ADSU 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisite: An approved, signed degree or certification plan on file in the SoE. This course is designed to assist students in either the principal or superintendent certification programs to understand the State certification standards for successful entry into their chosen educational field.

ADSU 5931: RESEARCH TOPICS IN EDUCATIONAL LEADERSHIP
Identified by specific title each time course is offered.

ADSU 5939: INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
Prerequisites: Approval of instructor and Associate Dean.

ADSU 6030: INTRODUCTION TO EDUCATIONAL LEADERSHIP
Principles of educational leadership, structure and governance of public education, interpersonal relations and communication skills.

ADSU 6130: ADMINISTRATIVE SYSTEMS
Prerequisite: ADSU 6030. Technological applications for school administrative systems focusing on communication, presentation and management systems.

ADSU 6132: CURRICULUM
Prerequisite: ADSU 6030. Research, theory and practice, pertaining to the design, implementation, analysis and evaluation of the school curriculum.

ADSU 6233: PRINCIPALSHIP
Prerequisite: ADSU 6030. Technical, human and conceptual skills required of building-level school administrators.

ADSU 6235: ADMINISTRATION OF SPECIAL PROGRAMS
Prerequisite: ADSU 6030. Program planning, implementation, evaluation and improvement through study and development of special programs that meet local, state and national needs and requirements.

ADSU 6333: INSTRUCTIONAL LEADERSHIP
Prerequisite: ADSU 6030. The course content has been approved by the Texas Education Agency and meets the guidelines for Instructional Leadership Training required for Administrators and Supervisors. The components of the course are: leadership, instructional effectiveness, observing and conferencing with teachers and lesson design.

ADSU 6432: MANAGEMENT THEORY
Prerequisite: ADSU 6030. Adaptations of the fundamentals of management to program development, personnel and fiscal resources.

ADSU 6434: ADMINISTRATION OF SCHOOL PERSONNEL
Prerequisite: ADSU 6030. Focuses on the various aspects of personnel administration in the educational setting to include creating a meaningful work environment, to increase motivation and job satisfaction and developing effective and interactive employee communications.

ADSU 6436: SCHOOL RESOURCE MANAGEMENT
Prerequisite: ADSU 6030. Fundamentals of planning, cost accounting, quantitative evaluation of needs and resources and application of prudent business practices to school finance.

ADSU 6437: SCHOOL LAW
Prerequisite: ADSU 6030. State and federal laws and court decisions affecting the authority, responsibilities, liabilities and appeals related to the operations of public school systems.

ADSU 6533: APPRAISAL OF TEACHING
Prerequisite: ADSU 6030. The course follows the official guidelines for training appraisers as required for the Texas Teacher Appraisal System. Students are also required to do in-depth research on professional growth and/or development as it relates to evaluation.

ADSU 6537: INTERPERSONAL COMMUNICATION
Prerequisite: ADSU 6030. This course, designed for students of school administration, focuses on understanding different communication styles, developing skills for speaking and listening effectively, improving written communications and mastering the steps of effective group presentations.

ADSU 6538: PROGRAM, POLICY AND POLITICS
Prerequisite: ADSU 6030. Study of local, state and national policy and politics as instruments of program change, development, control and reform. Emphasis given to the role of the principal in school policy matters.

ADSU 6638: THE PRINCIPAL AND SCHOOL COMMUNITY RELATIONS
Prerequisite: ADSU 6030. Application of interpersonal skills in campus leadership; study of leadership approaches for use with various school constituencies. Required for principal certification.

ADSU 6735: LEADERSHIP RESEARCH SEMINAR
Prerequisite: Must be taken during the final six hours of the ADSU Master’s Plan. Demonstration of acquired competency through research on current educational leadership topics. This capstone experience provides a rich opportunity to demonstrate the inter-relatedness of theory and practice.

ADSU 6739: GRADUATE INTERNSHIP
Prerequisites: Administrative Core courses and approval of Associate Dean. Supervised internship in an approved educational environment. Written and oral reports required.
COUNSELING

COUN 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisites: COUN 5231, 5432, 6532, 6731 and an approved, signed degree or certification plan on file in the SoE. This course is designed to assist students in the School Counselor Certification Plan to understand the State certification standards for successful entry into their chosen educational field.

COUN 5034: COMMUNITY COLLABORATION IN COUNSELING
Prerequisite: Admission to the Counseling Plan. This course focuses on the establishment of partnerships and recognition of community resources to meet the needs of diverse populations. Field experiences required.

COUN 5035: ADVANCED INTERPERSONAL SKILLS IN DIVERSE SETTINGS
Prerequisites: COUN 6030 and COUN 6435. This course will examine the implications of cross cultural differences and similarities as well as the enhancement of interpersonal counseling skills required for professionals working within a diverse setting. Field experiences required.

COUN 5131: COUNSELING FOR LIFESPAN DEVELOPMENT
Prerequisite: Admission to the Counseling Plan. Addresses child development, including bio-social, cognitive and psychosocial changes and issues that arise during the school years that may require counseling support.

COUN 5231: PRINCIPLES OF COUNSELING
Prerequisite: Admission to Counseling Plan. History, principles, services and theoretical development of guidance. Development of basic counseling skills.

COUN 5432: THEORIES OF COUNSELING
Prerequisite: COUN 5231. Current theories of counseling and their applications to practice.

COUN 5739: PRACTICUM IN COUNSELING
Prerequisites: Completion of all core courses, admission to Counseling Program and approval of instructor and Associate Dean. Restricted to students with degree or certification plans in counseling. Counseling of bona fide clients in a supervised setting.

COUN 5931: TOPICS IN COUNSELING
Prerequisite: COUN 5231. Identified by specific title each time course is offered.

COUN 5939: INDEPENDENT STUDY IN COUNSELING
Prerequisites: Approval of instructor and Associate Dean.

COUN 6030: MULTICULTURAL FOUNDATIONS FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course will review the social, cultural and legal issues related to counseling diverse populations in the United States.

COUN 6031: TECHNOLOGY APPLICATIONS FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course instructs the counselor on using computers and related programs/software to facilitate research, communication, reports and presentations for counselors.

COUN 6032: STATISTICS AND MEASUREMENT FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course will examine both formal and informal procedures for collecting and analyzing data, principles of measurement and descriptive statistics.

COUN 6033: RESEARCH DESIGN AND ANALYSIS FOR COUNSELORS
Prerequisites: COUN 6032 or EDUC 6032; COUN 6232 or PSYC 6232 and admission to Counseling Plan. Review of theories, sources of information, methods for appraisal, appraisal instruments and counseling techniques related to the career development process throughout the lifespan.

COUN 6035: PRE-PRACTICUM IN COUNSELING
Prerequisites: COUN 5231 and COUN 5432. Pre-practicum development of advanced counseling skills and case management documents in a supervised setting.

COUN 6531: COUNSELING SPECIAL POPULATIONS
Prerequisites: COUN 5131 and COUN 5231 and admission to Counseling Plan. Course will prepare counselors to provide services to clients with special needs; to review main approaches to defining psychological abnormalities; to become familiar with the DSM-IV-TR; to learn processes for making psychological diagnoses; to understand major causal theories of psychopathological disorders; to understand role of counselor in ARD/504 processes.

COUN 6532: GROUP COUNSELING
Prerequisites: COUN 5231 and COUN 5432. Basic principles of group dynamics, processes, theoretical applications, techniques and leadership skills in an experiential setting.

COUN 6533: CRISIS INTERVENTION
Prerequisites: COUN 6532 or COUN 6435, or permission of instructor. Knowledge of theory and methodology of crisis prevention and intervention, incident debriefing, violence prevention; development of crisis intervention teams.

COUN 6534: DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
Prerequisite: COUN 5231. Addresses the design, implementation and evaluation of developmental school counseling programs, with emphasis on the counselor's role in counseling, consultation and coordination of student services in the domains of developmental guidance, individual planning, responsive services and system support.

COUN 6731: PROFESSIONAL SEMINAR IN COUNSELING
Prerequisite: COUN 5231. Advanced topics including the latest research in counseling; emphasis on ethical, legal and professional issues.

COUN 6739: INTERNSHIP IN COUNSELING
Prerequisites: COUN 5739 and approval of Associate Dean. Restricted to students with degree or certification plans in counseling. Supervised internship in an approved counseling environment; written and oral reports required.

EARLY CHILDHOOD EDUCATION

ECED 5031: TEACHING YOUNG CHILDREN
Exploration of practices that nurture the intellectual growth and general development of young children. Field experiences required.

ECED 5032: COMMUNITY PROGRAMS FOR YOUNG CHILDREN
Focus is on studies of various school and community programs (and their underlying theoretical perspectives) that serve young children and families. Trends and issues in early childhood education will be explored. Field experiences required.

ECED 5033: GUIDANCE AND CLASSROOM MANAGEMENT FOR EC-6
This course explores theories and strategies for guiding young children’s behavior in classroom and non-classroom settings. Focus will be on establishing effective discipline and management strategies which promote autonomy in young children.

ECED 5131: CREATIVE ACTIVITIES FOR THE YOUNG CHILD
Prerequisite: ECED 5031. Strategies for developing, implementing and evaluating creative and intellectually stimulating learning environments and curricula for young children. Field experiences required.

ECED 5132: LITERACY DEVELOPMENT IN EARLY CHILDHOOD
Focus on language and emergent literacy development of young children including research and implications for practice. Field experiences required.

ECED 5133: MATHEMATICS AND PROBLEM SOLVING FOR YOUNG CHILDREN
This course explores theories and models of problem solving and mathematics for children ages 3-9. Focus is on understanding, developing and implementing curriculum based on children’s metacognitive procedures in mathematics and problem solving.

ECED 5231: PLAY AND THE DEVELOPING CHILD
Focus on research, philosophy and application of developmental play theory. Influence of play on physical growth, social relationships, emotional well-being, cognitive development and creative expression is reviewed.

ECED 5331: EVALUATION OF DEVELOPMENT OF YOUNG CHILDREN
Prerequisite: ECED 5031. Overview of formal and informal evaluation, including authentic assessment of young children’s development. Assessment models that focus on physical, social, emotional, cognitive and language capabilities are reviewed. Field experiences required.

ECED 5332: INFANTS AND YOUNG CHILDREN WITH EXCEPTIONALITIES
Prerequisite: SPED 4030 or SPED 5030. A study of various educational models and methods for the assessment and service provision to infants and young children with special needs. Field experiences required.

ECED 5333: ADVANCED STUDIES OF INFANTS AND YOUNG CHILDREN WITH SPECIAL NEEDS
Prerequisites: ECED 5332 or SPED 5332. Advanced studies of the education of infants and young children with disabilities to include service coordination, assistive/adaptive technologies and health care issues. Field experiences required.

ECED 5335: CHILDREN, FAMILY AND SOCIETY
Social contexts in which a child develops, the relationships of individuals in these social contexts and the interaction within and between cross-cultural contexts. Field experiences required.

ECED 5737: PRACTICUM: INFANTS AND YOUNG CHILDREN WITH DISABILITIES
Prerequisites: ECED/SPED 5332 and ECED/SPED 5333. Fieldwork with infants and/or young children with disabilities not limited to school, agency or privately funded programs.

ECED 5931: RESEARCH TOPICS IN EARLY CHILDHOOD EDUCATION
Identified by specific title each time course is offered.

ECED 5939: INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION
Prerequisites: Approval of instructor and Associate Dean.

ECED 6739: INTERNSHIP IN EARLY CHILDHOOD EDUCATION
Prerequisites: Completion of a minimum of 9 hours of the Professional Education Core and 15 ECED hours from the MS plan and approval of the Associate Dean. Supervised internship in an early childhood setting.

EDUCATION

EDUC 5130: COGNITION AND INSTRUCTION
To familiarize students with the theoretical foundation of cognitive psychology, the research protocols of cognitive science and the implication of each for classroom technology and instruction.

EDUC 5132: ISSUES IN PROFESSIONAL EDUCATION
Prerequisite: Admission to Teacher Education Program. Ethical, social, legal and political constraints and considerations in teaching. Emphasis on moral self-assessment and the development of teachers as professional role models for the educational community.

EDUC 5931: RESEARCH TOPICS IN PROFESSIONAL EDUCATION
Identified by specific title each time course is offered.

EDUC 5939: INDEPENDENT STUDY IN EDUCATION
Prerequisites: Approval of instructor and Associate Dean.
OVERVIEW OF CURRICULUM PROGRAM PLANNING AND PROGRAM ISSUES

EDLS 7030: DISPUTE RESOLUTION

Applied statistics

Application of descriptive and inferential statistics in education. Focuses on the calculation and use of measures of central tendency and variability, and presents statistical tools typically used in educational research including selected parametric and non-parametric techniques.

EDLS 6032: APPLIED STATISTICS

Overview of assessment issues and practices for special populations. Prerequisite: EDLS 7033 or equivalent. Design, analysis and application of educational research techniques, both qualitative and quantitative.

EDUC 6033: RESEARCH DESIGN AND ANALYSIS

Prerequisite: EDUS 6032 or equivalent. Overview of family and community resources that support children and families in practice in pedagogy as it applies to curriculum planning and program development for special populations. Field experiences required.

EDLS 7031: QUANTITATIVE RESEARCH I

Focuses on the understanding of cultural issues that influence communication effectiveness with diverse audiences, as well as the effective use of technology in presentations; managing interactions with the media including interviews for print, radio and television.

EDLS 7032: QUANTITATIVE RESEARCH II

Prerequisite: EDLS 7031. This is the second of a two-course sequence (with EDLS 7031) and focuses on quantitative techniques of inquiry that pertain to educational research and policy analysis. Using an integrated approach, students will study statistics; exploratory data analysis; sampling, survey and experimental design; naturalistic observation and inquiry; and interview and questionnaire design in the context of using research information in planning, change management, policy analysis and program management. Topics include inferential, descriptive, comparative, relational and non-parametric statistics.

EDLS 7033: QUALITATIVE RESEARCH

Prerequisite: EDLS 7031. Focuses on qualitative techniques of inquiry that pertain to educational research and policy analysis. Using an integrated approach, the students will study many of the same topics discussed in EDLS 7031, but from a qualitative perspective.

EDLS 7034: PROFESSIONAL WRITING & COMMUNICATIONS

Addresses public writing and presentation skills. Course includes the study of creating case studies as well as reading, interpreting and discussing case studies; dissertation writing and other textual forms including press releases, speeches, newsletters and grants; developing skills for speaking and listening effectively with different audiences, as well as the effective use of technology in presentations; managing interactions with the media including interviews for print, radio and television.

EDLS 7035: INTERCULTURAL COMMUNICATION

Focuses on the understanding of cultural issues that influence communication effectiveness with diverse populations.

EDLS 7036: POLICY & PROGRAMS - SPECIAL POPULATIONS

Overview of various programs serving special populations (ECE, ELL and Special Education). Includes trends and issues, policy implications, legal and ethical aspects and advocacy. Field experiences required.

EDLS 7037: ASSESSMENT ISSUES - SPECIAL POPULATIONS

Prerequisites: EDLS 7130 and EDLS 7033. Overview of assessment issues and practices for special populations. Program evaluation will also be addressed. Field experiences required.

EDLS 7038: CURRICULUM PLANNING AND PROGRAM DEVELOPMENT - SPECIAL POPULATIONS

Overview of curriculum program planning and program issues. This course will include research and best practice in pedagogy as it applies to curriculum planning and program development for special populations. Field experiences required.

EDLS 7039: FAMILY & COMMUNITY RESOURCES - SPECIAL POPULATIONS

Prerequisite: EDLS 7034. Overview of family and community resources that support children and families in programs serving special populations. Communication skills and grant writing are featured. Field experiences required.

EDLS 7130: PROGRAM EVALUATION

Prerequisite: EDLS 7033. Addresses the evaluation of the effectiveness of programs and policies. Topics include purposes for evaluating; evaluator’s role; evaluation structure, various design applications, including experimental, quasi-experimental and descriptive; indicators for effectiveness and program process; along with a series of components, including collection of quantitative and qualitative data, analysis and use of evaluation results in the decision-making process.

EDLS 7131: SOCIETY, LANGUAGE AND READING

Prerequisite: EDLS 7035. Examines the impact of linguistic, cultural, and social variables on learning to read.

EDLS 7132: INTEGRATING READING INTO THE CURRICULUM

Examines current research and practice on integrating reading throughout the content area curriculum.
EDLS 7133: **WRITING WORKSHOP IN THE CLASSROOM I**
Prerequisite: Concurrent enrollment in EDLS 7134. Examines research based instructional strategies for improving writing in grades K-12.

EDLS 7134: **CURRICULUM WRITING WORKSHOP IN THE CLASSROOM II**
Prerequisite: Concurrent enrollment in EDLS 7133. Examines research based instructional strategies for improving writing in grades K-12.

EDLS 7135: **LITERACY ASSESSMENT FOR THE PRACTITIONER**
Prerequisites: Six hours from EDLS 7034 or EDLS 7131-7135. Assessment and diagnosis of literacy disorders including dyslexia.

EDLS 7136: **CURRENT PEDAGOGICAL ISSUES**
This course, in a seminar format, presents an analysis of current curricular and instructional issues in educational research. Course activities involve extensive review of student-selected research journal articles related to their individual research agenda.

EDLS 7137: **ADVANCED MODELS OF TEACHING**
In this course, students examine a variety of teaching models to extend their existing knowledge base of instructional strategies. Focus of examination will be on the following Models of Teaching: Concept Attainment, Inquiry Training, Synectics, Advance Organizers, Non-Directive Teaching, Group Investigation, Role Playing and Simulation.

EDLS 7138: **CURRICULUM DESIGN: DEVELOPMENT, IMPLEMENTATION, EVALUATION**
Students will examine the impact of 21st Century National Standards on the development, implementation and evaluation of state and local curricula.

EDLS 7139: **PROFESSIONAL DEVELOPMENT PRINCIPLES AND PRACTICES**
This course examines current research-based strategies and techniques, e.g., workplace improvement goals development, assessment models, motivational methods and skills transferability, for the effective planning and implementation of professional development programs.

EDLS 7636: **POLITICALS AND SCHOOL FINANCE**
Includes federal, state and local sources of funding; issues related to the distribution of moneys and local taxation policies; understanding the concepts and issues of bond elections, investments, debt service and risk management, analysis of the community power structure within the district, how national and state political forces affect local education policies.

EDLS 7637: **PERSONNEL MANAGEMENT**
Covers the various aspects of administering personnel in the educational setting: rights and responsibilities of employees, contracts, collective bargaining, termination, advertising, recruiting, interviewing, hiring practices, staff development and creation of policies governing personnel.

EDLS 7638: **THE SUPERINTENDENT AND SCHOOL COMMUNITY RELATIONS**
Approval of the Associate Dean/Admission to the Superintendent Certification Plan. Application of interpersonal skills in educational leadership; study of leadership approaches for use with various school constituencies.

EDLS 7833: **SUPERINTENDENT SEMINAR**
Contemporary theory and issues in School Leadership.

EDLS 7837: **SUPERINTENDENT INTERNSHIP**
Supervised internship in an approved educational environment. Written and oral reports required.

EDLS 7931: **DOCTORAL RESEARCH TOPICS IN EDUCATIONAL LEADERSHIP**
Identified by specific topic each time course is offered.

EDLS 7939: **DOCTORAL INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP**
Prerequisites: Approval of instructor and student’s doctoral committee.

EDLS 8030: **ORGANIZATIONAL LEADERSHIP**
Prerequisite: EDLS 7034. Explores major philosophies and theories of leadership and their applications to successfully leading and managing educational organizations in community settings, especially ones with a diverse population. Topics include theories of organization and their implications for diagnosis and actions; managerial styles and their implications in addressing individual and group dynamics; values and ethics; cultural sensitivity; legal responsibilities; and effective decision making strategies for successful outcomes. Field experiences required.

EDLS 8130: **STRATEGIC PLANNING & SYSTEMS ALIGNMENT**
Addresses components of systems theory, comprehensive strategic planning and modeling and organizational alignment. Topics include developing systems analysis, strategic and unit-level planning, contingency planning, integration of planning horizontally and vertically and alignment of planning with resources and assessment. Field experiences required.

EDLS 8131: **POLICY, KNOWLEDGE MANAGEMENT & FORECASTING**
Prerequisite: EDLS 8130. Investigates the use of data systems for organizational management and policy development in the context of knowledge management systems, data mining and forecasting tools to effectively integrate diverse data sets, such as demographics, facilities needs, planning documents, assessment data, human resource data and financial data. Topics include the development and use of demographic models, GIS models, database design, forecasting tools and simulation tools. Field experiences required.

EDLS 8132: **TRANSITION AND CHANGE MANAGEMENT**
Prerequisite: EDLS 8131. Explores the theory and research of change management as applied to enterprise-wide changes. Includes organizational transitions and processes. Topics include analysis of the various aspects of systemic change, such as change leadership, team building, process planning, accountability systems, succession management, data analysis, communication and survey tools, resource allocation, community relations and marketing of services. Field experiences required.
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<tbody>
<tr>
<td>EDLS 8230</td>
<td>ETHICS, VALUES AND SOCIAL RESPONSIBILITY</td>
<td>Identifies highest standards in professional collaboration, duty to stakeholders, the extent of professional responsibility extending beyond matters of designated and measurable accountability and commitment to the community served. The course merges the best of the technical literature by professional ethicists with an emphasis on practice and continuous improvement.</td>
</tr>
<tr>
<td>EDLS 8330</td>
<td>HUMAN RESOURCES ADMINISTRATION</td>
<td>Addresses various aspects of human resources leadership and management. Topics include federal/state laws, meaningful work environment; motivation and job satisfaction; effective and interactive employee communications; and relevant, ongoing professional development opportunities for self and for staff, highlighting lifelong learning. Discussions include the research and theory of adult learning (transformational learning); reflective practices; and mentoring. Field experiences required.</td>
</tr>
<tr>
<td>EDLS 8430</td>
<td>FINANCIAL RESOURCES MANAGEMENT</td>
<td>Addresses financial management practices and problems of nonprofit organizations in the area of education, government and human services. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment and financial planning. Field experiences required.</td>
</tr>
<tr>
<td>EDLS 8530</td>
<td>RESEARCH SEMINAR</td>
<td>Prerequisite: EDLS 7033 Focuses on challenging topics of leadership in educational settings. The main focus is on creating and maintaining effective schools. Educational leaders are invited to address current real-world problems that doctoral students would analyze in order to develop workable alternative solutions. The process works toward doctoral students developing viable research projects that could serve as relevant dissertation topics. Field experiences required.</td>
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<tr>
<td>EDLS 8939</td>
<td>DISSERTATION</td>
<td>Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.</td>
</tr>
<tr>
<td>EDLS 8969</td>
<td>DISSERTATION</td>
<td>Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.</td>
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<tr>
<td>EDLS 8999</td>
<td>DISSERTATION</td>
<td>Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.</td>
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**INSTRUCTIONAL TECHNOLOGY**

*For definition of “Basic computer literacy” go to http://inst.cl.uh.edu and look under Admissions tab/Computer Literacy Skills.

**Pending Coordinating Board approval**

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<tr>
<td>INST 5011</td>
<td>ASSISTIVE-ADAPTIVE COMPUTER APPLICATIONS</td>
<td>Teaches the discipline and laws related to special education. Classroom models and resources will be created to support the design of instruction for students with disabilities.</td>
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<tr>
<td>INST 5035</td>
<td>CREATING DIGITAL RESOURCES</td>
<td>Prerequisite: Basic computer literacy*. In this introductory course, participants will learn about innovative trends in the field of instructional and communication technologies. Participants will create instructional products.</td>
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<tr>
<td>INST 5130</td>
<td>LEARNING THEORY AND INSTRUCTION</td>
<td>Students will be able to identify and describe the salient characteristics that differentiate learning environments designed with each of several prominent contemporary theories of learning and cognitive science. Students will apply each theory to one or several learning environments.</td>
</tr>
<tr>
<td>INST 5131</td>
<td>TRENDS &amp; ISSUES</td>
<td>Prerequisites: Basic computer literacy*. Participants will learn about trends and issues affecting instructional design and technology in education, business and industry. Participants will create an eFolio template for voice, video, text and graphics.</td>
</tr>
<tr>
<td>INST 5135</td>
<td>MULTIMEDIA DESIGN APPLICATIONS</td>
<td>This course introduces the instructional analysis, design, development, implementation and evaluation and theoretical underpinnings of multimedia components as an instructional tool. The participants will design multimedia projects appropriate for online learning environments.</td>
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<tr>
<td>INST 5233</td>
<td>PERFORMANCE TECHNOLOGY</td>
<td>This course enables learners to apply human performance improvement tools and techniques to identify performance problems and select potential solutions. Topics covered include: performance technology, non-instructional performance interventions, needs assessment and change management.</td>
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<tr>
<td>INST 5333</td>
<td>SYSTEMATIC DESIGN OF TECHNOLOGY-BASED INSTRUCTION</td>
<td>Application of systematic procedures for designing training and instruction based on a combination of practical experience and instructional systems design theory and research. A secondary emphasis will be on methods for instructional delivery including instructor-lead, print, computer and electronic network-based systems.</td>
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<tr>
<td>INST 5433</td>
<td>INSTRUCTIONAL DESIGN, PROJECT MANAGEMENT AND GRANT WRITING</td>
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**Pending Coordinating Board approval**

**LITERACY, LANGUAGE AND LIBRARY SCIENCE**

**LLLS 5131: INTEGRATING THE LANGUAGE ARTS**
Approaches to developing oral and written expression, listening skills and the integration of all the language arts for EC-8.

**LLLS 5133: FOUNDATIONS OF READING**
Historical, philosophical, physiological and psychological foundations of reading.

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<td>LLLS 5135</td>
<td>DEVELOPMENTAL READING PROGRAMS FOR SECONDARY SCHOOLS</td>
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<tr>
<td>LLLS 5137</td>
<td>MODERN TRENDS IN LITERATURE FOR CHILDREN AND YOUNG ADULTS</td>
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<tr>
<td>LLLS 5531</td>
<td>CRITICAL READING AND THINKING</td>
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<td>SELECTING LITERATURE AND MATERIALS FOR YOUNG ADULTS</td>
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<td>LLLS 5533</td>
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<td>LLLS 5534</td>
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<td>LLLS 5634</td>
<td>TEACHING METHODS FOR ENGLISH/READING LANGUAGE ARTS: GRADES 8-12</td>
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<td>THE TEACHING OF WRITING I</td>
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<td>THE TEACHING OF WRITING II</td>
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<td>LLLS 5736</td>
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<tr>
<td>LLLS 5737</td>
<td>PRACTICUM: ADVANCED INSTRUCTIONAL TECHNIQUES AND SUMMATIVE ASSESSMENT PROCEDURES FOR EARLY INTERVENTION OF LITERACY</td>
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<td>LLLS 5738</td>
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<td>LLLS 6334</td>
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<td>LLLS 6336</td>
<td>MEDIA AND TECHNOLOGY SELECTION AND APPLICATION</td>
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<td>LEADERSHIP IN CLINICAL PRACTICES IN ASSESSMENT OF LITERACY TASKS</td>
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LLLS 6732: ASSESSMENT AND REMEDIATION OF READING AND LANGUAGE ARTS LITERACY  
Prerequisites: Six hours Reading course work. Practice in assessment and remediation of literacy. Simulated and laboratory practice in administration, interpretation, evaluation of literacy assessment instruments and practice with a multiplicity of reading/language arts strategies for literacy development including dyslexia and related disorders.

LLLS 6739: INTERNSHIP IN SCHOOL LIBRARY PRACTICE  
Prerequisites: Completion of 18 hours in the School Library Core and approval of Associate Dean. Supervised field experiences in EC-12, incorporating information skills instruction, daily logs and seminars.

STUDIES IN LANGUAGE AND CULTURE

SILC 5031: CURRICULUM ISSUES IN EDUCATING THE BILINGUAL STUDENT  
Prerequisite: Fluency in Spanish. Study and design of the curriculum for bilingual education programs with emphasis on teaching academic content areas (mathematics, social sciences and sciences) and vocabulary development. Course taught in Spanish.

SILC 5032: APPLIED LINGUISTICS FOR BILINGUAL EDUCATION/ESL  
Analysis of language development, language acquisition and language use.

SILC 5033: CROSS-CURRICULAR LITERACY FOR SECOND LANGUAGE LEARNERS  
Research, theory and practice in the development of reading and writing skills for second language learners in all content areas.

SILC 5034: COMMUNITY COLLABORATION  
Prerequisite: SILC 6030. Establishing partnerships to meet the needs of diverse communities. Field experiences required.

SILC 5035: INTERPERSONAL INTERACTIONS IN DIVERSE SETTINGS  
Prerequisite: SILC 6030. Emphasis on developing an understanding of the implications of cross-cultural differences and similarities and the skills required for professionals working within a diverse setting.

SILC 5036: MULTICULTURAL CURRICULUM DEVELOPMENT  
Prerequisite: SILC 6030. The study of materials, strategies and issues related to the development of multicultural curricula. Addresses the needs of general education, special education, early childhood education and reading/library resource personnel.

SILC 5130: THEORY AND RESEARCH IN BILINGUAL AND ESL EDUCATION  
Survey of theoretical, historical, legal and sociocultural basis of bilingual education and ESL programs.

SILC 5134: SECOND LANGUAGE TEACHING  
Trends, issues and practices related to the teaching of English as a second language.

SILC 5531: LITERACY FOR SPANISH-SPEAKING STUDENTS  
Prerequisite: Fluency in Spanish. Study of traditional and contemporary views of literacy in Spanish. Focus on teaching Spanish language arts and reading to students whose first language is Spanish. Course taught in Spanish.

SILC 5931: RESEARCH TOPICS IN THE STUDIES OF LANGUAGE AND CULTURE  
Identified by title each time course offered.

SILC 5939: INDEPENDENT STUDY IN LANGUAGE AND CULTURE  
Prerequisites: Approval of instructor and Associate Dean.

SILC 6030: FOUNDATIONS OF MULTICULTURAL EDUCATION  
Social, cultural and legal issues regarding diversity in the United States.

SILC 6032: MODELS OF LANGUAGE  
A study of the components of language and the use of phonology, morphology, syntax and semantics to describe them. Focuses on describing languages and dialectical variations.

SILC 7030: INTERCULTURAL COMMUNICATION  
Focuses on the understanding of cultural issues that influence communication effectiveness with diverse populations.

SPED 5030: SURVEY OF INDIVIDUAL DIFFERENCES  
Study of various theories of cognition and learning in relation to individuals with disabilities. Provides an in-depth study of various categories of disabilities to include characteristics, causation and the course of disability throughout the lifespan.

SPED 5131: EDUCATIONAL ASSESSMENT OF EXCEPTIONALITIES  
Prerequisite: SPED 5030 or equivalent. A review of procedures used for diagnosing disabilities and an in-depth study of procedures used in special education settings with an emphasis on informal techniques, authentic assessment and functional analysis of behavior.

SPED 5132: CURRICULAR APPROACHES TO LEARNING DIFFICULTIES  
Prerequisite: SPED 5030 or equivalent. Causal factors and remedial alternatives for children with low performance records in regular school environments.

SPED 5133: PROGRAMMING FOR EDUCATIONAL DISABILITIES  
Prerequisites: SPED 5131, 5132, 5233, 5331. Applied behavior analysis approach to prescriptive models for intervention in cases of educational difficulties. Field experiences required.

SPED 5233: PROVIDING POSITIVE BEHAVIORAL SUPPORT  
Prerequisite: SPED 5030 or equivalent. A study of the theoretical, legal, social and philosophical issues related to the principles and practices for supporting students with challenging behaviors in school settings to include development of intervention plans.
SPED 5331: COLLABORATION AND CONTINUITY IN PROGRAMMING FOR INDIVIDUALS WITH DISABILITIES
Prerequisite: SPED 5030 or equivalent. A study of issues and skills related to programming across the lifespan with a focus on collaborative processes involving professionals, students and their families.

SPED 5332: EXCEPTIONALITIES IN INFANTS AND YOUNG CHILDREN
Prerequisite: SPED 5030 or equivalent. A study of various educational models and methods for the assessment and service provision to infants and young children with special needs. Field experiences required.

SPED 5333: ADVANCED STUDIES OF EXCEPTIONALITIES IN INFANTS AND YOUNG CHILDREN
Prerequisite: ECED 5332 or SPED 5332. Advanced studies of the education of infants and young children with disabilities to include service coordination, assistive/adaptive technologies and health care issues. Field experiences required.

SPED 5737: PRACTICUM: INFANTS AND YOUNG CHILDREN WITH EXCEPTIONALITIES
Prerequisites: ECED/SPED 5332 and ECED/SPED 5333. Completion of all prior course work for the Early Childhood Handicapped Endorsement. Fieldwork with infants and/or young children with disabilities; not limited to school, agency or privately funded programs.

SPED 5931: RESEARCH TOPICS IN SPECIAL EDUCATION
Identified by title each time course is offered.

SPED 5939: INDEPENDENT STUDY OF EXCEPTIONALITIES
Prerequisites: Approval of instructor and Associate Dean.

TEACHER EDUCATION

*See INST footnote

TCED 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisite: An approved, signed degree or certification plan on file in the SoE; assists students with degrees to connect all facets of teacher certification in order to make a successful entry into their chosen educational field.

TCED 5014: MENTORING AND COGNITIVE COACHING
Enables participants to apply peer mentoring and cognitive coaching theories and will include observation and feedback techniques.

TCED 5030: MODELS OF TEACHING
Analysis of the knowledge base for instruction and development of proficiency in a variety of teaching models.

TCED 5031: CURRICULUM PLANNING
Prerequisite: TCED 5030. Design and evaluation of curriculum for early childhood through twelfth grade; study of curriculum theory, design principles, issues and trends.

TCED 5032: PREPARATION FOR K-12 EDUCATORS FOR NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS I
Prerequisite: 3 years of teaching experience. Initial preparation for educators grades K-12 for National Board for Professional Teaching Standards. Course includes preparation for description, analysis and reflection upon professional development and teaching to match the requirements for the national standards.

TCED 5033: PREPARATION FOR K-12 EDUCATORS FOR NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS II
Prerequisite: TCED 5032. Includes preparation for the professional teaching portfolio, the description, analysis and reflection of the components of the portfolio and preparation for the written examination.

TCED 5036: ISSUES OF PEDAGOGY
Prerequisites: EDUC 6033 and TCED 5030. An in-depth examination of current curricular and instructional issues in research, specifically tied to students' teaching practice. One focus area will be assessment – data analysis, impact and implications.

TCED 5231: TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Prerequisite: Admission to Teacher Education Program. Utilization of new programs, processes and equipment designed to individualize instruction in social studies. Field experiences required.

TCED 5232: TEACHING SCIENCE IN THE EC-6 CLASSROOM
Prerequisite: Admission to Teacher Education Program. Development of science concepts in EC-6 instruction. Emphasis on curriculum materials and the process approach as a science teaching method. An examination of National Science Foundation curriculum projects as related to EC-6. Field experiences required.

TCED 5233: TEACHING MATHEMATICS IN THE EC-6 CLASSROOM
Prerequisites: MATH 3032 and Admission to Teacher Education Program. Development of mathematical concepts and teaching strategies for EC-6. Emphasis on problem solving with manipulative and curriculum materials appropriate for use with EC-6 students. Field experiences required.

TCED 5234: SOCIAL STUDIES METHODS FOR THE SECONDARY GRADES
Prerequisite: Admission to Teacher Education Program. Curriculum designs, instructional models and authentic assessment techniques for developing social studies knowledge, citizenship and critical thinking skills; emphasis on best practice and research based strategies for teaching secondary students. Field experiences required.

TCED 5235: SCIENCE METHODS FOR THE SECONDARY GRADES
Prerequisite: Admission to Teacher Education Program. Strategies for teaching secondary science including field studies, research and incorporation of local environmental issues; emphasis on recent research as it relates to science education; addressing issues and trends in secondary science education and enhancing science achievement in the classroom. Field experiences required.

TCED 5236: MATHEMATICS METHODS FOR THE SECONDARY GRADES
Prerequisite: Admission to Teacher Education Program. Curriculum designs, instructional models and authentic assessment techniques for developing mathematical knowledge and problem-solving skills; emphasis on best practice and research based strategies for teaching mathematics to secondary students. Field experiences required.

TCED 5332: TEACHING SCIENCE IN THE 4-8 CLASSROOM
Prerequisite: Admission to Teacher Education Program. Development of science concepts and teaching strategies for grades 4-8. An emphasis on the inquiry approach to teaching science consistent with concepts of cognitive development. Integrated Physics and Chemistry as well as the use of technology in the science classroom will be addressed. An examination of National Science Foundation curriculum projects as related to grades 4-8. Field experiences required.

TCED 5333: TEACHING MATHEMATICS IN THE 4-8 CLASSROOM
Prerequisites: MATH 3037 and Admission to Teacher Education Program. Development of mathematical concepts and teaching strategies for grades 4-8. Emphasis on problem solving with manipulative and curriculum materials appropriate for use with 4-8 students. Algebraic and graphing technology will be addressed. Field experiences required.

TCED 5431: NATURE OF THE MIDDLE LEVEL LEARNER
A developmental approach to the study of early adolescents with emphasis on their physical, emotional, intellectual and moral development, learning styles, culturally related differences and discipline management techniques.

TCED 5530: ADOLESCENT DEVELOPMENT AND CURRICULUM
A developmental approach to the study of adolescents, related to discipline, classroom management and scope and sequence of curriculum.

TCED 5630: EDUCATING THE GIFTED AND TALENTED LEARNER
A historical survey of the field, definitions, basic terminology, theories, models and characteristics of the gifted and talented; brief summary of identification and assessment procedures; models for interaction with gifted students and a review of effective programs.

TCED 5631: GAMES, LOGIC AND GIFTEDNESS
Game-like techniques for teaching gifted students formal and informal logic and critical thinking in mathematics, science and language; includes laboratory experiences teaching new thinking skills.

TCED 5632: GROWTH AND DEVELOPMENT OF THE GIFTED LEARNER
Examines the differentiated affective characteristics and needs of the gifted including a review of general counseling theories, effective communication skills, assessment of affective needs, strategies for assisting the gifted in developing interpersonal skills and issues surrounding the potential of the gifted to make the significant contributions to society.

TCED 5634: CURRICULUM DEVELOPMENT FOR GIFTED AND TALENTED LEARNERS
Provides the foundation for the development of differentiated curricula for gifted students. Significant curriculum models are presented. Other topics include effective teaching strategies, adapting curriculum for individual differences, the organization of curriculum for the gifted and the teaching of higher-level cognitive skills.

TCED 5635: CREATIVE THEORIES, MODELS AND APPLICATIONS FOR THE GIFTED LEARNER
Survey of the concept of creativity including topics such as instruments and techniques for identifying creativity, theories and models of creativity, techniques for creative enrichment and challenges unique to creative persons.

TCED 5637: PRACTICUM IN GIFTED AND TALENTED EDUCATION
Fieldwork with gifted and talented students.

TCED 5911: RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED 5921: RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED 5931: RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED 5939: INDEPENDENT STUDY IN TEACHER EDUCATION
Prerequisites: Approval of instructor and Associate Dean.

TCED 6031: APPLICATION OF TECHNOLOGY IN THE CLASSROOM
Prerequisite: Basic computer literacy. Students will learn how to use and integrate computers and various software applications (e.g., word processors, databases, spreadsheets, graphics) with instruction to facilitate learning and performance. They will also be instructed in the use of educational software, multimedia development and telecommunication technologies such as e-mail and the Internet that can be used to enhance student learning.

TCED 6734: ADVANCED SEMINAR IN SCIENCE EDUCATION
Advanced topics on research in science education; emphasis on instructional techniques and concept formation.

TCED 6735: SEMINAR IN ENVIRONMENTAL EDUCATION
Curricular implications of energy and environmental issues; emphasis on instructional techniques in science, social studies and other subject matter areas.

TCED 6739: INTERNSHIP IN CURRICULUM AND INSTRUCTION
Prerequisite: Approval of the Associate Dean. Supervised internship in curriculum and instruction.