeatable for credit

MTED 775 - Special Topics in Mathematics Education  
Covers various topics of particular interest to mathematics teachers and education students.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following College(s)/School(s):  
School of Education  
Repeat Status: Course can be repeated 3 time(s) for 9.00 credit(s)

### Special Education Courses

EDEX 556 - Characteristics & Methods: Autism  
This course furthers the student's understanding of the diagnosis of Autism. Students will explore current issues and best practices in providing educational services that meet the unique characteristics and needs of students with Autism. Current theories in the field of Autism will be a focus of the course.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 551 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDEX 558 - Characteristics & Methods: High Functioning Autism  
This course furthers the student's understanding of the diagnosis of High-Functioning Autism and how it is or is not different from Asperger's Syndrome. Students will explore current issues and best practices in providing educational services that meet the unique characteristics and needs of students with High-Functioning Autism and Asperger's Syndrome.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 551 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDEX 560 - Communication & Language Interventions: Autism Spectrum Disorders  
The focus of this course is on communication and language skills, deficits, needs, and interventions for students with Autism Spectrum Disorders (ASD). Students will gain an understanding of the

development of communication and interventions for students with ASD who are non-verbal, limited verbal, or verbal. Social pragmatics will be covered.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 551 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDEX 562 - Behavior & Sensory Support: Autism Spectrum Disorders  
The focus of this course is on specific behavioral and sensory issues of students with Autism Spectrum Disorders (ASD). Students will gain skills in research-based interventions for the behavioral issues and sensory needs of students with ASD. Close attention will be paid to prevention strategies that are effective for ASD.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 551 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDEX 610 - Action Research for Special Education Teachers I  
This course will introduce action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals are the improvement of practice, a better understanding of practice, and an improvement in the situations where practices are carried out. Findings are examined: to support school/instructional change.  
Credits: 4.50  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDEX 611 - Action Research for Special Education Teachers II  
In this second course in action research sequence, students will come to class with data from the classroom. The class will focus on the issues pertaining to the ethics of data collection, data analysis and interpretation, and writing the action research study.  
Credits: 1.50  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDEX 610 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDEX 710 - School Law & Policy in Special Education

This course provides an overview of the legal rights of students and families in the field of special education. Students will explore the source, history, current status, and litigation affecting special education. This course relates equal protection and procedural due process to school practices and policies affecting students with disabilities.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 712 - Instructional & Curriculum Leadership in Special Education

This course explores the administration of teaching/learning as a system in an inclusive school. Students learn leadership practices for universal screening, integrating assistive technology, research/evidence based-practices, and assessment systems responsive to and linguistic diversity. Special focus on leadership issues related to the urban, suburban, and rural context.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 714 - Development, Supervision, & Support: Special Education Leadership

This course provides an overview of personnel functions: recruitment, selection, orientation, support, evaluation, and development; interpersonal skills; motivation/change theory; and the utilization of technology in the process. In addition, it will look at the unique issues of co-leading personnel with other administrators, collective bargaining, and the grievance process.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 716 - Organization & Administration of Special Education

This course is designed to provide an overview of the organizational practices for the administration of special education programs. Students will be introduced to special education revenue sources, compliance, child count, and budget monitoring as well as the special education plan.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 721 - Supervisor of Special Education Internship: Special Education Leadership

The student will be required to log at least 75 hours of mentored leadership activities during each quarter to total at least 300 hours and compile activities in a portfolio. This is the first of a four-term internship. The focus is on legal and policy issues in special education leadership.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 722 - Supervisor of Special Education Internship: Instructional Leadership

The student will be required to log at least 75 hours of mentored leadership activities during each quarter to total at least 300 hours and compile activities in a portfolio. This is the second of a four-term internship. The focus is on instructional leadership in special education leadership.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 723 - Supervisor of Special Education Internship: Collaboration & Personnel

The student will be required to log at least 75 hours of mentored leadership activities during each quarter to total at least 300 hours and compile activities in a portfolio. This is the third of a four-term internship. The focus is on collaboration and personnel issues: special education leadership.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDEX 724 - Supervisor of Special Education Internship: Finance & Management  
The student will be required to log at least 75 hours of mentored leadership activities during each quarter to total at least 300 hours and compile in a portfolio. This is the fourth of a four-term internship. The focus is on school resources in special education.

Credits: 1.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 544 Minimum Grade: C  
Repeat Status: Not repeatable for credit

### Teacher Education Courses

EDUC 505 - Instructional Systems Design  
This course explores and offers in-depth analysis of relevant theories relating to contemporary application of Instructional Systems Design. The purpose is to provide the student with theoretical, experimental and critical perspectives on instructional design as it is applied in a number of educational venues.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 506 - Assessment of Young Learners  
Candidates will demonstrate a thorough understanding of the role of the assessment process in early childhood education. The content will provide graduate candidates with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early child care and education settings.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 521 Minimum Grade: C  
Repeat Status: Not repeatable for credit

EDUC 510 - Computer Applications In Teaching  
Analyzes issues concerning uses of computing in instruction. Evaluates the microcomputer as an instructional aide in elementary and secondary classroom instruction. Provides hands-on experience with applications in students' subject matter fields to develop competence in selecting and integrating appropriate instructional software for computers found in today's classrooms, with particular focus on the Macintosh.

Credits: 3.00  
College: School of Education

Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 511 - Computer Skills for Teachers  
Presents major instructional design concepts students will use in developing their own curricular materials. Describes and discusses various kinds of teacher-developed instructional tools in relation to appropriate instructional task or learning environment. Primarily uses the Macintosh microcomputer and appropriate authoring systems. Provides extensive hands-on instruction and experience using various authoring systems to create many different kinds of instructional tools. Students must be experienced with the Macintosh.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 510 Minimum Grade: C  
Repeat Status:

EDUC 512 - Focus on World Geography  
Through the study of geography, students will be encouraged to find a meaningful framework for understanding the system of human culture on Earth and become familiar with the vast interactive system involving humanity and its natural environment.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 513 - Elementary Science Teaching Methods  
Methods for teaching elementary school science are explored including strategies and technologies to support student learning as defined by the state and national science standards. Inquiry-based model of learning and assessment emphasized. Theory and practice bridged to provide hands-on experiences in application of constructivist learning theory and effective classroom experiences.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 514 - Science Teaching Methods

This course bridges theory and practice, providing hands-on experience in the application of constructivist learning theory to designing and delivering effective classroom experiences.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 515 - Adolescent Learners in Secondary Schools

Enables student to understand the organizational structure of high school programs as related to the diverse needs of the adolescent learner. Students will acquire competence in designing learner-oriented communities of practice in the classroom to foster achievement and overall well-being of the secondary learner.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 516 - Diversity and Today's Teacher

This course explores major issues related to the increasing diversity of students in elementary and secondary classrooms in the United States. The multifaceted challenges of teaching heterogeneous student populations (and strategies for).

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 517 - Math Methods & Content: Early Childhood PK-4

Candidates will develop an in-depth understanding of how to effectively deliver standards-aligned academic math content-based on age appropriate understanding and individual and group needs including an appreciation and respect for the individual differences and unique needs of all children in the PK-4 setting.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 521 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 518 - Mathematics: Method & Content

Course emphasizes diagnostic instruction in mathematics by allowing students to complete problems that their students will be expecting to work, noting the error and correction process as well as gaining an awareness of student's difficulties in mathematics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 519 - Teaching Secondary Mathematics

The course focuses on major issues in learning and teaching mathematics in the secondary classroom. Topics will include instructional practices, learning theories, assessment and current research in math. This course also includes multimedia and field-based experiences.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 520 - Professional Studies in Instruction

For students who lack professional-level classroom teaching in grades K to 12. Examines and develops skills in instructional planning, pedagogy, motivation, classroom management and discipline, interrelationships among diverse populations within school settings, and identification of instructional resources. Discusses current principles of developmental and learning theories and instructional design applied to teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 521 - Typical and Atypical Development in Early Childhood Education

This course addresses the multifaceted complexities of typical and atypical child development, through the discussion of classic and emerging theories. The primary aim of the course is to foster the students' ability to recognize and apply the connections among developmental domains and of theory and research with educational practice. The readings and class assignments make use of research-based, real-world, and cross-cultural examples.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 522 - Evaluation of Instruction

Enables the student to acquire competence in evaluation techniques including portfolios, journals, performance assessments, individual and collaborative projects, and presentations. The course covers qualitative and quantitative assessment used in measuring student achievement.

Techniques for grading will also be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 523 - Diagnostic Teaching

Focuses on teaching that attempts to identify the student's level of performance and all the relevant information that contributes to that performance. Involves analysis of material to be learned and implementation of instruction that integrates the learner's cognitive and emotional development with the appropriate part of the knowledge or task to be learned. Investigates various learning styles, including field-dependent/independent, convergent/divergent thinking, right/left brain activity, reflective/impulsive personalities, risk-taking/cautious, and attention to locus of control. Includes analysis and application of generic influences on cognitive, social, emotional, psychomotor, and physical aspects of learning. Investigates curriculum in terms of its psychological nature and selection and development of instructional strategies that enhance learning and prevent learning problems. Provides opportunities to work with elementary and secondary school students in the Drexel Diagnostic Mathematics Learning Laboratory.

Credits: 4.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 520 Minimum Grade: B

Repeat Status: Not repeatable for credit

#### EDUC 524 - Current Research in Curriculum & Instruction

Examines the relationship of curricula and instruction to current research in learning and knowledge construction, developing higher-order thinking in specific disciplines and content areas, and the role of understanding and metacognition in learning. Complex problems of pedagogy are identified and analyzed (e.g., interdisciplinary curricula, team teaching, collaborative learning), with attention to designing learning goals and outcomes with effective instructional strategies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 525 - Multi-Media Instructional Design

Investigates learning theory and its implications for interactive multimedia formats, including the relationship of instructional design principles to selection of media elements (text, video, sound, animation, and graphics) for high-quality design. Examines human-computer interface principles, navigation features, and visual thinking using a wide range of educational software examples. Criteria for software assessment and virtual classrooms are reviewed. Students design and write a software prototype as a group design project. Complex issues and concepts in technology and education are analyzed.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 526 - Language Arts Processes

Applies contemporary research to processes and problems in teaching oral and written communication, with the basic assumption that listening, speaking, writing, and reading are integrated processes and should be taught as such. Covers analysis and use of instructional strategies for teaching developmental reading and writing, reading and writing in content areas, written correspondence, research reports, journal writing, poetry, and appreciation of children's literature.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 527 - Understanding Learning Disabilities

Addresses learning disability issues including types of learning disabilities and related general approaches to the assessment and treatment of them. Specific disorders discussed include dyslexia, dyscalculia, attention deficit hyperactivity disorder, social cognition deficit, and disorders of language and hearing.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 528 - Cultural and Historical Significance of Mathematics

The course explores how mathematics reflects and influences the ideas and movements in culture, history, biography and philosophy. An emphasis on teaching methods is integrated throughout the course.

Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 529 - Early Literacy  
Course examines research-validated literacy instruction and literacy interventions. Topics include; phonics, fluency, comprehension, vocabulary, and the reading-writing connection. Significant emphasis is placed on the socio-cultural aspects of reading: appreciating linguistic diversity, integrating cultural narratives, building reading communities, and motivating children through authentic reading and writing experiences.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 530 - Advanced Techniques in Instruction & Assessment  
Major professional and educational issues associated with college teaching are addressed. Provides multiple opportunities to develop and enhance teaching skills, as well as exposure to alternative assessment.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 531 - College Teaching & Communication Skills  
This course addresses critical issues in college teaching and communication skills. These are: what is learning, comparative philosophies of education, understanding the adult learner, best practices in integrating technology to enhance learning, methods of evaluation student learning including performance-based assessments and foundations for effective oral and written communication.  
Credits: 1.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 532 - Designing Virtual Communities for Staff Development -  
Non-Field Experience

Examines the impact of distance learning and multimedia technologies on the educational systems of teachers, administrators, librarians, and other professionals in schools responsible for technology and professional development. Online discussion groups, video conferencing, and web-based instruction will be used to form a virtual learning community. There is no field experience component in this course.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Must be enrolled in one of the following Major(s):  
Human Resource Development  
Repeat Status: Not repeatable for credit

EDUC 533 - Designing Virtual Communities  
Examines the impact of distance learning and multimedia technologies on the educational systems of teachers and other professionals responsible for technology and professional development. Online discussion groups, video conferencing, and Web-based instruction will be used to form a virtual learning community. This course includes a 20-hour internship for ITS certification.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Repeat Status: Not repeatable for credit

EDUC 534 - Developing Educational Leaders Using Technology  
Addresses leadership and team building competencies that instructional technologists need to work collaboratively with teachers, administrations, parent groups, and the community. Will use technologies that facilitate communication and team building. This course includes a 1-2 day field-based research assignment.  
Credits: 3.00  
College: School of Education  
Department: School of Education  
Restrictions:  
Must be enrolled in one of the following Program Level(s):  
Graduate Quarter  
Pre-Requisites: EDUC 525 Minimum Grade: B  
Repeat Status: Not repeatable for credit

EDUC 535 - Researching & Evaluating Instructional Technology  
Course will focus on teaching and learning technology standards, general applications of technology and basic technology and skills. Will examine and critique educational software and learning technologies, and through research, develop criteria for technology. This course includes a 1-2 day field-based research assignment.  
Credits: 3.00  
College: School of Education  
Department: School of Education



Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 522 Minimum Grade: B

Repeat Status: Not repeatable for credit

EDUC 536 - Distance Learning

The course explores pedagogical issues in distance learning. Readings are integrated with hands-on use of the tools used to create distance learning programs.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 537 - Learning Disabilities II

The course focuses on how to manage instruction for students with special needs in the inclusive classroom.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 538 - English Teaching Methods

This course is designed to support the development of pre-service teachers in the secondary English/Language Arts Classroom. Students will be provided opportunities to integrate and apply theories of learning, curriculum and pedagogy of English and L. Arts in the secondary classroom. Additional classroom-based observation hours will be required.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 539 - Expressive Arts

The focus of this graduate course is to teach future educators to develop and incorporate relevant curriculum for the expressive arts (dance, music, theatre and visual arts), into the PK-4 classroom.

Through observation, curriculum development and assessment, educators will be able to identify, administer, interpret and plan instruction for PK-4 learners.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 521 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 540 - Field Experience

Provides supervised field experience at a cooperating school designed to develop skills in instructional planning, pedagogy, motivation, classroom management and discipline, interrelationships among diverse populations within school settings, identification of instructional resources, and applications of current research on effective teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 520 Minimum Grade: B

Repeat Status: Not repeatable for credit

EDUC 542 - Fundamentals of Special Education

This course provides an overview of the essentials of special education for today's teachers. Specific emphasis is placed on; the history of special education, purposes of formal and informal assessments and current research on inclusive classrooms. Additional focus will be placed on legal/ethical considerations in testing and the translation of data. Field observation hours will be required.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 544 - The Inclusive Classroom

The focus of this course is to teach teachers how to manage instruction for students with diverse learning and behavioral profiles in the inclusive classroom by examining normal and abnormal cognitive, physical, social, behavioral and language development of children. The course will address curricular, environmental and instructional adaptations in addressing students' needs. Field observation hours will be required.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 546 - Literacy and Content Skill Development

The focus of this course is literacy skill development in individuals at-risk for disabilities and with disabilities as well as causes and correlates of individual differences in reading ability. Research, theory, identification approaches and practical, research-supported instructional strategies will be provided for working with students.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 547 - Special Education Processes

This course focuses on special education processes, including; screening, assessment, IEP development/monitoring and evaluation. The course will also focus on strategies for problem-solving, communication, collaboration and student monitoring techniques within in the special education process. Specific legal cases will be reviewed throughout the term.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 548 - Emotional & Behavioral Support

This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding of characteristics and interventions that work with the most challenging students. Research in the area of behavior disorders will also be introduced.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 549 - High Incident Disabilities

This course focuses on high-incidence disabilities, specifically learning disabilities and language disorders encountered in the general and special education environments. Additional emphasis is placed on an understanding of characteristics and interventions that support these

students. Research-based instructional strategies and accommodations will also be discussed.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 550 - Teaching Students with Low Incident Disabilities

This course focuses on curriculum development approaches, instructional strategies, and accommodations for students with low incident and moderate/severe disabilities, with emphasis on age-appropriate functional education in school and community-based programs. Additional emphasis is placed on disabilities such as low vision and blindness, hearing impairment and deafness and severe health and physical disabilities.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 551 - Pervasive Developmental Disorders

The focus of this course will be pervasive developmental disorders (PDD), specifically; understanding of characteristics, instructional strategies and effective interventions. The course will also emphasize behavior reduction strategies that are consistent with a positive behavioral support approach for students with PDD. Research in the area of PDD will also be emphasized.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 552 - Integrating Technology for Learning & Achievement

This course is designed to teach educators how to integrate technology into instruction to support achievement in general and special education classes, specifically to support reading, writing and mathematics achievement. It also focuses on the use of technology for universal design for learning and using assistive technology with students with disabilities.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

#### Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C  
Repeat Status: Not repeatable for credit

#### EDUC 553 - Special Education: Methods & Practices

This course will focus on effective instructional strategies to meet the learning needs of students with disabilities. Specific emphasis will be placed upon; lesson planning, unit planning, grouping strategies, and collaboration with other teachers and staff in all delivery settings. Students choose, evaluate and construct instructional materials.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 555 - Social Studies Teaching Methods

Course prepares the preservice teacher in making appropriate decisions about students and instructional processes in the social studies classroom. Perceptions and perspectives as it relates to social studies instruction in the following areas are explored: curriculum standards, unit development, assessment design and construction, interdisciplinary/integrated curriculum planning, specific group strategies, individualizing techniques, instructional technology, and professional development.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 558 - Reading in the Content Areas

This introductory course is designed to help all (7-12) teacher candidates improve their students' reading, writing, research and discussion skills in school and for lifetime learning. The course will focus on important formats and strategies for learning to read and write well and to learn in any subject.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 560 - Conflict and Dispute Resolution

Examines the concept of conflict and means for its resolution as it occurs between individuals and within organizations. Provides foundational knowledge for professionals practicing in many fields and industries to resolve conflicts in positive ways. Students will examine obvious and hidden organizational conflict and the dispute resolutions systems available to resolve these issues. Includes skill development techniques for dispute resolution to apply learned knowledge.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 561 - Mediating and Resolving Conflict in School Settings

Current theory and research in the field of conflict resolution and mediation with focus on becoming familiar with evidence-based strategies applicable to challenging environments.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 565 - Foundations in Instructing English Language Learners

This is a foundations course to prepare all pre-service teachers to work with English Lang. Learners. Focus will be on gaining an understanding of the linguistic, social and academic needs of ELLs and the roles and responsibilities of the classroom teacher in meeting those needs. Field-based observation hours will be required.

Credits: 3.00

College: School of Education

Department: School of Education

Repeat Status: Not repeatable for credit

#### EDUC 566 - Futures Studies in Education and the Workplace

Course explains and analyzes the field of futures studies including overview of the origins of futures studies, study of how futures studies methods are and can be utilized in education and a range of other industries, and techniques for developing strategic forecasts and plans. A critical approach is taken to enable an analysis of the field's strengths and weaknesses.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 601 - Language, Learning and Teaching Portfolio

This course is designed to assist students in developing a professional Teaching English as a Second Language (TESL) Teaching Portfolio. In this course the students will focus on the TESL competencies that are covered in EDUC 602 and demonstrate through artifacts, reflections, activities and course work how they can directly relate the standard to the instructional setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 602

Repeat Status: Not repeatable for credit

#### EDUC 602 - Language Learning & Teaching

This course introduces participants to foundational theory in both first and second language acquisition and instruction. The course explores how learners acquire language, what influences the learning process, and how instruction best aids that process. A practicum component includes observations of classrooms and tutorials of English language learners.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 603 - Structure and Sound System Portfolio

This course is designed to assist students in developing a professional Teaching English as a Second Language (TESL) Teaching Portfolio. In this course the students will focus on the TESL competencies that are covered in EDUC 604 and demonstrate through artifacts, reflections, activities and course work how they can directly relate the standard to the instructional setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 604

Repeat Status: Not repeatable for credit

#### EDUC 604 - Structure and Sound System of English

This course focuses on the structural features of the English language, including phonetic, phonological, morphological, syntactic and pragmatic features. In the practicum component, participants will collect and analyze language from both native and non-native speakers of English, using it to develop targeted structural exercises for English instruction.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 605 - Design & Assessment Portfolio

This course is designed to assist students in developing a professional Teaching English as a Second Language (TESL) Teaching Portfolio. In this course the students will focus on the TESL competencies that are covered in EDUC 606 and demonstrate through artifacts, reflections, activities and course work how they can directly relate the standard to the instructional setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 606

Repeat Status: Not repeatable for credit

#### EDUC 606 - Design and Assessment

This course emphasizes the role of ESL teachers as course developers and action researchers, focusing on effective lesson planning, task design, materials development, assessment and evaluation, and the use of computers in instruction. In the practicum component, participants will design thematic units, determine objectives, develop materials, and design assessment tools.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 607 - Intercultural Learner Portfolio

This course is designed to assist students in developing a professional Teaching English as a Second Language (TESL) Teaching Portfolio. In this course the students will focus on the TESL competencies that are covered in EDUC 608 and demonstrate through artifacts, reflections, activities and course work how they can directly relate the standard to the instructional setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 608

Repeat Status: Not repeatable for credit

#### EDUC 608 - The Intercultural Learner

This course explores the needs, experiences, values, and beliefs of culturally and linguistically diverse learners and their families and communities. Building home/school relations and adapting and supporting curriculum through school services will be a focus. For a practicum, participants will engage in a case study of an English language learner.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 609 - Language & Culture in Education

The purpose of this course is to explore the identity and cultural backgrounds of English Language Learners (ELLs) in our schools and to discuss the impact of these backgrounds on students' educational progress. The course will address the ways in which teachers can provide an appropriate learning environment for students of diverse backgrounds.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 702 - School Leadership & Decision Making

This course will focus on decision-making in the schools. Emphasis will be placed on major challenges and opportunities in the work world of the principal and the interpersonal skills of school leadership.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 705 - School Law and Politics

This course is designed to assist students with their understanding of how law, politics, and power structures interact to influence the goals and operations of the schools. Students will student the roles of school boards and community organizations, state boards of education, state government agencies, special interest groups, professional organizations, and unions.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 708 - Integration of Technology with School Instruction and Management

In this course students will investigate learning theory and its implication for interactive multimedia learning formats including the relationship of instructional design principles to selection of multimedia elements.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 715

Pre-Requisites:

Repeat Status: Not repeatable for credit

#### EDUC 710 - School Finance and Facilities

In this course, students will study the school budgeting process and school facilities management. Students will receive and overview of the basic financial and facility issues, unique to education that affect individual school buildings.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 716

Pre-Requisites:

Repeat Status: Not repeatable for credit

#### EDUC 712 - School and Community Partnerships and Relations

In this course, students will study the skills, techniques and attitudes. School leaders need to work effectively with school constituents.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 718

Pre-Requisites:

Repeat Status: Not repeatable for credit

#### EDUC 714 - Instructional and Curriculum Leadership

In this course, students will examine the relationship between school culture and classroom instruction. Students will study the five fundamental tasks of instructional leadership (direct assistance, group development, professional development, curriculum development, and action research). Students will also investigate effective classroom observation methods.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 717

Pre-Requisites:

Repeat Status: Not repeatable for credit

EDUC 715 - School Principal Internship: Technology

This yearlong intensive internship is the activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 708 Minimum Grade: C (May be taken concurrently)

Repeat Status: Not repeatable for credit

EDUC 716 - School Principal Internship: Finance

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 710 Minimum Grade: C (May be taken concurrently)

Repeat Status: Not repeatable for credit

EDUC 717 - School Principal Internship: Leadership

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 714 Minimum Grade: C (May be taken concurrently)

Repeat Status: Not repeatable for credit

EDUC 718 - School Principal Internship: School and Community Relations

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this

course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 712 Minimum Grade: C (May be taken concurrently)

Repeat Status: Not repeatable for credit

EDUC 775 - Special Topics in Teacher Preparation

Covers various topics of particular interest to teacher education students.

Credits: 9.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Course can be repeated 99 time(s) for 998.90 credit(s)

EDUC 780 - Patterns for I.D.E.A.S. (Induction, Deduction, Enquiry, Analysis, Synthesis)

Develops teaching methods that focus on analyzing student thinking, including processes in inductive reasoning, storage and imaging by use of simulations, case studies, and role-playing.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 781 - Keys to Motivation

Analyzes roadblocks to student motivation as related through attribution theory. Examines reinforcement response strategies that enable the teacher to provide an encouraging classroom environment, teacher leadership strategies that create an environment where students have greater decision-making power, strategies to enhance organization and expression of ideas, group learning strategies to promote student involvement, and risk management.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 782 - Teaching Through Learning Channels

Requires students to analyze their own learning preferences and apply resulting skills to students in the classroom. Explores techniques for

identifying kinesthetic, tactual, auditory, and visual activities to support student learning strengths and diminish weaknesses. Includes student-presented demonstration lessons that model these skills.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 783 - P.R.I.D.E.

Provides instruction in the use and interpretation of non-verbal communication and its impact on learning. Addresses strategies and problem-solving techniques for effectively managing classroom disruptions, increasing student involvement, and keeping students on task.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 784 - Classroom Management: Orchestrating a Community of Learners

Provides instruction in verbal skills and strategies focusing on positive, observable teacher behaviors and classroom practices that enhance student self-esteem and create a positive and inviting learning environment through verbal skills, active listening, teacher leadership, and problem exploration and resolution. Assumes that if teachers understand student characteristics, they will be more successful in creating a positive group dynamic.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 785 - Coaching Skills

Designed to develop teacher coaches with the skills necessary to identify an instructor's strengths as well as areas for improvement based on effective teaching research. Explores and applies current research on the coaching process.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 799 - Independent Study in Teacher Preparation

Covers various topics of particular interest to teacher education students, explored individually by the student under guidance from an instructional team member.

Credits: .50 to 9.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Course can be repeated 99 time(s) for 998.90 credit(s)

#### EDUC 800 - Educational Leadership & Change

Covers leadership characteristics, styles, and profiles along with the dynamics of the change process. Students develop an action plan for a school-based project, keep a log, and do reflective analysis. Students will interview a leader about their experiences in change and develop a leadership portfolio.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 801 - Creative Strategies For Educational Leaders

Examines the theoretical and research issues pertaining to creativity and the development of the creative thought process. Emphasizes how role playing and drama techniques can become a powerful tool to promote creative thinking, innovation, and change for educational leaders.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 802 - Using and Integrating Learning Technologies

Covers learning theories and integrative models as they use instructional software in different contexts and subject areas. Demonstrates strategies for using and implementing multimedia, hypermedia, and electronic networking for candidates to implement in their own school settings.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 803 - Educational Research Design I

Introduces students to research design paradigms and the assumptions behind them, use of the literature, developing research questions, qualitative and quantitative procedures, and research study formats.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 804 - Study of Educational Organizations and Programs Through Evaluation

Covers the differences between evaluation and other disciplines; how to design an evaluation framework to work with; transformations in evaluation; new methodological approaches, including performance measurement; and issues that evaluators must deal with.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 806 - Linking Educational Theory to Research

Course designed to acquaint students with educational theories and perspectives that have shaped the education discipline. A range of educational theories developed throughout 19th, 20th and 21st centuries will be discussed and explored toward guiding students on how these theories and viewpoints apply to research and educational practice today.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 807 - Multi- & Cross-Cultural Perspectives in Leadership

Course will assist administrators, researchers and scholars to transform schools to address persistent inequities present in US educational systems and serve the needs of disadvantaged and disenfranchised groups. Course will deepen students' knowledge of multicultural education and advance their skills and talents as educational leaders.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 810 - Educational Research Design II

The course builds upon Educational Research Design I and focuses on five main themes: research design, sampling design, data collection, data analysis, and reporting research results using educational applications.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 803 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 811 - Designing and Developing Multimedia Applications For Learning

Allows students to design and develop a multimedia application for learning using an object-oriented authoring application and the process of design, development, and testing. Demonstrates and applies principles of learning that affect interface design, instructional design, storyboarding, navigation, interactivity, and feedback design.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 812 - Staff Development & Team Building

Helps educational leaders explore effective models for professional development in schools and school districts. Covers the development of effective strategies and practices based upon current research, adult learning theory, and successful local and national models. Also provides in-depth training in the area of effective meeting design, involvement, and decision-making.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

EDUC 813 - Educational Issues Seminar

Examines current issues in public education, including school community, staff relations, integrating educational innovation, negotiating the bureaucracy, public charter schools, and urban education.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit



Repeat Status: Not repeatable for credit

#### EDUC 814 - Designing Educational Organizations

Examines innovation in rostering, scheduling, and defining the instructional program. Emphasizes middle school education and design of small learning communities such as the cluster concept and public charter schools.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 815 - Writing for Research, Publication and Funding in Education

Guides students in the writing for research, publication, and funding in education by studying examples of effective writing formats written by successful practitioners and by using an active writing process approach: writing drafts, and giving feedback in small peer groups. Students produce a final document for each type of writing that employs authentic tasks and assessments.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 816 - Inclusion Issues

Examines the various inclusion models whereby children with special needs become part of the teaching and learning community in which everyone-teacher and all students-can benefit by an inclusive program. Addresses such topics as how administrators may take leadership in implementing inclusion and designing an inclusive school.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 817 - Curriculum Models

Allows candidates to develop models of curricula aligned with local, state, and national standards. Presents strategies for interdisciplinary teaching, creating constructivist learning environments, and developing integrative curriculum modules. Considers learning styles in effective methods that will be modeled and implemented in the course.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

#### EDUC 818 - Applied Research Study

Offers candidates a field-based opportunity to design and implement a pilot research study that will be presented and defended. Steps include framing the question and methodological approach, collecting and analyzing data, interpreting the results, and writing a report. Students document their research activities in a log. Research approaches can include action research, case studies, experimental designs, etc.

Credits: .50 to 20.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Not repeatable for credit

#### EDUC 820 - School Superintendency

This course is designed to provide both theoretical and practical insights into the evolving responsibilities associated with being the chief executive office of a school system.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 801 Minimum Grade: C and EDUC 802 Minimum Grade: C

Repeat Status: Not repeatable for credit

#### EDUC 824 - Parents and Schools

This course provides the candidate with the skills required by system-level administrators to work with a broad spectrum of constituencies. Students will focus on the major issues facing families, especially those that mitigate against strong home-school relations, such as poverty, domestic violence, and drug abuse.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Continuing Education

Co-Requisites: EDUC 828

Pre-Requisites: EDUC 827 Minimum Grade: B

Repeat Status: Not repeatable for credit

#### EDUC 827 - School Superintendent's Internship: Curriculum Models

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 820 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 828 - School Superintendent's Internship:: Parents and Schools

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Co-Requisites: EDUC 824

Pre-Requisites: EDUC 827 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 829 - School Superintendent's Internship III

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 828 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 830 - School Superintendent's Internship IV

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 829 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 835 - Quantitative Research Methods and Data Analysis

Continuation of EDUC 810. Use of statistical methods using real-world problems and real-world data to gain experience with following topics: analysis of variance and covariance, simple and multiple linear regression, multivariate techniques of factor analysis, cluster analysis and multi-level and structural equation modeling. Course includes a lab for practice-based learning using SPSS.

Credits: 4.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Educ. Lead. & Learning Tech.

Pre-Requisites: EDUC 803 Minimum Grade: C and EDUC 810 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 836 - Qualitative Research Methods and Data Analysis

Continuation of EDUC 835. Use of qualitative methods using real-world problems and real-world data to gain experience with following research techniques such as ethnography and case studies to gain skills in participant observation, interviewing, archival research and historical analysis. Other theoretical frameworks and methodological approaches for qualitative research will be discussed. Course includes a lab for practice-based learning to use computer software for data collection/analysis.

Credits: 4.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Educ. Lead. & Learning Tech.

Pre-Requisites: EDUC 835 Minimum Grade: C

Repeat Status: Not repeatable for credit

EDUC 880 - Doctoral Seminar

Seminar to prepare students who have completed the core doctoral courses and residency requirement to work with their Dissertation Advisor in the development of their dissertation research proposal.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 810 Minimum Grade: B and EDUC 811 Minimum Grade: B and EDUC 813 Minimum Grade: B

Repeat Status: Course can be repeated 10 time(s) for 10.00 credit(s)

EDUC 998 - PhD Dissertation

Allows candidates to conduct an original research study that will comprise the dissertation.

Credits: 1.00 to 12.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Repeat Status: Course can be repeated 99 time(s) for 998.90 credit(s)