Community Research and Action

HOD 6400. High Poverty Youth: Improving Outcomes. [Formerly HOD 3665] [Also listed as SPED 6300] Youth from high-poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

HOD 7100. Community Health Theory and Practice. [Formerly HOD 3500] This course is divided into three components. Part 1 provides background on the public health model, health education and the role of community health educators in public health. Part 2 investigates socio-environmental factors influencing health-related behavior. The role of groups, institutions and social structures in encouraging healthy or unhealthy behavior is covered. Part 2 also provides background and evaluation in interventions designed to improve health behavior through changes in the social environment; economic, social and political structures and practices creating barriers to effective interventions. Part 3 investigates behavior change theories directed toward individuals. A variety of health behavior change models targeting psychosocial approaches are presented and the application of these theories into community health education programs are stressed. Students will gain exposure to the use of theory in health education and be introduced to how to translate theoretical models into intervention strategies for program development. [3]

HOD 7110. Survey of Preventive Interventions. [Formerly HOD 3510] This course surveys preventive interventions related to health and developmental outcomes. Course readings explore programs, policies, and practices that have been found effective in preventing poor outcomes. Particular emphasis is focused on issues related to program implementation, program evaluation, organizational capacity, and other issues that may influence program outcomes. Readings explore a variety specific outcomes (e.g., substance abuse, high school dropout, obesity), and program settings (schools, social service organizations, neighborhoods) to provide exposure to wide variety of applications of prevention programs and frameworks. [3]

HOD 7120. Human Development and Prevention Science. [Formerly HOD 3520] This course introduces students to science-based preventive intervention strategies and model programs that target youth/and or families. Activities will facilitate critical thinking; increase skills and capacities for program development, and understanding of the interactions of human development, socio-contextual processes, preventive interventions, and social behavioral change. [3]

HOD 7130. Public Policy Development and Advocacy in Mental Health. [Formerly HOD 3530] This course will provide students with a hands on-opportunity to learn about the health (including mental health) policy development process. Students will gain an understanding of the different ways in which health policies are made through the legislative, executive, and judicial branches of government, as well as the role of the media and advocates/stakeholder groups in shaping health policy. Students will also
gain practical experience designing and implementing a campaign aimed at changing health policy. Specifically, students will be asked to select a problem that has policy implications, and then develop a policy analysis and advocacy strategy around their chosen topic. [3]

HOD 7210. Community Development Theory. [Formerly HOD 3601] This course provides beginning graduate students an introduction to theories that shape or directly pertain to community development. Focus of the course is on theories that explain local, community and municipal-level processes. Students develop an understanding of the theoretical strands in current development issues and policies. [3]

HOD 7300. Ethics of Community Research and Action. [Formerly HOD 3200] This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the "ideal" community or society. [3]

HOD 7400. Community Intervention and Change. [Formerly HOD 3470] Introduction to applied community studies, including change theory, research, and intervention at multiple levels from community psychology, sociology and other disciplines. The course will help students develop a thesis, project, paper, or dissertation topic and proposal. Readings focus on meanings, types and significance of community; issues of diversity, difference, deviance, labeling, and stigma; ecological theory, research and environmental and setting/systems-level interventions; social movements; social capital and community cognitions and behaviors; stress, coping, adaptation, and social support; prevention and promotion programs and coalitions; organizational and institutional change; faith communities; community organizing, development, mobilization and social action; assessing and informing local-to-national policies; community change around the world.

HOD 7500. Special Topics. [Formerly HOD 3960] May be repeated with a change in topic. [1-4]

HOD 7600. Global Dimensions of Community Development. [Formerly HOD 3640] The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity. [3]

HOD 7650. Practicum. [Formerly HOD 3872] This course provides an opportunity to integrate theory, knowledge, and skills by applying them to the solution of problems in practicum sites. Prerequisite: HOD 6100 and 6600, Pre-practicum. [1-6]

HOD 7700. Development Project Design and Evaluation. [Formerly HOD 3610] Examines how development projects and programs intended to improve social, economic, health, energy, environmental, and other conditions in human communities are designed by development professionals and how they determine whether or not such interventions achieve their purposes and warrant similar
investment in the future. Analytical work undertaken at several stages in the design and evaluation process, including social, financial, managerial, legal, environmental, and other analyses, as well as impact analysis, are carried out. The purpose is to understand the ways applied research underpins and influences development investment decisions. [3]

HOD 7710. Advanced Group Development. [Formerly HOD 3310] Students learn the fundamental structures and processes of group development, including how to collect and analyze group-level data. Course has a heavy emphasis on context and the application of group theory to intervene in community groups, both from the perspective of a participant and as an outside facilitator or practitioner. Primarily intended for CDA Masters students, this course welcomes others graduate students interested in group development. [3]

HOD 7950. Fieldschool in Intercultural Education. [Formerly HOD 3460] This course takes place in a community other than one’s own either domestically or internationally over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [3]

HOD 7960. Readings and Research. [Formerly HOD 3930] [1-6]

HOD 7989. Thesis Development Seminar. [Formerly HOD 3870] The purpose of course is to help students plan empirical theses. Students must register for both fall and spring semesters in that order. Fall will be devoted to the identification of a tentative topic or area of study. Spring will be devoted to developing a draft thesis proposal, including a presentation of the problem, a critical literature review, research questions, a draft methods and approach to data analysis sections. [1-3]

HOD 7999. Master’s Thesis Research. [Formerly HOD 3690] Open to Graduate School students only. [3]

HOD 8000. Community Research in Action Proseminar. [Formerly HOD 3700] Ther Pro-seminar course provides professional development and practical skills to help new Community Research in Action (CRA) students maximize the graduate school experience. Students are given foundational information, instruction, and skill-building exercises on subjects related to teaching, research, and service. [2]

HOD 8100. Theories of Inequality, Diversity, and Social Justice. [Formerly HOD 3650] This course is designed to acquaint incoming Community Research in Action (CRA) students with the core theories and theoretical perspectives germane to the study of inequality broadly defined. The course includes readings that critically address structural, community, and individual levels of analysis. [3]

HOD 8120. Community Organizing. [Formerly HOD 3670] This course provides graduate students an introduction to theories, processes and models for community organizing. Focus of the course is on post-Alinsky models, particularly congregation-based models in the US. Methods of civic engagement, leadership development, organizational processes and community change are addressed through readings and cases studies. Exposure to and analysis of local organizing efforts are part of this course. [3]

HOD 8200. Community Development and Urban Policy. [Formerly HOD 3600] Provides the beginning graduate student with an introduction to theory, practice and research in community development (CD) and in urban social policy. It has a laboratory portion in which the student works on a CD project in the
local community and uses that to propose to the relevant authorities, a new social policy to implement
the findings of the CD project. [3]

HOD 8400. Theory and Application in Action Research. [Formerly HOD 3621] This course is designed
to provide students with both intellectual and practical exposure to action research and applied research
methods—particularly in relation to working for social change. The course will focus on the issue of
knowledge generation and the role of knowledge production in social power. Practical experience will
be gained by conducting research on community projects and applying the concepts gained in course
work. Prerequisite: one graduate statistics course. [3]

HOD 8810. Doctoral Community Inquiry. [Formerly HOD 3100] Overview of issues and methods in
community research. Epistemology, theory, research design, critical analysis, levels of inquiry, and the
range of data collection and analysis methods available for community research. Doctoral students only.
[3]

HOD 8820. Ethnographic Research Methods in Communities. [Formerly HOD 3450] Through empirical
data collection on human behavior in communities, ethnography and other qualitative research
methods build hypotheses and theory grounded in the values, beliefs, and aspirations of different
societies and cultures. This course introduces and explores the tools and techniques of ethnography and
their uses in (1) research problem conceptualization, delineation of assumptions, and generation of
culturally competent hypotheses and (2) identification and construction of data sets, field research to
collect data, and theory building and practical application derived from data analysis. The course is
explicitly interdisciplinary. [3]

HOD 8830. Evaluation Research. [Formerly HOD 3800] This course is a doctoral-level introduction to
evaluation research. It is designed for people who expect to work as university faculty members or
principal investigators in research organizations with a commitment to using research to understand
the contribution of social programs and social change efforts to ending social problems. The first half of the
course will be devoted to understanding multiple approaches and types of evaluations and how they are
embedded in social and political contexts. The second half will introduce design and analytic techniques
particularly useful in large scale social experiments, and some of their limitations. [3]

HOD 8850. Practical Meta-Analysis. [Formerly HOD 3810] The topics covered in this seminar will include
the major steps involved in conducting a meta-analysis, with particular emphasis on the technical issues
and statistical analyses distinctive to this form of research. Specifically, the course will focus on
providing students with the skills needed to be intelligent consumers of systematic reviews and meta-
analyses; conduct a systematic, replicable search of the literature used to identify studies eligible for a
meta-analysis; create and analyze meta-analytic databases using appropriate statistical techniques; and
prepare written reports of meta-analytic findings. [3]

HOD 8999. Non-Candidate Research. [Formerly HOD 3790] Research prior to entry into candidacy
(completion of qualifying examination) and for special non-degree students. [Variable credit: 0-12]

HOD 9995. Half-time Ph.D Dissertation Research. [Formerly HOD 3995] For students who have
completed 72 hours and devote a half-time effort to dissertation research. [0]

HOD 9999. Ph.D. Dissertation Research. [Formerly HOD 3990] Variable credit [0-12]
Leadership Policy Studies

Education Policy
EDP 7500. Special Topics in Education Policy. [Formerly EDP 3500] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDP 7960. Readings and Research in Education Policy. [Formerly EDP 3710] Semi-independent readings and research on selected topics in education policy. May be repeated. [1-3]

Educational Leadership and Policy
ELP 8150. Leadership for School Improvement. [Formerly ELP 3150] Examines issues of school improvement and instructional leadership from the perspective of effective schools literature. [3]

ELP 8210. Resource Allocation and Deployment. [Formerly ELP 3210] This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. "Resource," in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation. [3]

ELP 8240. K-12 Education Law. [Formerly ELP 3240] Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation problems, procedures, court decisions, and how to read a case. [3]

Higher Education Administration
HEA 6010. College and University Management. [Formerly HEA 3100] The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. [3]


HEA 6200. Diversity and Equity in Higher Education. [Formerly HEA 3410] This course covers a variety of issues regarding diversity in higher education. In drawing from the literature and research on faculty, administration, and students, the course provides an overview of critical issues currently facing institutions of higher education in our society. [3]

HEA 6210. Law and Higher Education. [Formerly HEA 3420] Explores the constantly growing relationship between basic law and higher education. Seeks to acquaint the student with benchmark laws and court
decisions and the resulting implications for higher education. [3]

HEA 6220. Institutional Advancement Proseminar. [Formerly HEA 3430] Focuses on alumni relations, government relations, public relations, publications and use of direct mail in colleges and universities, and the nature and function of philanthropy. Students will perform a number of class and group projects, and speakers will address the class. [3]

HEA 6230. Strategic Marketing and Planning in Higher Education. [Formerly HEA 3431] Comprehensive review of marketing and planning for higher education, consumer behavior, market research planning, target marketing, segmentation and strategic planning, and the relationship of marketing and planning to higher education. Course uses case studies. [3]

HEA 6240. Service-Learning in Higher Education. [Formerly HEA 3440] This class engages students in the analysis and application of the theory of service-learning, i.e., the integration of community service and related academic study. Students will assist a service-learning program in higher education (or K-12, if appropriate) with planning, implementation, or evaluation, and integrate this experience with study of current theory and research. [3]

HEA 6300. Post Secondary Access. [Formerly HEA 3150] This seminar will explore how demographic change, public policy, and law promote and/or impede accessibility to U.S. higher education. Students will be exposed to a variety of literature that is both multidisciplinary and multilevel in regard to governance (institutional, local, state, and federal policies). Since the primary theme of the seminar is access to post secondary institutions, course materials will focus on groups historically and currently underrepresented in U.S. higher education. These include students who are low income, race and ethnic minorities, and/or immigrant students. In addition, the course will explore the effects of educational intervention programs designed to increase college access as well as the role of state and federal legislation on higher education access rates. Upon completion of the seminar, students will have learned relevant policy analysis skills that include synthesis of research, clear and concise presentation of relevant facts to stakeholders, and strategies for making responsible policy recommendations. [3]

HEA 6310. College and University Finance. [Formerly HEA 3151] Current issues in financing higher education, sources of revenue, and methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

HEA 6500. Student Affairs Administration and Practice. [Formerly HEA 3120] Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

HEA 6510. The College Student. [Formerly HEA 3121] Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. [3]

HEA 6520. Theories of College Student Development. [Formerly HEA 3122] Students will explore various theories of college student development and will discuss their strengths and limitations. Through the course, participants will develop an understanding and the ability to apply these theories as practicing student affairs professionals. Course activities include discussion, classroom presentations, group
activities, and lecture. [3]

HEA 7250. State and Federal Government and Higher Education. [Formerly HEA 3152] This course is a seminar for advanced graduate students which focuses on the intersection of institutions, actors, and processes that result in the formation of public policy for higher education at both the state and federal levels of American government. It pursues this focus by examining the fluid political environment in which government operates, the fundamental conflicts governments act to mediate, the governmental process by which policies are formulated, and the outcomes of policies that are enacted. The course emphasizes both the varied theoretical perspectives on the formation of higher education policy and the numerous contemporary policy challenges confronting campus and state officials. [3]

HEA 7500. Special Topics in Higher Education Administration. [Formerly HEA 3500] Explores special issues or topics related to higher education. May be repeated with change of topic. [1-6]

HLP 8150. The Academic Profession: Structure and Roles. [Formerly HLP 3150] This course focuses on the structure of the American academic profession with particular attention concentrating on institutional and disciplinary differences among college and university faculty. The teaching and research role performance of college and university faculty as well as the various psychological, sociological, and organizational forces that shape the performance of these professional roles are also examined. Additional topics include the assessment of teaching and research activities of college and university faculty members. [3]

International Education Policy and Management
IEMP 6120. International Innovations in K-12 Policy Reform. [Formerly IEMP 3120] Schooling is now compulsory throughout the world, but rarely are the resources sufficient to fund it adequately. Schooling in democracies takes on similar characteristics in the effort to respond to the public's open demands. This course reviews the policy changes of school systems in meeting these two challenges. The course concentrates on Western Europe, but expands to Asia, Africa, Latin America, the Middle East and North Africa, and Eastern Europe and Central Asia depending on student interest. [3]

IEMP 6130. Comparative Issues in Higher Education. [Formerly IEMP 3130] Examines higher education from an international/comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary higher education issues comparatively. [3]

IEMP 6140. Education and Economic Development. [Formerly IEMP 3140] This course reviews the history and application of human capital theory. It provides students with examples of its application in economic development policy and gives practice in applying common statistical models. It exposes students to current debates in education policy in the World Bank and other international organizations which result from those models. [3]

IEMP 7500. Special Topics in International Education Policy and Management. [Formerly IEMP 3500] Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

IEMP 7950. Practicum in International Education Policy and Management. [Formerly IEMP 3700] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]
IEPM 7960. Readings and Research in International Education Policy and Management. [Formerly IEPM 3710] Semi-independent readings and research on selected topics in international education policy and management. May be repeated for credit. Consent of instructor required. [1-3]

Leadership and Organizational Performance
LOP 6270. Leading Globally Diverse Organizations. [Formerly LOP 3270] The goal of this course is to enable students to improve an organization’s ability to work effectively across potential barriers imposed by culture, race, gender, and other dimensions of diversity. Students will explore the political, financial, and organization-specific issues with a focus on developing strategies to enhance inclusivity. [3]

Leadership, Policy, and Organizations
LPO 7999. Master’s Thesis Research. [Formerly LPO 3690] Master’s Thesis Research for Graduate School Ph.D. masters in passing students only [0-6]

LPO 8110. Economics of Education. [Formerly LPO 3530] This course focuses on problems of the American educational system. Most attention will be paid to primary and secondary education (grades K-12), although some issues in higher education will also be examined. The goal of the course is not merely to study what economists have said about the problems of American education, but also to understand (and use) economic tools of analysis. These tools are of wide applicability and illuminate educational policies and practices (and much else) in all nations and societies. Although the focus is on the U.S., the course will be valuable to students whose principal interest is in international issues and educational systems abroad. Ph.D. students only. [3]

LPO 8120. Governance and Politics in Education. [Formerly LPO 3540] This course deals with a central question in political science and public policy—how can public institutions be redesigned to improve accountability? This question is examined with particular attention to governance and politics in public school systems. Specifically, students will examine three sets of issues: (1) What is the role of politics in allocating resources in public schools? (2) What are key political challenges in the governance of urban school systems? (3) What is the politics of school choice? Ph.D. only. [3]

LPO 8130. Social Context of Education. [Formerly LPO 3600] Explores contemporary social, philosophical, and political dimensions of education and their relationship to leadership, including issues related to social class and culture, democracy and diversity, and equality and choice. Ph.D. students only. [3]

LPO 8140. International Issues in Education Policy. [Formerly LPO 3680] This course covers education outside the United States, including primary, secondary, and higher education. Depending on student demand, it can cover any country in any region. It is designed for those who intend to enter the field of education policy or administration and who need to be able to bring knowledge and experience with education in diverse global contexts to bear on issues of policy and practice. Ph.D. students only. [3]

LPO 8500. Special Topics in Leadership and Policy Studies. [Formerly LPO 3460] Explores special issues or topics related to leadership and policy studies. May be repeated with change of topic. [1-6]

LPO 8610. Ph. D. Seminar in K-12 Education Leadership and Policy. [Formerly LPO 3621] This required course for Ph.D. students in the K-12 Leadership and Policy Program focuses on research and policy issues that are studied in depth by LPO faculty. The content of the course changes each year, based on
the research interests and focus of the faculty member teaching it. Rotating topics have included Measurement and Assessment; Instructional Leadership: Urban School Reform; and Teacher Policy. [3]

LPO 8620. Ph.D. Seminar in Higher Education Leadership and Policy. [Formerly LPO 3622] This required course for Ph.D. students in the Higher Education Leadership and Policy Program focuses on research and policy issues that are studied in depth by LPO higher education faculty. The content of the course changes each year, based on the research interests and focus of the faculty members teaching it. Rotating topics have included History of American Higher Education; Organization and Governance of Higher Education; The Academic Profession: Structure and Roles; The College Student: Structure, Processes, and Effects; and Comparative Issues in Higher Education Policy Reform. [3]

LPO 8810. Research Design and Methods of Education Policy. [Formerly LPO 3912] The purpose of this course is to provide an introduction to the practice of research and a survey of various research designs used in the study of education policy. The course develops understandings of the principles, processes and techniques used in educational research. The course is based on the premise that final published research develops and evolves through an iterative process. This research process requires decisions and judgements and careful consideration of alternatives. The goal for this course is for students to learn the formal principles of research design and to begin to understand how to conduct research by identifying and evaluating advantages and disadvantages and trade-offs of various research designs and data collection strategies. Ph.D. students only. [3]

LPO 8840. Modeling Context Effects in Educational Organizations. [Formerly LPO 3910] This seminar explores the methodological challenges and substantive implications of studying schools as complex organizations. Substantively, this course covers the literature on school effects, moving from early input-output studies to current research that examines the organizational context of schools, particularly the impact of within- and between-school stratification on student outcomes. Methodologically, this course provides an introduction to hierarchical linear modeling, including the conceptual background of hierarchical models, preparing data sets for use with HLM software, using the HLM software, strategies for analysis of data, applications of two- and three-level models, interpreting HLM output, and presenting results. Ph.D. students only. [3]

LPO 8851. Regression Analysis I. [Formerly LPO 3916] Regression analysis is a widely used technique that allows us to 1) to describe average patterns of association among multiple variables observed in a sample and 2) to make inferences about the patterns of association among these variables in a population. The goal of this course is to develop an understanding of the basic methods, including their limitations, and to develop skill in using regression analysis to analyze non-experimental data. As an important part of any analysis is communicating the results to an audience, we will also place considerable emphasis on learning to present (in writing, tables, and figures) the results. [3]

LPO 8852. Regression Analysis II. [Formerly LPO 3918] This is a practical, Hands-on course in statistical research methods. The focus is on drawing casual inferences from observational (i.e., non-experimental) data, with particular emphasis on instrumental variables and longitudinal (panel) data estimators. Additional topics include binary and categorical dependent variables models and methods for dealing with missing data, including multiple imputation. [3]

LPO 8999. Non-Candidate Research. [Formerly LPO 3790] Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. Ph.D. students only. [Variable credit: 0-12]
LPO 9951. Ph.D. Student Research Practicum. [Formerly LPO 3921] LPO 9951, 9952, and 9953 are a single practicum that is taken over three semesters (Fall, Spring, Maymester) by first-year PHD students in LPO. The three courses must be taken in sequence. This practicum is designed to introduce students to the practice of research, particularly the applied side of quantitative research. This class has a strong emphasis on using programming skills to aid in the replication of work and to simplify complex analyses. [1]

LPO 9952. Ph.D. Student Research Practicum. [Formerly LPO 3922] LPO 9951, 9952, and 9953 are a single practicum that is taken over three semesters (Fall, Spring, Maymester) by first-year PHD students in LPO. The three courses must be taken in sequence. This practicum is designed to introduce students to the practice of research, particularly the applied side of quantitative research. This class has a strong emphasis on using programming skills to aid in the replication of work and to simplify complex analyses. [2]

LPO 9953. Ph.D. Student Research Practicum. [Formerly LPO 3923] LPO 9951, 9952, and 9953 are a single practicum that is taken over three semesters (Fall, Spring, Maymester) by first-year PHD students in LPO. The three courses must be taken in sequence. This practicum is designed to introduce students to the practice of research, particularly the applied side of quantitative research. This class has a strong emphasis on using programming skills to aid in the replication of work and to simplify complex analyses. [3]

LPO 9960. Readings and Research in Leadership Policy Studies. [Formerly LPO 3470] Semi-independent readings and research on selected topics in leadership policy studies. May be repeated. Consent of instructor required. [1-3]

LPO 9995. Part-Time Dissertation. [Formerly LPO 3995] For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]


Psychology and Human Development

PSY-GS 7999. Master's Thesis Research. [Formerly PSY-GS 369] Open only to candidates for the Master of Science degree engaged in thesis research and writing. Consent of major professor required. [Variable credit: 1-6]

PSY-GS 8100. Behavioral Pediatrics and Child Health Psychology. [Formerly PSY-GS 336] Behavioral pediatrics and child health psychology for advanced predoctoral and postdoctoral trainees. Topics include the scope and definition of behavioral pediatrics, measurement of child behavior, children's health beliefs and understanding of illness, theories of psychosomatic illness, immunologic and endocrinologic aspects of stress, compliance, psychological effects of physical illness, families' responses to stress, and psychological intervention strategies. [3]

PSY-GS 8120. Psychological Intervention with Children. [Formerly PSY-GS 386] Various intervention approaches with children, including parent training, behavior therapy, group therapy, psychopharmacological intervention, individual psychotherapy, cognitive behavioral intervention,
psychoanalytic play therapy, and residential treatment. [3]

PSY-GS 8200. Psychopathology. [Formerly PSY-GS 340] Focuses on descriptive, epidemiological, and casual psychopathology research, with an emphasis on developmental and cultural influences. The course goal is to increase students' ability to think creatively and critically about psychopathology research and to conduct their own psychopathology-related research. Prerequisite: Consent of instructor [3]

PSY-GS 8300. Psychological Assessment. [Formerly PSY-GS 343] A general introduction to clinical assessment, with a particular emphasis on children. The major purpose is to familiarize students with the theoretical issues and psychometric properties of several different methods of assessment including objective and projective personality measures, behavior checklists, behavioral observation, and clinical interviews. Required before taking practica. Prerequisite: consent of instructor. [3]

PSY-GS 8350. Individual Differences. [Formerly PSY-GS 318] Focuses on traditional concepts and findings in the area of individual differences broadly defined. The psychological content will primarily involve abilities, interests, and personality; methodological issues encountered in assessing these attributes will be stressed throughout; and particular attention will be devoted to how these concepts can enhance research programs in both applied and theoretical areas. The specific variables discussed within each domain will be restricted to those that have empirically "panned out" (viz., variables that are reliable and related to meaningful behaviors and outcomes that psychologists are interested in predicting and better understanding), rather than theoretical constructs and measures whose external validity is unknown. [3]


PSY-GS 8410. Advanced Seminar in Educational Psychology. [Formerly PSY-GS 339] May be repeated with change of topic. [Variable credit: 1-3]


PSY-GS 8440. Seminar in Behavioral Biology. [Formerly PSY-GS 357] Selected topics in behavioral biology-e.g., ethology. Content varies according to student needs and interests. May be repeated. [3]

PSY-GS 8460. Advanced Seminar in Developmental Psychology. [Formerly PSY-GS 368] May be repeated with a change of topic. [3]

PSY-GS 8470. Cognitive Science to the Classroom. [Formerly PSY-GS 362] This course focuses on the interplay between basic research in cognitive science and educational innovation. There is a major push to design learning environments that are based on cognitive science research and theory and to rigorously evaluate these environments. How do we go about doing this? We will use a case study approach of successful educational innovations, the basic research behind them, and their impact on basic research in turn. This will allow us to develop a framework for developing and evaluating educational innovations. [3]

PSY-GS 8480. Educational Neuroscience. [Formerly PSY-GS 367] Seminar that examines the interdisciplinary intersection between cognitive neuroscience investigations of the development of brain structure and function and studies of cognitive development relevant to education. Topics including the emerging theoretical and empirical contribution of neuroscience approaches to understanding the typical and atypical development of domain specific academic skills such as reading and mathematics, as well as the neural basis of domain general processes crucial for educational success such as working memory, motivation, attention, and social cognition. [3]

PSY-GS 8500. Special Topics in Psychology. [Formerly PSY-GS 396] May be repeated with change of topic. [Variable credit: 1-4]


PSY-GS 8690. Cognitive Science of Learning and Development Research Forum. [Formerly PSY-GS 365] The Cognitive Science of Learning and Development Research Forum serves as a venue for delivering and hosting research presentations relevant to cognitive science, learning and development hosted by graduate students and faculty within the Psychological Sciences program, as well as researchers from other departments and universities. May be repeated for credit. This is a 1 credit year-long course. Students register for 0 credit hours in the Fall and 1 credit hour in the Spring.

PSY-GS 8810. Methods of Psychological Research. [Formerly PSY-GS 301] Methods for collecting and analyzing empirical information about behavior. Serves as a base upon which to build research competence through more advanced courses and research apprenticeships. [3]

PSY-GS 8815. Advanced Research Methods in Developmental Psychology. [Formerly PSY-GS 303] Major empirical approaches to the study of development. Emphasis on human behavioral development, although elements from comparative psychology and biomedical sciences included. (Offered by independent study) [3]

PSY-GS 8820. Program Evaluation. [Formerly PSY-GS 315] The evaluation of social programs. The design of evaluations to produce both theoretically meaningful and practical information about the program and its effectiveness. Such topics as needs assessment, monitoring, impact assessment, and cost/effectiveness evaluations. Covers programs in education, health, and human services. [3]
PSY-GS 8850. Advanced Seminar in Measurement, Statistics, and Evaluation. [Formerly PSY-GS 319] Special topics in measurement, statistics, and program evaluation. May be repeated with change of topic. Prerequisite: consent of instructor. [3]

PSY-GS 8855. Quantitative Methods Forum. [Formerly PSY-GS 300] The Forum serves as a venue for delivering and hosting methodological research presentations by graduate students and faculty within the Quantitative Methods program, as well as researchers from other departments. Periodically, the Forum will also provide workshops on methodological topics, feature panels on professional development topics, and host invited talks by visiting scholars. May be repeated for credit. [0-1]

PSY-GS 8858. Introduction to Statistical Inference. [Formerly PSY-GS 309] Introduction to statistical methods for graduate students in education and psychology with minimal undergraduate statistical background. The course will present descriptive and inferential methods for assessing distributional shape, central tendency, variability, and association. An introduction to statistical computing with popular general purpose statistical computer programs will be provided. [3]

PSY-GS 8861. Statistical Inference. [Formerly PSY-GS 310] Introductory course designed to familiarize doctoral students with the principles and procedures of statistical inference and to prepare them for more advanced work in research design and analysis. [3]

PSY-GS 8864. Experimental Design. [Formerly PSY-GS 311] Application of statistical concepts and inferential techniques to the design and analysis of experiments in the behavioral sciences. Advanced procedures for analysis of variance and analysis of covariance. Prerequisite: 8861 or equivalent. [3]

PSY-GS 8867. Multivariate Statistics. [Formerly PSY-GS 312] Psychological measurement theory, along with correlational and regression analysis techniques essential to the development of that theory. Prerequisite: 8861 or equivalent. [3]

PSY-GS 8870. Correlation and Regression. [Formerly PSY-GS 313] Fundamental concepts in bivariate and multiple regression and correlation techniques. Emphasizes the theory and assumptions underlying OLS and logistic regression, computational procedures, and interpretation of results. Specific applications include: (1) coverage of the full range of correlation indices; (2) a range of regression strategies (e.g., reduced-form regression, path analysis, ordered and unordered step-wise inclusion); (3) statistical power; (4) regression diagnostics; (5) nonlinear regression and linearizing transformations; (6) testing interactions; and (7) conditions for causal analysis and analysis of change. [3]

PSY-GS 8873. Structural Equation Modeling. [Formerly PSY-GS 314] This course introduces the basic principles of path analysis, confirmatory factor analysis, and latent variable structural modeling, which constitute a powerful set of statistical tools for examining correlational, observational, and even experimental data in the social sciences. Computer techniques for conducting these analyses will also be taught: the LISREL program in particular, but AMOS will also be introduced. [3]

PSY-GS 8876. Psychological Measurement. [Formerly PSY-GS 317] Fundamental concepts, methods, and principles of psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory, and how psychometric theory relates to the assessment of individual differences or human variation more generally. Topics will include multiple regression, factor analysis, and item response theory. [3]
PSY-GS 8879. Factor Analysis. [Formerly PSY-GS 320] This course covers primarily Exploratory Factor Analysis (EFA), which is extensively used in psychology, education, medicine, and management. The course covers the theory behind factor analysis, hands-on application to data, exposure to uses of factor analysis in the applied literature, and instruction in popular EFA software. Key topics include model specification, fit and evaluation, rotation methods, questionnaire development, sample size and power issues, and extensions to confirmatory factor models. [3]

PSY-GS 8880. Introduction to Item Response Theory. [Formerly PSY-GS 326] In this course, students are introduced to the basic concepts of educational and psychological measurement, classical test theory (CTT), and item response theory (IRT). These concepts will be taught with the practice by illustrating the construction of instruments using the 'Four Building Blocks' approach (Wilson, 2005) and investigating their measurement properties (e.g., validity and reliability). This class will present both the 'how to' and the 'why' of IRT. The primary objective of the course is to sharpen the skill, sophistication, and intuition of the student in the interpretation of educational and psychological test data, and in the construction and use of tests as instruments of educational and psychological theory and as tools in the practical problems of selection, evaluation, and guidance in the light of IRT. [3]

PSY-GS 8881. Item Response Theory II. [Formerly PSY-GS 318] Item Response Theory (IRT) II covers IRT models commonly used in education and psychology and their parameter estimation techniques using currently available software. This course will focus on developing a conceptual understanding of the mathematical concepts underlying the IRT models in so far as this is necessary for appropriate use of IRT models. In addition, the class covers topics in applications of IRT including equating/linking (as preliminary procedures for complex IRT models) and differential item functioning (DIF) analysis. [3]

PSY-GS 8882. Multilevel Modeling. [Formerly PSY-GS 321] This course covers multilevel (or hierarchical linear) modeling, which is used extensively in psychology, education, sociology, and medical research. The course covers the theory behind multilevel modeling, hands-on application to data, exposure to uses of multilevel modeling in the applied literature, and instruction in popular multilevel modeling software. Key topics include random effects ANOVA, random slopes, cross-level interactions, multivariate and multi-group models, centering, growth models, discrete outcomes, and dealing with cross-classified data. [3]

PSY-GS 8885. Applied Latent Class and Mixture Modeling. [Formerly PSY-GS 323] Often social science and educational researchers hypothesize that there are unobserved groups--or latent classes--of persons who show different behavioral patterns, or different patterns of change over time. This course covers mixture modeling, a statistical approach that allows assessment of the number and size of classes, as well as class homogeneity or heterogeneity. Longitudinal mixture models are also covered, which allow classes to transition between states at different rates and/or have different functional forms of change. [3]

PSY-GS 8888. Growth Curve Modeling. The analysis of longitudinal data (repeated measurements on the same people over time) is central for evaluating many theories in social science and educational research. This applied course will focus on one flexible and powerful approach for analyzing within-individual change over time, and between-individual differences in change: the latent growth curve model. Emphasis will be placed on attaining a solid understanding of the statistical model, applications to real data, and interpretation of results. [3]
PSY-GS 8999. Non-Candidate Research. [Formerly PSY-GS 379] Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. [Variable credit: 0-12]

PSY-GS 9950. Clinical Applications and Practicum I. [Formerly PSY-GS 390] This two-semester sequence is required for doctoral students in clinical psychology. The sequence involves applications of theoretical principles of behavior change in clinical settings. Didactic meetings will integrate the empirical and theoretical literatures with problems in clinical application. Students will participate in clinical practice (assessment and intervention) under program faculty supervision. Prerequisite: psychopathology, clinical assessment, and intervention, as well as consent of instructor. [1-3]

PSY-GS 9951. Clinical Applications and Practicum II. [Formerly PSYG 391] This two-semester sequence is required for doctoral students in clinical psychology. The sequence involves advanced application of theoretical principles of behavior change in clinical settings. Students will participate in clinical practice (assessment and intervention) under the joint supervision of program faculty and adjunct faculty in community settings. Prerequisite: 9950 [1-3]

PSY-GS 9960. Readings and Research in Psychology. [Formerly PSY-GS 397] Individual programs of reading or empirical research in psychology. Prerequisite: consent of faculty supervisor. May be repeated. [Variable credit: 1-3]

PSY-GS 9980. Clinical Psychology Internship. [Formerly PSY-GS 392] Required of all Ph.D. students in the clinical program. Specialty rotations, generalized training, didactic instruction, and supervised research are offered during one full year of clinical experience in an academic clinical setting or similar internship facility accredited by the American Psychological Association (APA). Credit hours: students register for zero hours to reflect full-time involvement in supervised clinical psychology internship. Grading is on a Pass/Fail basis. [0]

PSY-GS 9995. Half-Time Ph.D. Dissertation Research. [Formerly PSY-GS 3995] For students who have completed 72 hours and devote a half-time effort to dissertation research. [0].

PSY-GS 9999. Ph.D. Dissertation Research. [Formerly PSY-GS 399]

Special Education

SPED 7000. Education and Psychology of Exceptional Learners. [Formerly SPED 3000] Presents an overview of people who are labeled "exceptional" and the implications for education related to them. Examines the disabilities that people have and services, systems, and concepts associated with them. Includes legal, sociological, educational, political, general system theory perspectives and psychological perspectives. State and Federal law relating to education from infancy to adulthood will be related to intervention, ethics, and issues. Discuss trends and issues related to the areas of exceptionality and relate these to previous trends, issues, and attitudes. [3]

SPED 7100. Cultural Diversity in American Education. [Formerly SPED 3060] Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology,
psychology, anthropology, and educational literatures. FALL. [3]

SPED 7120. High Poverty Youth: Improving Outcomes. [Formerly SPED 3080] (Also listed as HOD 6400) Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

SPED 7400. Management Procedures for Academic and Social Behavior. [Formerly SPED 3210] Application of behavioral principles in educational settings. Presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. Emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Review of research methodologies and the critical analysis of research literature in the area of applied behavior analysis are required. Students apply their skills in classroom settings. [3]

SPED 7430. Administering Ethical Behavior Analytic Services. [Formerly SPED 3850] This course provides a forum for students to discuss challenges to the ethical practice of behavior analysis in applied settings. Students will be expected to critically analyze the pros and cons of various existing behavioral consultation models weighing the standards set forth by the Behavior Analyst Certification Board's (BACB) Guidelines for Responsible Conduct against the fiscal limitations of a working business model. Additionally, students will be required to design (or adapt) an ethical model of consultation for their own practice. [3]

SPED 7500. Special Topics in Special Education. [Formerly SPED 3900] Explores special issues or topics related to Special Education. May be repeated for credit with change of topic. [1-3]

SPED 7510. Seminar in Special Education. [Formerly SPED 3930] Enables students to explore and acquire depth in special topic areas directly related to their own objectives. [1-4]

SPED 7810. Research Methods in Special Education. [Formerly SPED 3230] The primary purpose of this course is for students to become discriminating consumers of educational research. By completing this course, students should be able to read and understand the nature and quality of the designs described in many research articles. They should be able to think critically about such work and determine whether the authors' conclusions are warranted. Students will also learn about differences between qualitative and quantitative research; and between survey, correlational, causal-comparative, and experimental research. [3]

SPED 7960. Readings and Research in Special Education. [Formerly SPED 3960] Individual programs of reading or research for students. May be repeated. Consent of instructor required. [1-3]

SPED 7980. Internship in Special Education. [Formerly SPED 3950] Supervised on-site experience in a professional role. Opportunity to demonstrate advanced competencies while serving as teacher, counselor, research associate, administrative aide, or other member of professional teams. Consent of major professor required. [1-12]
SPED 7999. Master's Thesis Research. [Formerly SPED 3690] Open only to candidates for the Master of Science degree engaged in thesis research and writing. Consent of major professor required. [Variable credit 0-6]

SPED 8100. Proseminar I. [Formerly SPED 3010] Advanced review of research and scientific principles, methods, and the status of research and other professional developments in special education. Required for post-master's degree students in special education. [3]

SPED 8200. Proseminar II: Contrasting Research Methodologies in Special Education Research. [Formerly SPED 3011] The purpose of this course is to provide an overview of the frameworks and major designs within three alternative research methodologies within Special Education: single-subject research, group design, and qualitative methods. Prerequisite: 8100. [3]

SPED 8300. Research Design in Special Education. [Formerly SPED 3012] Provides in-depth analysis of group research methodology within Special Education. Design features and statistical methods are reviewed; research is critiqued; and sample studies are designed. Prerequisite: 8100, 8200. [3]

SPED 8400. Experimental Analysis of Behavior. [Formerly SPED 3017] Overview of basic behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, schedules of reinforcement, establishing operations, multi-operant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, behavioral pharmacology, and remembering/forgetting. The course also focuses on research methodologies and the critical analysis of research. Students apply their skills using computer based simulations of laboratory experiments. [3]

SPED 8600. Leadership in Special Education. [Formerly SPED 3019] This is a doctoral seminar focusing on areas where leadership is critical to the field. Leadership in special education, regardless of career choice, requires continuing development toward excellence in teaching, research and service. The major focus of this course is to develop knowledge, understandings, and skills that continue the trajectory toward excellence and leadership abilities in these areas. At this time, this course addresses the following areas: the role of theory in leading, informing, and organizing research; research, practice, and leadership in college teaching; current research, needs, and leadership in preservice teacher preparation; and an exploration of career choices after the Ph.D. [3]

SPED 8810. Introduction to Single-Subject Research Methodology. [Formerly SPED 3013] Initial course in the use of single-subject research methodology within special education. Overview of behavioral measurement, single-subject research designs, and methods of data analysis. Critical analysis of research articles. Development of a single subject research proposal is required. Prerequisite: 7400. [3]

SPED 8820. Advanced Procedures in Single-Subject Research Methodology. [Formerly SPED 3014] Use of research procedures to investigate problems in the education of persons with disabilities. Advanced procedures in single-subject research methodology, including design strategies and experimental control, are emphasized. Design and implementation of a research study is required. Prerequisite: 8810, 7400. [3]

SPED 8830. Hierarchical Linear Modeling in Educational Research. [Formerly SPED 3016] This course provides an introduction to hierarchical linear modeling (HLM). HLM is a methodology that can be used when a dataset possesses some form of nesting or hierarchical structure. This includes conditions where data are collected among clustered units, such as students within schools or employee within
organizations. It also includes many longitudinal studies, as repeated measures can be viewed as nested with persons. (Not currently offered) [3]

SPED 8840. Observational Methods. [Formerly SPED 3018] This doctoral-level course addresses what is known about quantitative, systematic observation of behavior to measure behavior that may or may not be used to infer status on psychological constructs. The content emphasis is on providing students with the rationale for selecting among the many options at all stages of observational measurement. Among the topics covered are (a) classical measurement theory and Generalizability theory as they relate to observational measurement, (b) principles for selecting measurement procedures, selecting behavior sampling methods, designing coding systems, selecting appropriate metrics (including nonsequential and sequential variables), (c) sequential analysis of behavior, (d) the tension between ecological validity, representativeness, and construct validity, (e) interobserver reliability issues, and (f) other issues related to the direct observation of behavior. [3] Yoder.

SPED 8999. Non-Candidate Research. [Formerly SPED 3790] Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. [Variable credit: 0-12]

SPED 9995. Half-time Ph. D. Dissertation Research. [Formerly SPED 3995] Ph.D. Dissertation Research. For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

SPED 9999. Ph.D. Dissertation Research. [Formerly SPED 3990]

Early Childhood Special Education
SPED 7100. Advanced Issues in Family Intervention. [Formerly SPED 3030] Provides information on issues and practices related to families with children who have special needs. Emphasis on taking a family systems perspective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws 94-142 and 99-457. [3]

SPED 7400. Instruction and Learning in Early Childhood Special Education. [Formerly SPED 3400] Provides the historical, legal, and theoretical foundations of early intervention/early childhood special education for infants, toddlers, and preschoolers with disabilities. Includes recommended practices related to assessment and instruction for early childhood classes. Discusses typical and atypical development, assessment to identify goals and outcomes, and strategies for promoting development. [3]

SPED 7450. Screening and Assessment in Early Childhood Special Education. [Formerly SPED 3410] Provides information typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other professionals. [3]

SPED 7500. Special Topics in Early Childhood Special Education. [Formerly SPED 3900] Explores special issues or topics related to Early Childhood Special Education. May be repeated for credit with change of topic. [1-3]
SPEDE 7520. Seminar: Issues and Trends in Early Childhood Special Education. [Formerly SPED 3937]
Topical seminar in research issues relevant to early childhood/special education. [1-3]

[Formerly SPED 3420] Provides information on typical and atypical development of early elementary children with disabilities. Includes discussions of the general education curriculum (literacy, mathematics, social studies, and science) and recommended practices in adapting that curriculum for children with disabilities. [3]

SPEDE 7960. Readings and Research in Early Childhood Special Education. [Formerly SPED 3960]
Individual programs of reading or research in Early Childhood Special Education. May be repeated. Consent of instructor required. [1-3]

SPEDE 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDE 7951 and permission of department. [6]

Gifted

SPEDG 7620. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment.
[Formerly SPED 3720] Examines issues and trends in gifted education with a focus on the specific needs and characteristics of gifted students. Outlines theoretical conceptions of giftedness and evidence-supported practices in identification and assessment - including those who may not be typically identified, such as twice-exceptional, low-income, and culturally diverse students. [3]

SPEDG 7630. Psychology of the Gifted Learner. [Formerly SPED 3730] Highlights internal and external factors impacting the psychological development of gifted students. Focuses on theoretical frameworks and practical strategies for the provision services, including consultation, collaboration with schools and families, counseling supports, behavioral models, and collaboration with community agencies. [3]

SPEDG 7640. Educating Gifted Students: Adaptations of Curriculum and Instruction. [Formerly SPED 3740] Focuses on theoretical conceptions of curriculum development and instructional modifications for mild, moderate, and highly gifted students. Includes curriculum design theoretical frameworks, differentiation strategies, and how to measure the effects of adaptations to match gifted student learning needs. [3]

SPEDG 7650. Organizational Structures and Planning of Gifted Programs. [Formerly SPED 3750] Focuses on theoretical frameworks for organizing and implementing evidence supported programs for the gifted; service delivery models, program evaluation, data collection, supervision models, and systemic development of programming and support structures. Attention is also devoted to poverty and cultural differences. [3]

SPEDG 7660. Practicum in Gifted Education. [Formerly SPED 3760] Focuses on field study, action research, or practical application of course content for providing leadership, curriculum adaptations, and program planning for a variety of gifted learners including underrepresented populations and mild, moderate, and highly gifted individuals. Prerequisites: SPEDG7620, 7630, 7640, 7650 [3]

High Incidence/Modified
SPEDH 7100. Trends and Issues in Learning Disabilities. [Formerly SPED 3800] Provides advanced study of current trends, research, and issues in mild/moderate disabilities with specific emphasis on learning disabilities. Historical perspectives and theoretical models are reviewed along with empirical research related to definitions, identification procedures, conceptualizations, educational strategies, and service delivery options for individuals with learning disabilities. [3]

SPEDH 7200. Trends and Issues for Students with Behavior Disorders. [Formerly SPED 3810] This course focuses on an historical overview and analysis of theoretical issues regarding etiology and treatment of severe behavior disorders. The course reviews definitions, historical development, contributing factors, and major classifications of behavior disorders. An overview of research methods used in treating disordered behavior is presented. Ability to analyze, synthesize, and apply research methods related to prevention and management strategies with children and adolescents is required. [3]

SPEDH 7300. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8. [Formerly SPED 3830] This methodological course consists of two components. The first focuses on the possible causes for disabilities in the area of mathematics and assessment of those disabilities. The second emphasizes explicit teaching procedures, direct instruction, and instructional design principles that apply to teaching mathematics in grades K-8. [3]

SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic & Behavior Difficulties: 6-12. This mathematics methods course for teaching 6-12th grade students with severe and persistent academic and behavior difficulties consist of two major components. The first component focuses on the possible causes of math disabilities and assessment of math disabilities. The second component emphasizes instructional design principles, explicit teaching procedures, interventions, and mathematics pedagogy at the secondary level. [3]

SPEDH 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3820] This course focuses on the diagnosis and evaluation of students with severe and persistent academic and behavior difficulties using a variety of developmentally appropriate curriculum based measurements, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific considerations is given to the reporting of assessment information to parents, teachers and other support personnel to determine appropriate placement levels within the continuum of services. [3]

SPEDH 7400. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3880] This is an introductory course in teaching students with severe and persistent academic and behavior problems at the high school setting. The first half of the course covers models of teaching special education at the secondary level, transition-related legislation, post-school outcomes of high school students with disabilities, and dropout prevention within a context of cultural diversity. The second half focuses on empirically-based secondary special education strategies, including academic/study skills and accommodations, social skills, self-determination, ITP development, and career education and employment. [3]

SPEDH 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3840] This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as
expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. [3]

SPEDH 7420. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3845] This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. [3]

SPEDH 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties. This middle school course for teaching students with severe and persistent academic and behavior difficulties has two components. The first focuses on teaching English Language Arts across the curriculum at the middle school, including reading literature and informational text, language development, writing, speaking, and listening. The second component focuses on skills needed for collaborating with other school personnel and preparing students to transition to high school. [3]

SPEDH 7500. Special Topics in High Incidence. [Formerly SPED 3900] Explores special issues or topics related to High Incidence. May be repeated for credit with change of topic. [1 -3]

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Mod. [Formerly SPED 3860] Focuses on current teaching practices in the field, with an emphasis on examination of research bases of effective teaching with students with behavior problems. Covers procedures for serving learners with behavior problems who are served by consultant, resource, and self contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices, and to apply the knowledge to classroom situations for students with behavior problems. [3]

SPEDH 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties required intensive intervention to meet their individualized education program goals. The primary purpose of this course is to train candidates how to implement data-based individualization (DBI) and curriculum-based evaluation (CBE) to appropriately intensify and individualize intervention for these students. A secondary purpose is to provide candidates with an overview of evidence-based Tier 3 interventions that will serve as the starting point (i.e., instructional platform) of candidate efforts to intensify and individualize interventions. [3]

SPEDH 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties require intensive intervention to meet their individualized education program goals. Given many of these students have co-occurring academic and behavior support needs, the primary purpose of this course is to teach candidates how to provide intensive behavioral supports in the context of academic instruction in educational settings. Course content includes methods of conducting functional behavior assessments and function-based interventions and implementation of data-based individualization (DBI) to appropriately individualize supports for these students. [3]

SPEDH 7800. Collaboration, Ethics, and Leadership to Support Students with Academic and Behavior Difficulties. This advanced master's level course has three components: collaboration, ethics, and
leadership. The collaboration component will focus on working with other school personnel and families to ensure the needs of students with severe and persistent academic and behavior difficulties are being met. The second component will focus on ethical practices in the field of special education. The third focuses on leadership roles in special education including law, supervision, and developing professional development training. [3]

SPEDH 7951. Field Work in Special Education Teaching. [Formerly SPED 3120] Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: consent of instructor. [1-3]

SPEDH 7953. Advanced Field Work in Special Education. [Formerly SPED 3130] The second practicum for graduate and professional students with a major or minor in any area of exceptionality, with opportunity for supervised participation in community special education programs. Prerequisite: consent of instructor. [1-3]

SPEDH 7960. Readings and Research in High Incidence. [Formerly SPED 3960] Individual programs of reading or research in high incidence. May be repeated. Consent of instructor required. [1-3]

SPEDH 7961. Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties. The primary purpose of this practicum is for candidates to implement data-based individualization (DBI) and curriculum-based evaluation (CBE) to appropriately intensify and individualize intervention for students with severe and persistent academic difficulties. [3]

SPEDH 7962. Practicum: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties. The primary purpose of this practicum is to implement intensive behavioral supports in the context of academic instruction in educational settings. [3]

SPEDH 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Severe
SPEDS 7000. Advanced Issues in Family Intervention. Advanced Issues in Family Intervention. [Formerly SPED 3030] Provides information on issues and practices related to families with children who have special needs. Emphasis on taking a family systems perspective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws 94-142 and 99-457. [3]

SPEDS 7100. Augmentative and Alternative Communication. [Formerly SPED 3050] This course is designed to provide an overview of the field of augmentative and alternative communication (AAC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of the theories that are important to the understanding of appropriate uses of AAC systems, and the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include guidelines for selecting, implementing, using, and monitoring the
use of AAC systems. Corequisites: SPEDS 7250 and 7954. [3]

SPEDS 7200. Advanced Access to General Education and Teaching Functional Academics. [Formerly SPED 3350] Graduate-level course in which a variety of curricular options are discussed for supporting students with severe disabilities in accessing general education and grade level standards. Evidence-based instructional strategies for teaching reading, math, science, and social studies as functional life skills are presented. Students develop and demonstrate lesson plans and instructional units to teach students with severe disabilities. [3]

SPEDS 7250. Methods of Instruction for Students with Intellectual and Multiple Disabilities. [Formerly SPED 3300] This course addresses research based assessment and instructional strategies for equipping students with intellectual and multiple disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Corequisites: SPED 7100 and 7954 [3]

SPEDS 7300. Advanced Procedures for Transition to Adult Life. [Formerly SPED 3360] Graduate-level overview of history, legislation, philosophy, and practice in the areas of secondary transition and post secondary outcomes for persons with disabilities. Emphasis on issues and strategies related to promoting a successful transition from school to adult life. Students are required to evaluate high school students' performance and develop instructional programs to apply in school or work training sessions. Corequisite: SPED 7700 and 7054 [3]

SPEDS 7500. Special Topics in Severe Disabilities. [Formerly SPED 3900] Explores special issues or topics related to Severe Disabilities. May be repeated for credit with change of topic. [1 -3]

SPEDS 7700. Characteristics of Students with Intellectual and Multiple Disabilities. [Formerly SPED 3330] This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with intellectual and multiple disabilities in educational settings. Corequisites: SPED 7954 and SPEDS 7300 [3]

SPEDS 7710. Seminar: Current Issues in Autism and Severe Disabilities. [Formerly SPED 3370] This course addresses critical issues, policies, and research relevant to the education of students with intellectual disabilities, autism, and multiple disabilities. Emphasis will be placed on recent advances in best practices and evidence-based interventions. This semester, the course will focus on policies and practices that promote flourishing and meaningful inclusion among children, youth, and young adults with significant disabilities. [3]

SPEDS 7800. Speech and Language for Exceptional Learners. [Formerly SPED 3600] Provides information on communication assessment and, intervention procedures useful for teachers of young children including children with disabilities and children at-risk due to poverty. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. [3]
SPEDS 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities. [Formerly SPED 3311] Graduate student observation and participation in school programs for students with severe exceptionailities and/or autism. Graduate students will complete activities in the field placement tied to coursework. This course may be repeated. Prerequisite: SPED 6100. Fall Corequisites: SPEDS 7700 and SPEDS 7300. Spring Corequisites: SPEDS 7100 and 7250. [2]

SPEDS 7960. Readings and Research in Severe Disabilities. [Formerly SPED 3960] Individual programs of reading or research in Severe Disabilities. May be repeated. Consent of instructor required. [1-3]

SPEDS 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Visual Impairments
SPEDV 7500. Special Topics in Visual Impairment/Deafblindness. [Formerly SPED 3900] Explores special issues or topics related Visual Impairment/Deafblindness. May be repeated for credit with change of topic. [1-3]

SPEDV 7510. Medical and Educational Implications of Visual Impairments. [Formerly SPED 3500] Assessment of sensory function, including integration of information from medical and rehabilitation vision care specialists, as basis for planning, implementing, and monitoring intervention/education for learners with visual impairments, with emphasis on specific visual disorders, functional use of senses, assistive technology for enhancing visual function (i.e., optical and nonoptical devices), and family/child characteristics. Linking structure/function of visual system to most prevalent visual conditions, identifying implications of conditions for development and learning, and identifying appropriate accommodations for optimizing visual function. Roles of teachers of students with visual impairments; medical, educational, and rehabilitation professionals; families; and other team members in optimizing outcomes for students with visual impairments. Content provided through lectures, demonstrations, observations, laboratory dissections, and integrated fieldwork. [3]

SPEDV 7520. Educational Procedures for Students with Visual Impairments. [Formerly SPED 3510] Introduction to the literature, history, principles, programs, practices, and problems in the field of visual impairment/blindness. Role of teacher of students with visual impairments in providing access to the general core curriculum, providing instruction in the expanded core curriculum for students with visual impairments, and introduction to assistive technology. Using assessment and data driven decision making to guide intervention planning, implementation, and progress monitoring. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7530. Advanced Braille. [Formerly SPED 3530] Catalog Description: Proficiency in Nemeth code for Braille mathematics; introduction to Braille computer, music, and foreign language codes for future teachers of students with visual impairments. Introduction to strategies for teaching mathematics to students who use Braille. Students read, write, and proofread advanced braille codes; observe teachers as they teach advanced braille codes to students with visual impairments; and acquire technology skills required to teach and produce Braille to students with visual impairments. Prerequisite: SPEDV 3335 or permission of the instructor. [2]
SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments. [Formerly SPED 3540] Promoting/teaching communication and literacy skills, including use of assistive technology for communication and literacy (augmentative communication devices, computer-assisted instruction, keyboarding skills, non-optical devices for enhancing reading and writing, etc.) for students with visual impairments, including those with multiple disabilities. Special emphasis on learning media assessments; assessment of communication and literacy skills for intervention planning, implementation, and program monitoring; accessibility and production of appropriate learning media. Open only to individuals who have completed or are currently enrolled in a Braille class. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Consent of Instructor required. [3]

SPEDV 7550. Orientation and Mobility for Teachers of Students with Visual Impairments. [Formerly SPED 3550] Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7560. Characteristics and Instruction for Students with Multiple Disabilities, Including Deafblindness. The primary goal of this course is to provide students with knowledge of the causes, treatment, education, and management of students with multiple disabilities, including those with Deafblindness. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical and medical management of these students in various settings. Characteristics and evidence-based instruction will be discussed. The delivery of instruction in inclusive settings will also be a focus. Students will apply the theoretical information during a field-based experience with students with Deafblindness. [3]

SPEDV 7570. Advanced Procedures for Students with Visual Impairments. [Formerly SPED 3580] Advanced strategies for providing access to the general core curriculum and providing instruction in the expanded core curriculum for students with visual impairments, early intervention and family-centered practices, with particular emphasis on assistive technology/technology and universal design for learning. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7960. Readings and Research in Visual Impairment. [Formerly SPED 3960] Individual programs of reading or research in Visual Impairment. May be repeated. Consent of instructor required. [1-3]

SPEDV 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Teaching and Learning

Education

EDUC 6010. Psychological Foundations of Education. [Formerly EDUC 3110] (Also listed as PSY-PC 7040) Emphasis on theories of human learning as they relate to design of instruction, educational practice, and human development at all age levels. [3]
EDUC 6040. Analysis of Teaching. [Formerly EDUC 3170] Use of objective and unobtrusive evaluation procedures and methodologies in a variety of educational settings. Emphasis on theoretical base for qualitative and quantitative evaluation and methodologies. Experience given in collecting, processing, summarizing, and reporting data. [3]

EDUC 6050. Parents, the School, and the Community. [Formerly EDUC 3220] Focuses on parent participation, parent education, and community involvement in school programs. Laboratory experiences in school settings will examine ecological influences and environmental transactions among the home, school, and community. [3]

EDUC 6070. Foundations of Education. [Formerly EDUC 3500] An introduction to schools, classrooms, teaching, and the nature of students and learning. Intended for master's degree students who are in the early stages of preparing for licensure as early childhood, elementary, or secondary school teachers. [3]


EDUC 6100. Development in Context: the Effects of Poverty. [Formerly EDUC 3720] This graduate class is to acquaint students with the strong evidence that poverty experienced in childhood in the United States has consequences on development, health and well being both immediately and long term into adulthood. The course will focus on the outcomes as well as understanding the process by which poverty exerts its effects. [3]

EDUC 6300. Advanced Social and Philosophical Aspects of Education. [Formerly EDUC 3050] Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]


EDUC 6400. Literacy Development. [Formerly EDUC 3390] Survey of theories and approaches to developing reading and writing in school-based settings. In-depth development of theory and research related to literacy development, with an emphasis on reading/writing processes and instruction. [3]

EDUC 6410. Literacy Assessment and Professional Development. [Formerly EDUC 3370] Study of literacy assessment research and practices, multiple opportunities for collecting and analyzing data using multiple assessment tools, and methods for implementing diagnostic findings in PreK-12 settings, emphasizing corrective instruction. Attention is given to professional development of teachers and para-professionals in areas of literacy development and methods for communicating the use of assessment information to guide instructional decisions. [3]

EDUC 6420. Literacy for Diverse and Special Needs Learners. [Formerly EDUC 3420] Emphasis on theories, research, philosophies, principles, and procedures associated with approaches to literacy instruction for students experiencing problems with literacy development. Analysis of multiple factors and handicapping conditions contributing to literacy difficulties and how these affect diagnostic and
instructional outcomes. Focus on methodologies for accommodating literacy problems in regular classrooms and special settings, and communicating with professionals, parents, and para-professionals. [3]

EDUC 6430. Issues and Trends in Literacy Instruction. [Formerly EDUC 3440] A survey of issues and trends in literacy, including topics such as reading in a pluralistic society, early reading, intervention strategies, appraisal, and measurement. [3]

EDUC 6450. Teaching and Learning the Language Arts: Theory and Research. [Formerly EDUC 3460] Provides in-depth study of theory and research on teaching and learning the language arts (reading, writing, speaking, and listening) and related literacies (e.g., art, drama). Special emphasis is given to writing development and the teaching of writing in the preschool and elementary years. [3]

EDUC 6460. Language, Education and Diversity. [Formerly EDUC 3470] This class examines environmental factors that affect language and literacy development with special attention to the impact of cultural and linguistic diversity on development. The course surveys development from birth through early adolescence and examines promising interventions that foster acquisition of language competencies that are associated with literacy. The interventions examined are selected by students with guidance from the professor. Readings are primary source articles and chapters; discussions address research methodology, theoretical implications and practical applications. [3]

EDUC 6510. Principles of ELL Education. [Formerly EDUC 3520] This course, specifically designed for non-ELL majors, examines theoretically and empirically supported practices to support the education of students from culturally and linguistically diverse backgrounds in grades PreK-12. Topics include: the role of second language acquisition in academic achievement, instructional strategies used in a variety of program settings, appropriate assessment of ELLs in the classroom, the importance of ELLs home language and culture, and ESL research and history relating to policies and programs affecting ELLs. Consideration of how to attain more equitable outcomes for ELLs through schooling is a major focus of this course. [3]

EDUC 6520. Foundations for ELL Education. [Formerly EDUC 3530] This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. Corequisite: 1 hr EDUC 6521 [3]

EDUC 6521. Practicum for ELL Education. [Formerly EDUC 3571] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Co-requisite with EDUC 6520. [1]
EDUC 6530. Educational Linguistics and Second Language Acquisition. [Formerly EDUC 3550] This course focuses on the applying of theories of linguistics and second language acquisition to the teaching of English language learners. Topics covered include the structure of the English language, English as a system, language acquisition and development, language variation, and theories of second language acquisition. [3]

EDUC 6540. Methods and Materials for English Language Learners Education. [Formerly EDUC 3540] This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (PreK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development for LEP children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour EDUC 6541 [3]

EDUC 6541. Practicum for English Language Learners Education II. [Formerly EDUC 3572] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Co-requisite with EDUC 6540. [1]

EDUC 6550. Assessment of English Language Learners Students. [Formerly EDUC 3560] This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. Corequisite: 1 hr EDUC 6551 [3]

EDUC 6551. Practicum for English Language Learner Education III. [Formerly EDUC 3573] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Co-requisite with EDUC 6550. [1]

EDUC 6570. Teaching Second Language Literacy. [Formerly EDUC 3580] The focus of the class will be to identify the differences between first and second language literacy, as well as how to plan instruction, how to recognize and make use of different types of curriculum, how to identify the various components
of literacy, and how to teach these effectively to second language learners. Specific instructional approaches designed for second language learners will also be presented. [3]

EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction. [Formerly EDUC 3590] Critically evaluates the most recent developments in research, policy, and instruction dealing with the second language learning and academic achievement of English language learners (ELLs). Research includes program evaluation studies, literature reviews focused on the learning of ELLs in specific content areas (math, science, social studies, and literature), and influential works by leading theorists and researchers. Policy focuses on citizen-sponsored ballot initiatives that directly impact ELLs, influential judicial decisions, and legislation designed to address the unique needs of these students. Instructional issues will be addressed partially by the reviews of the research and will be supplemented with a discussion of dominant instructional approaches and frameworks). [3]

EDUC 6610. Learning, Diversity, and Urban Studies, Seminar I. [Formerly EDUC 3630] The Learning, Diversity, and Urban Studies Seminar I is designed to serve as a foundation for the master's program, Learning, Diversity, and Urban Studies (LDUS). Students in the LDUS program enroll in a yearlong seminar (Seminar I and II) that has been designed to build programmatic synergy and coherence among the central strands of the program (learning, diversity, and urban studies). To build programmatic coherence, students in the LDUS Seminar I will address some of the pertinent matters regarding inschool and out-of school teaching and learning. Essential topics of the course include race and equity in urban and diverse contexts, poverty, social class and stratification, teacher and student identity development, teachers and teaching in urban contexts, learning in urban contexts, curriculum development, and classroom management. [3]

EDUC 6620. Learning, Diversity, and Urban Studies, Seminar II. [Formerly EDUC 3640] The Learning, Diversity, and Urban Studies Seminar II is a continuation of Seminar I and is designed to deepen students' knowledge related to learning, diversity, and urban studies. Students in the LDUS program have been exposed to a range of important matters related to learning, diversity and urban studies, and the goals of this second seminar are to assist students in expanding their knowledge and understanding related to some of the micro- and macro-level structures and systems that shape urban and highly diverse contexts. The seminar will expose students to the interplay between and among discourses related to policy, geography/social context, reform, and "achievement". While Seminar I was designed to assist students in understanding some broad, yet essential and fundamental, issues and perspectives related to diversity and urban studies, Seminar II is designed to help students deepen their knowledge and to situate and position themselves in ways that will allow them to (re)enter educational institutions and systems prepared to participate and transform them based on what they have come to know. [3]

EDUC 7100. Learning Out of School. This graduate seminar focuses on the learning of disciplinary knowledge and practices in out-of-school settings. These contexts include, for example, homes, community centers, performance troupes, workplaces, hobbyist groups, museums, zoos, prisons, hospitals, social media, and many more. We educators challenge our current notions about learning when we investigate learning in a wider variety of contexts, goals, and participants. [3]

EDUC 7140. Discourse in STEM Classrooms. When people compare the teaching in various classrooms and schools, they often focus on the curriculum in use. However, empirical studies have shown that, while curriculum matters, classroom organization and discourse shape much of what students actually
learn. In this course, we will examine ways of looking at discourse in science, technology, engineering, and mathematics (STEM) classrooms as it relates to disciplinary knowledge, teaching practice and student learning. We will read both seminal and cutting-edge works in the study of discourse in STEM classrooms, looking at multiple school contexts and across grade levels. Reflecting research in the field, we will primarily focus on issues in science and mathematics classrooms, comparing them to out-of-school settings. In addition, we will watch videotapes of K-12 classrooms to apply the analytic tools from the readings. This course is intended to help you gain a better understanding of research on the role of discourse in learning in STEM classrooms and develop a familiarity through readings with some of the concepts used in and issues addressed through the study of classroom discourse. [3]

EDUC 7160. Philosophy of Education. This course explores the classic roots of modern educational ideas and in deconstructing the hidden assumptions in, narratives underlying, and discourse shaping contemporary educational research, policy and practice.

EDUC 7200. Race, Identity, and Agency in Education. This course is designed to explore emerging literature that is situated at the intersection of scholarship on race, identity, success, and education. This research examines the ways in which race, racialization processes, and identity emerge to affect learning, participation, and marginalization within educational domains. This course will also be focused on deconstructing racial and gender hierarchies of educational ability. [3]

EDUC 7500. Special Topics in Education. [Formerly EDUC 3900] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDUC 7960. Readings and Research in Education. [Formerly EDUC 3930] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7961. Readings and Research in English Language Learners Education. [Formerly EDUC 3931] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7962. Readings and Research in Learning and Instruction. [Formerly EDUC 3932] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7963. Readings and Research in Learning, Diversity and Urban Studies. [Formerly EDUC 3933] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7964. Readings and Research in Reading Education. [Formerly EDUC 3934] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7965. Readings and Research in Teaching and Learning in Urban Schools. [Formerly EDUC 3935] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7999. Master's Thesis Research. [Formerly EDUC 3690]

EDUC 8010. Inquiry into Education. [Formerly EDUC 3070] An introduction to the function and means of various practices of educational research. Promotes understanding of the language of educational
inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data. Presents issues of procedure or design and related issues of validity: construct definition and data generation, instrumentation and data collection; and data quality, meaning, appropriateness, credibility, and inferences made based on data. For doctoral students or by permission of instructor. [3]

EDUC 8020. Teaching as a Social Practice. [Formerly EDUC 3040] This course provides an investigation into teaching as situated in the social context of the school and school district. Classroom observation in tandem with a series of readings are the basis of the course. Assignments are intended to provide students opportunities to coordinate important aspects of the readings with observations of practice. For doctoral students or by permission of instructor. [3]

EDUC 8030. Advanced Learning and Instruction. [Formerly EDUC 3120] Introduces theories of learning and explores their utility for the design of learning environments. Contrasts socio-cultural and cognitive approaches toward concepts and categories, problem solving, and model-based reasoning. For doctoral students or by permission of instructor. [3]

EDUC 8040. Diversity and Equity in Education. [Formerly EDUC 3080] Provides an introduction to the structural, systemic, and institutional dimensions and complexities of diversity that often emerge in education across multiple contexts. Central constructs of the course include race, culture, SES, gender, language, achievement, policy, epistemology, and learning. For doctoral students or by permission of instructor. [3]

EDUC 8100. Epistemological Foundations of Mathematics and Sciences. [Formerly EDUC 3710] Examines the social, cognitive and material mechanisms that contribute to generating, sustaining and revising knowledge in mathematics and in sciences. [3]

EDUC 8200. Foundations in Learning and Development. [Formerly EDUC 3200] Provides a foundation in relevant developmental milestones related to children's academic behaviors from pre-kindergarten through high school. Children's development and learning is viewed in the context of school expectations with an emphasis on the diversity among learners. [3]

EDUC 8410. Sociocognitive Perspectives of Literacy Theory and Practice. [Formerly EDUC 3480] This seminar critically examines literacy research from a sociocognitive perspective. Critical reading of seminal and new works on theoretical models is complimented by research on effective literacy instruction an emerging promising practices in print and digital contexts. Particular attention is paid to reading comprehension, digital literacies and new media, design of scaffolded learning environments, and students who experience learning difficulties. [3]

EDUC 8420. Sociocultural Theories of Literacy. [Formerly EDUC 3490] A doctoral readings seminar on social and cultural theories in their relation to literacy and literacy learning. [3]

EDUC 8800. Scientific Writing. [Formerly EDUC 3160] Students who have completed substantial reading in an area of their research interest participate in a lecture/workshop setting to conceptualize, draft, and revise a scientific manuscript. Most students who take the course will be in the process of completing a major area paper for the Department of Teaching and Learning. These papers take the form of a literature review (typically 50-100 pages), but other writing projects are welcome, as well. [3]
EDUC 8810. Discourse Analysis in Education. [Formerly EDUC 3810] This course provides a rigorous introduction to the analysis of discourse in educational contexts. The course draws on critical discourse analysis, sociocultural approaches, and other traditions to consider relations of learning, identity, and power in educational texts and communicative activity. The course provides experience and instruction through processes of data collection, transcription, and analysis. [3]

EDUC 8820. Methods of Educational Research: Qualitative. [Formerly EDUC 3912] Covers issues and strategies involved in collection and analysis of qualitative data. Focuses on the assumptions and related research techniques of qualitative research, framed by the post-positivist paradigm (i.e., naturalistic inquiry, ethnography). [3] Recommended for advanced doctoral students

EDUC 8999. Non-Candidate Research. [Formerly EDUC 3790] Research prior to entry into candidacy (completion of qualifying examination) and for special non-degree students. [Variable credit: 0-12]

EDUC 9700. Research Groups. [Formerly EDUC 3700] Examination of a research issue of mutual interest in a year-long study. Multiple topics will be offered. May be repeated. [0, 3]

EDUC 9995. Half-Time Dissertation Research. [Formerly EDUC 3995] [0-6]

EDUC 9999. Ph.D. Dissertation Research. [Formerly EDUC 3990]

English Education

ENED 6080. Advanced Study of Literature for Children and Adolescents. [Formerly ENED 3500] Designed to provide students who already have introductory experiences in children's and adolescent literature advanced study in the field. A variety of current topics relevant to the field of study will be explored. Prerequisite: prior coursework or experience in the field of children's literature required. [3]

ENED 6200. Teaching Literature in Elementary Classrooms. [Formerly ENED 3000] Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [3]

ENED 6310. Perspectives on the English Language. [Formerly ENED 3040] Examines English linguistics and language history, explores multiple methods of teaching the grammar of Standard Written English, and of teaching vocabulary and spelling. For teachers and prospective teachers of English/language arts classes of grades five through twelve. [3]

ENED 6340. Reading and Learning with Print and New Media. [Formerly ENED 3400] Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

ENED 6360. Literature, Popular Culture, and New Media. [Formerly ENED 3920] Examines a wide range of multigenre, multimodal, and digital texts appropriate for readers of middle school and high school age. Considers the influence of popular culture and digital technologies on young adult literature. Includes materials and texts for readers of various ability levels. [3]
ENED 6380. **Teaching Writing and Multimedia Composition.** [Formerly ENED 3380] Explores contemporary composition as an activity that draws on a diverse palette of media resources, while also being deeply connected to practices associated with traditional print. Emphasizes how teaching composition in print and new media, in parallel, can support student literacy development. [3]

ENED 7500. **Special Topics in English Education.** [Formerly ENED 3900] Exploration of special topics related to English education. May be repeated with change of topic. [1-3]

ENED 7960. **Readings and Research in English Education.** [Formerly ENED 3890] Semi-independent study of selected topics in English education. Consent of supervising instructor required. May be repeated. [1-3]

**Mathematics Education**

MTED 7330. **Introduction to Literacies in Mathematics.** This course is intended for licensure candidates in secondary education for mathematics and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

MTED 7500. **Special Topics in Mathematics Education.** [Formerly MTED 3900] Seminars, conferences, workshops, or field activities focused on current issues in mathematics education. May be repeated with change of topic. [1-6]

MTED 7960. **Readings and Research in Mathematics Education.** [Formerly MTED 3890] Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor required. [1-3]

**Science Education**


SCED 6370. **Advanced Teaching of Science in Secondary Schools.** [Formerly SCED 3370] A study of theory, research, issues, curriculum approaches, trends, and modern approaches to teaching science in secondary schools. Competencies that reflect effective science teaching practices will also be developed. Corequisite: SCED 6371. [3]

SCED 7330. **Introduction to Literacies in Science.** Catalog Description: This course is intended for licensure candidates in secondary science education at the graduate level who want to explore the concepts and practices of disciplinary literacy, that is, the links between content and communication. [3]

SCED 7500. **Special Topics in Science Education.** [Formerly SCED 3900] Exploration of a special topic related to science education. May be repeated with change of topic. [1-6]

SCED 7960. **Readings and Research in Science Education.** [Formerly SCED 3890] Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1-3]
SCED 7973. Internship Seminar Secondary. [Formerly SCED 3007] Seminar to accompany EDUC 7972. Beginning fall 2013, there will be a $300.00 Teacher Performance Assessment fee associated with this course. [1]

Social Studies Education
SSED 7330. Introduction to Literacies in the Social Studies. This course is intended for licensure candidates in secondary education for social studies and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

SSED 7500. Special Topics in Social Studies Education. [Formerly SSED 3900] Explores special topics related to social studies education. May be repeated with change of topic. [1-6]

SSED 7960. Readings and Research in Social Studies Education. [Formerly SSED 3890] Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1-3]