

The College of Education has one academic department, the Department of Education and Human Services (EHS) that is comprised of six academic programs:

- Comparative and International Education (not accepting applications),
- Counseling Psychology,
- Educational Leadership,
- School Psychology,
- Special Education, and
- Teaching, Learning, and Technology (teacher education and instructional technology/design)

## Department of Education and Human Services Faculty

**Professors.** William Gaudelli, Ed.D. (Rutgers), *dean*; Alec M. Bodzin, Ph.D. (North Carolina State); Christine L. Cole, Ph.D. (Wisconsin-Madison); George J. DuPaul, Ph.D. (Rhode Island), *associate dean for research*; Arpana G. Inman, Ph.D. (Temple), *associate dean for graduate studies*; Lee Kern, Ph.D. (Univ. of South Florida); Patricia H. Manz, Ph.D. (Univ. of Pennsylvania), *associate chairperson*.

**Associate Professors.** Floyd D. Beachum, Ed.D. (Bowling Green State), *endowed Bennett professor of urban school leadership*; Grace I.L. Caskie, Ph.D. (Univ. of North Carolina); H. Lynn Columba, Ed.D. (Louisville); Minyi Shih Dennis, Ph.D. (Univ. of Texas at Austin); Bridget V. Dever, Ph.D. (Univ. of Michigan); Thomas C. Hammond, Ph.D. (Virginia); Craig Hochbein, Ph.D. (Univ. of Virginia); Robin L. Hojnoski, Ph.D. (Univ. of Massachusetts); Christopher T. H. Liang, Ph.D. (Univ. of Maryland), *chairperson*; L. Brook Sawyer, Ph.D. (Univ. of Virginia); Susan S. Woodhouse, Ph.D. (Univ. of Maryland).

**Assistant Professors.** Kaitlin Anderson, Ph.D. (Univ. of Arkansas); Germán A. Cadenas, Ph.D. (Arizona State); Ana D. Dueñas, Ph.D. (Michigan State); Nicole L. Johnson, Ph.D. (Univ. of Akron); Sara E.N. Kangas, Ph.D. (Temple); Jihyun Kim, Ph.D. (Michigan State); Esther Lindström, Ph.D. (Vanderbilt); Peggy A. Kong, Ed.D. (Harvard); Kristi Morin, Ph.D. (Texas A&M); Ethan R. Van Norman, Ph.D. (Univ. of Minnesota).

**Professors of Practice.** Lisa Damaschke-Deitrick, Ph.D. (Tübingen); Jon Drescher, M.S. (Brooklyn College); Jerome A. Farrell, Ph.D. (Univ. of Albany); Qiong Fu, Ph.D. (Univ of Illinois); Karen Rodriguez, Ph.D. (University of Kent, UK); Noor Y. Syed, Ph.D. (Teachers College, Columbia); Farah L. Vallera, Ph.D. (Lehigh).

**Visiting Professor.** Brian G. Osborne, Ed.D. (Harvard).

**Emeriti.** Linda M. Bambara, Ed.D. (Vanderbilt); Raymond Bell, Ed.D. (Lehigh); Ward M. Cates, Ed.D. (Duke); Scott R. Garrigan, Ed.D. (Lehigh); Warren R. Heydenberk, Ph.D. (Univ. of Northern Colorado); Joseph P. Kender, Ed.D. (Univ. of Pennsylvania); Robert L. Leight, Ed.D. (Lehigh); J. Gary Lutz, Ed.D. (Lehigh); Alden J. Moe, Ph.D. (Univ. of Minnesota); Jill Sperandio, Ph.D. (Univ. of Chicago); Arnold R. Spokane, Ph.D. (Ohio State); George P. White, Ed.D. (Vanderbilt); Roland K. Yoshida, Ph.D. (Univ. of Southern California); Perry A. Zirkel, J.D., Ph.D. (Connecticut), LL.M. (Yale).

## Overview

Although the EHS department does not offer an undergraduate major, the Teaching, Learning, and Technology program offers an Education minor, as well as a five-year program leading to a master's degree and certification in a teaching field. Across the six academic programs, the department offers a variety of master's degrees (M.Ed., M.S., and M.A.) and doctoral degrees (Ph.D. and Ed.D.), as well as an Educational Specialist degree (Ed.S.). In addition, in cooperation with the College of Business and Economics, the department offers a combination MBA/M.Ed. degree. Further, programs in the college offer coursework-only study toward Pennsylvania state certification, without having to earn a degree. Lastly, there are numerous non-degree programs of study in the college leading to a Lehigh University post-bachelor's certificate.

Programs of study vary in the number of credits required for completion. Please consult the appropriate academic program to learn more about those requirements.

Agencies accrediting our programs include the Pennsylvania Department of Education, the American Psychological Association, the National Association of School Psychologists, and the Masters in Psychology and Counseling Accreditation Council.

Graduates of our programs may work in schools or other educational settings, in health settings and agencies, in government agencies and non-governmental organizations focused on education, in industry, in private practice, or as consultants. While many graduates work in the United States, others work in countries around the world. For more information on what our graduates do after graduation, please consult the appropriate academic program.

The College of Education subscribes to a research-to-practice model, and all academic programs in the department train their graduates in research-based and evidence-based practices and policies that seek to create inclusive environments in which all individuals are able to work to their potential and social justice is well served.

The department is home to projects funded by the National Science Foundation, the National Institutes of Health, and the Department of Education.

For additional information about the programs, please visit: <https://ed.lehigh.edu/academics>

## Degrees Offered

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

**Master of Arts (M.A.)** The master of arts is available in teaching and learning. The teacher education M.A. focuses on enhancing both pedagogical skill and subject matter expertise of teachers. The teacher education student pursuing an M.A. must take graduate work in education plus 12 credits of graduate work in an academic field related to the area of teacher certification (typically, English, mathematics, political science, sociology, and physical and natural sciences).

**Master of Science (M.S.)** The master of science degree is awarded in instructional technology or teaching, learning and technology. The M.S. in instructional technology focuses on the planning and use of instructional technology in preK-12 and post secondary settings and non-formal learning environments (such as museums and science centers). The program is targeted toward individuals from varied backgrounds who wish to help educators or learn themselves to design, develop, and incorporate technology applications more effectively in diverse educational settings including preK-12, post secondary education, and informal learning environments. This is an appropriate degree for those who teach in the classroom and online, technology specialists, informal educators, and others interested in effectively using information and communications technologies to enhance instruction. The program is designed to help develop skills that can be used to create new curriculum and learning activities to meet the demands of a changing technological society and the needs of new generations of students. As such, graduates may be designing online courses, enhance existing curriculum with emerging technologies, or may work as technology specialists, assisting with the integration of technology in academic and informal learning environments. The Instructional Technology graduate program is intended for both current professionals in the education field as well as those who are seeking an advanced degree to upgrade their skills and knowledge base related to technology. The master of science degree in TLT is available only to students previously admitted to the TLT Ph.D. program and is a "fallback" for those who have completed the core coursework but are unable to progress through the culminating research projects.

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

**Educational Specialist (Ed.S.)** Specialized postmaster's degree programs are available in school psychology. Students complete a Master's in Human Development and then earn their EdS degree following completion of a year-long internship and additional program requirements.

**Certification Programs** The college offers programs of study leading to eligibility for Pennsylvania state certifications in various professional specialties including Education Specialist School Psychologist PK-12, Elementary PK-4 or Secondary 7-12 Teacher Certification, Elementary and Secondary School Counselor PK-12, English as a Second Language (ESL) Program Specialist Certificate (Certification), Special Education Certification PreK-8 or 7-12, PK-12 Principal Certification, Superintendent PK-12 Letter of Eligibility, PA State Supervisor of Curriculum and Instruction Certification. Certification programs vary in the number of credits required.

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

**Doctor of Philosophy (Ph.D.)** The College of Education also offers the Ph.D. degree to students enrolled in the fields of counseling psychology, school psychology, special education, and teaching, learning, and technology. No language examinations are required.

**Doctor of Education (Ed.D.)** The doctor of education degree program provides specialized study in educational leadership. Successful professional experience is required for admission to candidacy.

**Non-Degree Options** The non-degree options are designed for those individuals interested in taking a few courses in the College but not interested in pursuing a graduate degree. For information on the non-degree program, contact Donna Johnson at 610-758-3231 or email [education@lehigh.edu](mailto:education@lehigh.edu). There are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification.

Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh University without seeking a degree. Any transcript or other record from the University will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. University admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 2.75 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. If English is not your first language, you must submit TOEFL scores

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

### **Changing from Non-Degree to Degree Status**

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

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

## **Comparative and International Education**

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

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

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

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

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

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

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

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

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

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

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

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

### **\*CIE 405. Experiencing the United Nations: Gender and Education in International Development (3)**

Building on the Lehigh University/United Nations partnership initiative, this course provides a structured practical experience for students to learn about the dynamics of UN and civil society relationships, focusing on the issues of gender and education in international development. Class activities include trips to the UN to attend NGO briefings and other events. Students develop experiences and skills in international development such as policy blogging, brief writing, and education sector analysis.

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

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

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

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

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

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

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

**CIE 412. Sociocultural Issues in Comparative and International Education (3)**

This course examines social and cultural contexts of teaching and learning in developed and developing country contexts. The course combines theoretical and empirical readings to highlight the dynamic factors that shape the lives of learners inside and outside the classroom. The course is divided into two modules. The first module presents theoretical readings on the social and cultural context of schooling. The second module draws from empirical studies of social and cultural issues in developed and developing country contexts.

**CIE 414. Globalization and Post-Colonialism in Education (3)**

This course focuses on some of the central discussions in the field of comparative and international education and address the specific questions about the meaning of education and post-colonialism. Readings examine specific instances of the intersection of European colonialism, global capitalism, and international development in a variety of geographic settings, including Eastern/Central Europe, Africa, and Asia. Assignments focus on post-colonialism in specific countries to develop a historical perspective on the topic and to provide the basis for international comparison.

**CIE 471. Globalization and Education Equity (3)**

This course investigates how globalization affects education equity by examining group differences that result from race, ethnicity, culture, language, class, and gender. It critically analyzes existing systems of power and privilege that maintain the social constructions of cultural differences in the United States and globally. Through readings and class discussions, students are empowered to clarify and ground their own beliefs about education equity, while articulating a vision for equitable educational development as thoughtful, critical, and humane education researchers and practitioners.

**CIE 491. Special Topics in Comparative and International Education: <Subtitle> (3)**

Intensive study and discussion of a specialized area in comparative and international education. Subtitle will vary. *May be repeated for credit as subtitle varies.*

**Counseling Psychology**

**\*CPsy 427 (SchP 427). Assessment and Appraisal in Counseling (3)**

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

*\*Open to non-degree students in spring only*

**CPsy 436. Culture-Centered Career Intervention (3)**

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

**\*CPsy 438. School-Based Small-Group Counseling (3)**

Introduction to small group counseling in school settings. Selection of group members; group rules; evidence-based practice with children and adolescents; ethical and cultural considerations with groups. *Prerequisite: SpEd 332.*

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

**\*CPsy 440. Introduction to Family Counseling (3)**

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

*\*Open to non-degree students in spring or fall semesters only*

**\*CPsy 442. Counseling and Therapeutic Approaches (3)**

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

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

**CPsy 445. School Counseling – I (4)**

Overview of the history, philosophy and current trends in school counseling. Emphasis is placed on (a) professional, ethical, and legal issues in counseling; (b) management and delivery of counseling services in a school setting and culturally diverse society; (c) professional development, certification and role identification; (d) collaboration and consultation with teachers, parents, and administrators. Students will be involved in a pre-practicum observation of school counselors in a pre-K-12 setting.

*Note: current clearances are needed for non-degree students as well*

**\*CPsy 448. School Counseling – II (3)**

Emphasis on the social and cultural context of school counseling. Includes ethical, legal, and cultural issues in the administration and interpretation of psychological tests used in pre-K-12 settings. Focus on a special topic such as school violence or substance abuse prevention, school and community interaction, and the social and cultural context of school counseling, etc. The course will also include observations in schools. *Prerequisite: CPsy 445.*

*\*Note: current clearances are needed for non-degree students as well*

**CPsy 452. Helping Skills in International Settings (3)**

This course assists counselors in developing proficiency in helping skills and an understanding of the counselor's role in facilitating or inhibiting client change. Focus is on acquiring basic helping and therapeutic skills applicable across cultures using empirically based models.

**CPsy 453. International School Counseling I (3)**

The objectives of this course are for students to gain knowledge related to constructing school-based prevention programs in international settings. Special focus will be paid to designing healthy school communities, understanding the components of an effective school counseling program, and working with children and adolescent students from third cultures and home countries.

**CPsy 456. International School Counseling II: Trauma & Resilience in Schools (3)**

This course is designed to provide counseling trainees with a comprehensive exploration of the psychological trauma field; including the history and current theories in the field, the nature of trauma (e.g., sexual abuse, combat, natural disasters); how trauma and loss affects individuals and systems, grief reactions, and traumatic stress; and the diagnosis and treatment (including evidence-based practices) of trauma in diverse children and adult populations. Students will have the opportunity to exercise leadership, clinical, assessment, and consultation skills. *Prerequisite: CPSY 453.*

**CPsy 457. International School Counseling III: Issues & Practicum (3)**

Emphasis is on the social and cultural context of international school counseling. Content includes ethical, legal, and cultural issues in the administration and interpretation of psychological tests used in K-12 settings. The focus is on special topics such as school violence, substance abuse prevention, school and community interaction, and the social and cultural context of school counseling, etc. The course will also include a practicum in schools. *Prerequisite: CPSY 456.*

**\*CPsy 464. Gender and Sexuality (3)**

In this course, students are introduced to the psychology of gender and sexuality from a variety of theoretical perspectives (e.g., positivist-empirical, postmodern), with attention to how both quantitative and qualitative methodologies are used to inform knowledge. The course examines the ways in which mainstream psychology is gendered and sexed, as well as how various feminist approaches are used to study issues in psychology. the intersection of race/ethnicity, sexual orientation, and social class are also addressed.

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

**\*CPsy 465. Addictions: Assessment, Treatment and Prevention Strategies (3)**

Through class discussions, lectures and experiential exercises, as well as guest lecturers, videos, and co-curricular activities, this course explores the issues pertaining to the assessment, treatment, and prevention of addictions with the overall purpose of increasing our scientific and clinical expertise in working with individuals in counseling.

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

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

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

*\*Open to non-degree students only with permission of program and dependent on the sub-title*

**\*CPSY 468 Trauma & Loss (3)**

This course aims to train students to address trauma and loss in their clinical work. Topics will include the history and diagnosis of trauma, the neurobiology of trauma, and the trauma experience of survivors of war, disaster, and childhood sexual abuse. Theories and treatment of loss and bereavement are also addressed.

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

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

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

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

**\*CPsy 484 (SchP 484). History and Systems of Psychology (3)**

This doctoral level course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to the origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. This course will examine the nature of psychology as a whole, and the influence of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. Part of this study regards the nature of science, and its power and limitations as applied to the understanding of human beings.

*\*Open to non-degree students only after consultation with and permission of the instructor*

## **Education**

**\*Educ 375 (HMS 375) Community Based Participatory Research Methodology (3-4)**

The course provides an introduction to the core concepts of community based participatory research (CBPR) methodology applied to social science research to address public health issues. The course will equip students with strategies for developing community academic partnerships as well as to strengthen skills in research methods.

*\*Open to non-degree students only with permission of instructor*

**Educ 388. Statistical Computing (3)**

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

**Educ 391. Educational Linguistics (3)**

Study of language form, language function, and language varieties, among other topics. By collecting and analyzing learner language, students will develop a solid foundation of the system of English, both as it exists and as it is used. Applying this linguistic knowledge to practice, students will learn how to identify learners' linguistic needs; to set priorities and to establish goals for ELLs; and to embed target language forms in authentic tasks.

**Educ 394. Special Topics in Education (with subtitle) (3)**

Title will vary. *May be repeated for credit as title varies.*

**Educ 402. Developmental Psychology (3)**

Survey of theories and research concerning perceptual, cognitive, social, and personality development through infancy and childhood. *Prerequisite: graduate standing or consent of instructor.*

**Educ 406. Foundations of Social Emotional Learning (3)**

This course takes students from a beginning understanding of social and emotional learning (SEL) and its relevance for educators to an understanding of practices that can be used in schools to promote resilience, wellness, and positive developmental outcomes for all students. Students will examine how the research grounded in different theoretical traditions frames social and emotional wellness and will evaluate whether the practices identified in research can address the needs of specific student populations.

**Educ 408. Introduction to Statistics (3)**

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

**Educ 409. Analysis of Experimental Data (3)**

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

**Educ 410. Univariate Statistical Models (3)**

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

**Educ 411. Multivariate Statistical Models (3)**

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

**Educ 412. Advanced Applications of Psychometric Principles (3)**

Conceptual examination of exploratory and confirmatory factor analysis, cluster analysis, latent-trait modeling, and other advanced psychometric topics. *Prerequisites: Educ 409 or Educ 411 or Educ 412 or SchP/CPsy 427.*

**Educ 419. Second Language Acquisition(3)**

Introduces theories of second language acquisition (SLA) and explores current research that addresses the psycholinguistic, affective, and sociocultural dimensions of learning a second language (L2), specifically as they relate to English Language Learners (ELLs). SLA theory is fundamental to ESL practitioners' training in teaching and supporting ELLs effectively. Although this course has a theoretical focus, practical understanding of how to apply these theories in teaching will also be emphasized.

**Educ 420. Contemporary Issues in English Language Learner Education (3)**

Current educational, political, and social conditions that make learning English as a second language a matter of educational equity and social justice. Through a synthesis of the latest research and current educational trends, this course takes a critical look at the complexities of contemporary policies, school practices, and prevalent ideologies that both create and reinforce limited educational opportunities for ELLs.

**Educ 422. Pedagogy for Second Language Learning (3)**

Introduction to research-based principles and strategies that will promote second language acquisition (SLA) for ELLs. Knowing that schools cannot delay or water down content-learning until ELLs have acquired English, this course emphasizes infusing content and language learning both in and outside the general education classroom.

**Educ 423. Curriculum and Materials Design for English Language Learners (3)**

Design of curricula and materials to meet the needs of English language learners (ELLs). This course will guide students through the process of creating, adapting, and differentiating materials in everyday teaching, while also giving students tools to develop curricula for their districts and schools. Students will engage in design and adaptation at many levels from curricula and courses, to assessments, lesson plans, and tasks.

**Educ 431. Multi-Tiered Systems of Social-Emotional Support I: Foundations (1)**

This course provides an overview of multi-tiered systems of support (MTSS), a tiered framework that offers comprehensive emotional, social, and behavioral support to all students. The rationale for MTSS and data collection and evaluation will be discussed, with a focus on how academic and behavioral progress monitoring data can support educational practice.

**Educ 432. Multi-Tiered Systems of Social-Emotional Support II: Universal Approaches (1)**

This module describes implementation of multi-tiered systems of support (MTSS) with an emphasis on social-emotional learning (SEL). The module will provide an overview of Tier 1 evidence-based SEL programs and illustrate how they can be implemented within a MTSS framework.

**Educ 433. Multi-Tiered Systems of Social-Emotional Support III: Targeted Approaches (1)**

This module describes the rationale for implementing more targeted interventions, at the Tier 2 and 3 levels, to address the continuum of students' behavioral needs, within a multi-tiered system of support (MTSS). This module will provide an overview of the common mental health concerns that PreK-12 students experience, and school personnel will learn how to integrate and correctly apply the DSM-5 and IDEA in order to make the best possible educational and mental health decisions for children and their families.

**Educ 434. Prevention and Management of Crisis (1)**

This course is designed to introduce school personnel to crisis response in school settings, focusing on best prevention, intervention, and follow-up practices. School personnel will learn prevention strategies, discuss the considerations in building a crisis response team and learn crisis response methods, including methods of individual and group crisis counseling. Specific crises considered will include suicide, death of a teacher, student, parent, or community member, and school violence.

**Educ 435. Implementation for Equity: Leading Student-Centered Schools (1)**

This module is designed to develop school personnel's knowledge about how to organize and implement initiatives that support a student's social, emotional, and behavioral wellness. With an emphasis on implementation and operation, school personnel will focus on inter-system collaboration among community partners to address student social, emotional, and behavioral needs through the implementation of equitable SEL programs and practices. Finally, school personnel will discuss the protections associated with confidentiality.

**Educ 436. Implementation for Equity: Social Emotional Learning in Action (1)**

This module is focused on application of social-emotional theories and practices to create equitable learning environments. This course will engage school personnel in identifying one or more inequities within the school context and developing a culturally responsive plan to remediate these inequities. Considering organizational readiness, school personnel will focus on inter-system collaboration among family, school, and community partners to assess and address student social, emotional, and behavioral needs, as well as learn skills to engage youth in decision-making processes.

**\*Educ 451. Applied Principles of Cognitive Psychology (3)**

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

*\*Open to non-degree students only with permission of instructor*

**Educ 456. Trauma and Resilience in Schools (3)**

This course is designed to provide educators and mental health trainees with a comprehensive exploration of psychological trauma and resilience; including the history and current theories in the field; the nature of trauma; how trauma and loss affects individuals and systems; grief reactions; learning and behavior and traumatic stress; and the development of trauma-responsive schools. Cultural-sensitivity, survivor-centeredness, and social justice efforts are emphasized within a trauma-informed care approach to prevention and practice.

**\*Educ 461. Single-Subject Research Design (3)**

Experimental designs for use with small N's. Topics include design theory and application, experimental validity (internal, external, statistical conclusions and construct validity) and an overview of data analysis procedures.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program*

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

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

*\*Open to non-degree students only with permission of instructor and dependent on the sub-title*

**Educational Leadership****EdL 400. Organizational Leadership and Change Management (3)**

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

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

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

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

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

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

**EdL 424. Leadership: Self and Groups (3)**

Exploration of the development and practice of leadership with experiential opportunities for application. Formal and informal authority, the practice of leadership, and individual and organizational dynamics are explored to improve the understanding of adaptive work in organizations.

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

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

**EdL 432. Special Education Law (3)**

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

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

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

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

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

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

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

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

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

**EdL 452. Comparative Education (3)**

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

**\*EdL 467. Supervision and Professional Development (3)**

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

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

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

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

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

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

*\*Open to non-degree students dependent on subtitle*

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

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

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

### **EdL 488. Program Evaluation (3)**

The historical background, theory, methodology, and current practices of program evaluation in the human services area. Emphasis on conducting evaluations of educational programs and gathering data to make effective program decisions. Participants are required to design a program evaluation research plan.

## **School Psychology**

### **\*SchP 402 (SpEd 402). Applied Behavior Analysis (3)**

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

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program – field experience required*

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

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

### **SchP 426. Advanced School and Family Interventions (3)**

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

### **\*SchP 427 (CPsy 427). Assessment and Appraisal in Counseling (3)**

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

*\*Open to non-degree students in spring only*

### **\*SchP 484 (CPsy 484). History and Systems of Psychology (3)**

This doctoral level course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to the origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. This course will examine the nature of psychology as a whole, and the influence of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. Part of this study regards the nature of science, and its power and limitations as applied to the understanding of human beings.

*\*Open to non-degree students only after consultation with and permission of the instructor*

## **Special Education**

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

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

### **SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 (3)**

Overview of social, developmental, legal, and educational issues and practices related to the special education of individuals with disabilities. Covers social, environmental, and physiological etiology; development; identification; learning characteristics; and needs of individuals identified for special education. Emphasizes meeting diverse needs of students in general education classrooms through evidence-based practices and adaptations matched to learner needs. Addresses legal rights of students and their families, as well as legal responsibilities of teachers as required by IDEIA and other related special legislation.

*Open to non-degree students in spring (with program director permission) & summer only*

### **SpEd 338. Emotional and Behavioral Disorders of Children (3)**

Definition, classification, etiology, treatment, and historical perspective of children and adolescent disorders.

### **\*SpEd 402 (SchP 402). Applied Behavior Analysis (3)**

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

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program – field experience required*

**\*SpEd 409 (TLT 409). K-12 Classroom Environment and Management (3)**

Designing inclusive classroom environments that maximize learning. Emphasis on fostering a community of learners using connections among classroom arrangement, classroom management, and cognitive development to create positive learning outcomes for all students, including ELL learners and students with disabilities. Addresses the tiered model of prevention and positive behavior support, including the role of functional assessment and individual positive behavior support plans in classroom management. Highlights the ways a positive climate for learning involves establishing and maintaining partnerships with families.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program – field experience required*

**\*SpEd 410 Behavior Analysts: Ethics and Professional Conduct**

This course is designed to provide students an in-depth review of the BACB Professional and Ethics Compliance Code for Behavior Analysts and other relevant content and readings that further support student understanding of the topic area. Class discussions, review of case studies, and student-lead small group problem-solving activities will enable students to apply ethical and professional standards to their work, further promoting quality interactions between the children and adults they serve, families, teachers, and others stakeholders.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program*

**\*SpEd 411 (TLT 411). Early Childhood Education (3)**

Introduction to development of early childhood education in the U.S. Emphasizes evidence-based methods and materials to assist young children in the learning process, including arrangement of indoor/outdoor space, developmentally appropriate practices, and the design of instruction to foster young children's emotional, social, language, cognitive, physical, and creative development. Includes embedded instruction and adaptations for students with identified disabilities, children at risk for developing disabilities, and children with culturally and linguistically diverse backgrounds, and family collaboration within the instructional planning process.

*\*Open to non-degree students only with program director permission*

**\*SpEd 416. Autism Spectrum Disorders and Evidence-Based Practices (3)**

This course provides an overview of Autism Spectrum Disorders (ASD) and an introduction to the evidence based practices (EBPs) for practitioners, based on recently published and publicly available reports and other supporting materials. Assignments help students translate EBPs, grounded in Applied Behavior Analysis (ABA), into concrete goals and practices that have a meaningful impact on the day-to-day functioning of students with ASD.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program*

**\*SpEd 418. Alternative Curricular Approaches (3)**

Curricular and instructional methods for students with pervasive support needs (e.g., intellectual disabilities, autism) who follow an alternative or modified curriculum. Methods for developing an individualized curriculum, embedding instruction and accessing the general education curriculum, systematic instruction, and instruction for full participation in school, home, and community settings are covered. Strategies for facilitating emergent social and communication skills, teaching augmentative and alternative communication, and use of assistive technologies to enhance self-directed learning are included.

*\*Open to non-degree students only in summer and with program director permission – field experience required.*

**\*SpEd 425. Applied Behavior Analysis Practicum (1-6)**

This practicum is designed to shape supervisee's clinical and behavioral skills as well as his/her professional, ethical, and collegial behavior. This experience embeds the concepts, principles, methods, and applications of behavior analysis learned in the course sequence and applies them to educational, clinical, and community/home settings

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program*

**\*SpEd 432. Positive Behavior Support (3)**

Design of comprehensive, multi-component behavior support plans for individuals with a variety of disabilities who engage in problem behavior. Topics include functional assessment, antecedent and setting event interventions, replacement behaviors, consequence and crisis procedures, lifestyle interventions, and teaming strategies. Assessment focuses on the link between curriculum, academic performance, and behavior problems. Promotes consideration of diverse populations for understanding behavioral differences. Describes strategies for ongoing monitoring and maintenance of behavior reductions.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program – field experience required*

## **Teaching, Learning and Technology**

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

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

### **TLT 368 (ES 368). Teaching & Learning with Geospatial Tools (3)**

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

### **TLT 380. Child Development and Cognition (3)**

Introduction to physical, motor, perceptual, cognitive, language, emotional, social, and gender development of young children and adolescents. Developmental history, theories, and research, as well as the effect of culture, family, peers, media, and schooling on the individual and groups. Students investigate typical and atypical development and explore the implications of individual differences for teaching and learning, with an emphasis on evidence-based instructional practices designed to optimize the growth and development of all learners. Explores mental health issues and at-risk students.

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

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

### **\*TLT 401. Overview of Teaching and Learning (3)**

Foundations and key concepts in learning and instructional theory. Cognition and brain-based research with a focus on innovations in teaching and learning.

*\*Open to non-degree students only with program director permission*

### **TLT 403. Introduction to Instructional Design**

Social, cognitive, and environmental factors in designing for teaching and learning. Systems theory applied to learning settings. Special emphasis on motivational theories and technological affordances.

### **\*TLT 407. Instructional Design for K-12 Classrooms (3)**

Introduces the systematic design of instruction following the Response to Instruction and Intervention (RtII) and Universal Design for Learning models. Explores theories of learning and instructional applications as a part of technology-based and standards-aligned classroom education grounded in the use of a quality, research-based core curriculum and effective instructional practices to meet the needs of all learners. Addresses appropriate use of instructional technologies for universal learning. Students will plan, design, and develop student-centered, standards-aligned, technology-supported instruction and appropriate learner assessments.

*\*Open to non-degree students only with program director permission*

### **\*TLT 409 (SpEd 409). K-12 Classroom Environment and Management (3)**

Designing inclusive classroom environments that maximize learning. Emphasis on fostering a community of learners using connections among classroom arrangement, classroom management, and cognitive development to create positive learning outcomes for all students, including ELL learners and students with disabilities. Addresses the tiered model of prevention and positive behavior support, including the role of functional assessment and individual positive behavior support plans in classroom management. Highlights the ways a positive climate for learning involves establishing and maintaining partnerships with families.

*\*Open to non-degree students enrolled in the Behavior Analysis certificate program – field experience required*

### **TLT 410. The Writing Process (3)**

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

**\*TLT 411 (SpEd 411). Early Childhood Education (3)**

Introduction to development of early childhood education in the U.S. Emphasizes evidence-based methods and materials to assist young children in the learning process, including arrangement of indoor/outdoor space, developmentally appropriate practices, and the design of instruction to foster young children's emotional, social, language, cognitive, physical, and creative development. Includes embedded instruction and adaptations for students with identified disabilities, children at risk for developing disabilities, and children with culturally and linguistically diverse backgrounds, and family collaboration within the instructional planning process.

*\*Open to non-degree students only with program director permission*

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

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

**TLT 458. Introduction to Multimedia Programming and Resource Development for Learning (3)**

Introduction to programming and resource development tools used in the creation of interactive multimedia teaching and learning materials.

**TLT 460. Advanced Multimedia Programming and Resource Development for Learning (3)**

Advanced exploration of programming and resource development tools used in the creation of interactive teaching and learning materials. *Prerequisite: TLT 458 or POI.*

**\*TLT 462. Special Topics in Development of Instructional Resources and Technologies for Learning (subtitle) (1-3)**

Focus on using advanced Website and digital resource development-and-manipulation tools to create multimedia learning materials. Topics will vary (for example, Database-Driven Web Development; Assistive Devices for Special Populations; Programming Handheld Devices; Multimedia Resource Development; Media Production for Instructional Programming).

*May be repeated for credit under different subtitles. .*

*\*Open to non-degree students dependent on subject*

**TLT 463. Building Makerspaces for Learning (3)**

A Makerspace is both a space and a mindset. By encouraging play, design, tinkering, and creative inquiry, these spaces and mindsets can create transferable, high-order thinking skills, knowledge, and attitudes/beliefs about many topics. This course will discuss the fundamentals of why, what, where, and how to build and incorporate different types and "levels" of Makerspaces into any instructional setting.

**TLT 465. Design Thinking for Learning (3)**

In this project- and theory-based course, students will apply elements of design thinking to the development and production of curricular and instructional materials that support audience learning, engagement, and performance. Students will demonstrate knowledge, skills, and appropriate attitudes/beliefs [KSABs] in the design and development of a course-long project, group design challenge, and several project-based activities throughout the semester.

**TLT 467. Project-, Scenario-, & Simulation-Based Learning in Interactive Multimedia Environments (3)**

This course focuses on the design, development, and implementation of authentic project-, scenario-, and simulation-based learning environments using interactive media. Students will apply various instructional design models, learning theories, and multimedia tools to create project-, scenario-, and simulation-based materials, visuals, and other digital media and assess the results. Students will explore story, character, and challenge design, choice creation, and consequence feedback loops to develop classroom or corporate, online, and mobile interactive learning environments.

**TLT 470. Technology for Teaching and Learning (3)**

Analysis of available technologies (hardware, software, and Web resources), and identification of technologies matched to learner needs in traditional and/or non-traditional settings.

**TLT 472. Online Teaching and Learning (3)**

Examination of contemporary research on online learning and recognized best practices on the design and delivery of online, hybrid, and/or flipped courses or course modules. Emphasis on online activities to experience ways to maximize instructor presence and student engagement, collaboration, and achievement.

**TLT 474. Large-scale Planning and Implementation of Educational Technology (3)**

Addresses topics such as planning, maintaining, funding, networking, staffing, staff development, and monitoring of educational technology implementations.

**TLT 476. Assessment of Instructional Technologies (3)**

Techniques for evaluating technology implementations for teaching and learning. Focus on topics such as instrumentation, data collection and analysis, drawing conclusions from data sets, and preparing reports for stakeholders.