

# 2008-2010 GRADUATE CATALOG ONLINE

## **Education: Leadership, Special Education, Foundations and Technology**

Educational Leadership (Ph.D., Ed.D., Ed.S., M.A.Ed.)

Education, Special Education (Ed.S., M.A.Ed.)

Graduate program director at UAB: *Dr. Lou Anne Worthington*

### ***UAB Faculty***

**Carol Allison**, Instructor (Special Education); Visual Impairments

**Loucrecia Collins**, Associate Professor (Leadership); Curriculum, Conflict Resolution, Urban Education, Diversity

**Karen Dahle**, Associate Professor (Special Education); Special Education Administration and Supervision, School Psychology, Autism, Counseling

**Richard M. Gargiulo**, Professor (Special Education); Conceptual Development of Mild Disabilities, Teacher Education

**Renitta Goldman**, Professor (Special Education); Learning and Behavioral Handicaps; Assessment; Physical, Emotional and Sexual Abuse; Suicide Among Minority Populations

**Jennifer Kilgo**, Professor (Special Education); Early Childhood

**Tondra Loder-Jackson**, Assistant Professor (Foundations); Urban Education, Confluence of Generation, Race & Gender; African American Education pre- & post-Brown, Life History & Life Course of Educators

**Andrew McKnight**, Assistant Professor (Foundations); Philosophy of Education, Social Justice in Education, Emotional Contexts in Education, Qualitative Interpretive Inquiry

**Betty Nelson**, Associate Professor (Special Education); Low-Incidence and High-Incidence Disabilities, Assistive Technology, Collaboration in Schools

**Jerry L. Patterson**, Professor (Leadership); Educational Leadership, Organizational Change, Supervision

**Mary Jean Sanspree**, Research Professor (Special Education); Visual Impairments, Alabama Deaf-Blind Project

**Linda Searby**, Assistant Professor (Leadership); Mentoring

**George Theodore**, Assistant Professor (Leadership); School Law

**Deborah Voltz**, Associate Professor (Special Education); Learning Disabilities, Urban Education

**Yu-Mei Wang**, Associate Professor, (Technology); Technology Across Curriculum, E-teaching, Instructional Design

**Lou Anne Worthington**, Associate Professor (Special Education); Emotional and Behavioral Disorders, Collaborative Teaching, Special Education Law

## ***Educational Leadership Graduate Programs Information***

Because admission to these programs is selective, prospective students should contact a departmental advisor to determine specific admission requirements for the degree or certificate in which they are interested.

The programs leading to the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees in educational leadership are offered at UAB by the joint faculties of UAB and the University of Alabama ( Tuscaloosa). Admission is highly selective and is open only once annually; application packets must be complete in the Graduate School office by **April 15** for the program of study beginning the following Fall Term.

## ***Additional Information***

For detailed information, contact Dr. Lou Anne Worthington, Program Director, Department of Leadership, Special Education and Foundations, UAB School of Education, EB 246A, 1530 3rd Avenue South, Birmingham, AL 35294-1250.

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## ***Course Descriptions***

Unless otherwise noted, all courses are for 3 semester hours of credit. Course numbers preceded by an asterisk indicate courses that can be repeated for credit, with stated stipulations.

## **Educational Leadership (EDL)**

### **EDL 601 Foundations of Instructional Leadership – 3 credit hours**

The purpose of this course is to provide a strong foundation in strengthening knowledge and skills in instructional leadership. As a foundation course, Through a combination of course assignments and accompanying field based experiences involving observing, participating and leading in a school setting, the student will be prepared to become an instructional leader who engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

**EDL 602 Field Experiences in Foundations of Instructional Leadership – 1 credit hour**

This course provides the student with practical, authentic leadership experiences related to EDL 601 Foundations of Instructional Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**EDL 603 Data Driven Decision Making for Instructional Leadership**

This course prepares the future school leader to effectively use and interpret data in all forms to effectively lead and monitor continuous school improvement, especially student achievement. The future leader will become conversant with technologies that enhance classroom instruction as well as assist in the management of the school. The future school administrator will have opportunities to lead in a school by conducting an action research project which addresses a student achievement issue and conducting a Needs Assessment for Technology Planning.

**EDL 604 Field Experiences in Data Driven Decision Making for Instructional Leadership – 1 credit hour**

This course provides the student with practical, authentic leadership experiences related to EDL 603 Data Driven Decision Making for Instructional Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**EDL 605 Residency in Instructional Leadership – 6 credit hours**

The purpose of the Residency in Instructional Leadership course is to give the future leader authentic experiences on a continuum of observing, participating, and leading in K-12 schools without the distraction of teaching responsibilities or other coursework requirements. This is achieved through a 10-consecutive day period in a K-12 school setting. The candidate earns 6 credit hours for the Residency. It must be the last course in the student's course of study in the Master's Degree in Instructional Leadership.

**EDL 606 Supervision & Mentoring of Instructional Staff – 3 credit hours**

The purpose of this course is to prepare the future school leader to utilize knowledge of human resources to accomplish school and system goals. This includes supervising and evaluating teachers, mentoring new teachers, developing the ability to design and implement effective professional development for individual teachers and the entire staff, as well as learning how to facilitate teaming in the school that will impact student achievement. A final unit in the course will assist the future leader in seeking a mentor for him/herself.

**EDL 607 Field Experiences in Supervision & Mentoring of Instructional Staff – 1 credit hour**

This course provides the student with practical, authentic leadership experiences related to EDL 606 Supervision and Mentoring of Instructional Staff. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**EDL 608 Organizational & Financial Management for Instructional Leaders – 3 credit hours**

This course is designed to prepare instructional leaders with the knowledge and ability to apply finance procedures for public schools in Alabama. An emphasis on strategies to utilize student data as the impetus for allocating financial resources will be part of the curriculum. In addition, students will explore guidelines for creating safe school facilities.

**EDL 609 Field Experiences in Organizational & Financial Management for Instructional Leaders – 1 credit hour**

This course provides the student with practical, authentic leadership experiences related to EDL 608 Organizational & Financial Management for Instructional Leaders. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**EDL 610 Legal and Ethical Foundations of School Leadership – 3 credit hours**

The purpose of the course is twofold: 1) Candidates will gain a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and guidelines of the State Ethics Commission & 2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislative and judicial requirements.

**EDL 611 Field Experiences in Legal and Ethical Foundations of School Leadership – 1 credit hour**

This course provides the student with practical, authentic leadership experiences related to EDL 610 Legal and Ethical Foundations of School Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**EDL 612 Instructional Leadership for Diverse Populations - 3 credit hours**

The purpose of this course is to prepare leaders who will provide instructional leadership for all students. Issues related to equity, diversity and their implications for educational settings will be analyzed. Candidates will explore the construct of diversity as it relates to: race, gender, special needs populations, socio-economic status, culture, sexual orientation, and second language learners. Candidates will be challenged to examine best instructional leadership practices toward these critical issues and to develop sensitive and proactive responses to changing demographics. Candidates will assess the leadership capacities needed to ensure access, academic rigor and social equity for all members of the school community.

**EDL 613 Field Experiences for Instructional Leadership for Diverse Populations – 1 credit hour.** This course provides the student with practical, authentic leadership experiences related to EDL 612 Instructional Leadership for Diverse Populations. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

**614. Planning for Change.** Survey of selected theoretical and operational bases for decision making in problem identification and analysis, staff development, and assessment and evaluation of human and program effectiveness in grades N-12. Prerequisites: EDL 611, 612, and 613.

**615. Nonthesis Research in Educational Leadership.** Prerequisite: 12 hours in educational leadership.

**617. Politics of Education.** Education leaders learning to take action within the complex maze of political relations within schools, between school and their communities, and within levels of government. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

**618. Ethics and Leadership.** An examination of ethical issues and dimensions of ethical decision making. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

619. **School-Based Problem Solving.** An analysis and application of techniques for school-based problem solving. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

620. **Public School Organization and Administration .**

621. **The School Principalship.** Changing role and responsibilities of school principal; organization, discipline, instructional supervision, and community relations.

622. **Clinical Supervision for Administrators and Supervisors.** Knowledge, skills, and competencies for assisting teachers in improvement of curriculum and instruction.

625. **Education Management.** An overview of education management techniques for the improvement of the education enterprise and student learning. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

630. **School and Community .**

631. **Education and the Political Environment.** Educational policy making and governance as political process; political theory and structure.

635. **Survey of School Law.** Laws and court decisions affecting public education. Cases establishing mandates for public school practices.

637. **Legal Liability and the Educator.** Legal liability in administration and teaching. Cases pertaining to education.

640. **Introduction to Community Education.** Structure, purpose, and processes of community education and community schools.

641. **Community Education for School Administrators.**

642. **Operation and Administration of the Community Education Program.** Practical aspect.

643. **Community Resources Workshop.** Teaching-learning resources available in the local community.

660. **Administration Leadership I .** Practical applications in organizational management and leadership behavior.

685. **Workshop in Administration and/or Supervision.** Field workshop. 1-3 hours.

690. **Internship in Educational Leadership.** Field leadership experience; minimum of 300 clock hours of field experience in administration under direction of both field supervisor and university director. Prerequisite: Permission from director of internships. 1-6 hours.

691. **Practicum in Educational Leadership.** Field work on practical problem on project. Prerequisite: 9 hours in educational leadership at UAB. 3-6 hours.

692. **Individual Readings in Educational Leadership.** Prerequisite: Permission of instructor. 1, 3, 6 hours.

694. **Seminar in Educational Leadership I . 1-3 hours.**

695. **Seminar in Community Education.** 1-3 hours.

696. **Practicum in Community Education.** 3-6 hours.

\* 698. **Nonthesis Research in Education Leadership.** 1, 3, or 6 hours.

\* 699. **Thesis Research.** Prerequisites: Admission to candidacy and 9 hours in educational leadership.

AEL 650 Organizational Theory. Three hours.

An exploration of the relationship among concepts, generalizations, and theoretical models found in the behavioral and social sciences. The application of these to administrative practice in educational settings is addressed.

701. **Organizational Leadership and Decision Making I . Knowledge and skills related to educational leadership.**

702. **Organizational Leadership and Decision Making II.** Knowledge and skills related to educational leadership.

703. **Theories and Practices for Supervision Leadership.**

704. **Education Law and Policy Development.**

705. **The Management of Educational Programs and Services.**

706. **Current Issues in Community Education.**

707. **International Aspects of Community Education.** Comparative analysis of community education worldwide.

708. **Administrative Leadership II.** Concepts and skills applied to educational administration and supervision.

709. **Theories of Educational Leadership.** Concepts and theoretical bases for practice in educational administration and supervision.

710. **Mentoring for Educational Leadership.** Preparing educational practitioners to become effective mentors for aspiring future leaders.

712. **School System Administration.**

713. **Leadership of Special Education Programs.** Comprehensive study of organization and leadership of special education programs; role of special education administrator, processes and structures for delivery of services to exceptional students.

714. **Advanced School Business Management.**

715. **Nonthesis Research in Educational Leadership.** Individual research on significant problem or development in educational leadership; proposed research plan must be approved by faculty member supervising the research.

716. **Workshop in Administration and/or Supervision.** Field workshop. 1-3 hours.

720. **Field Project in Educational Leadership.** Field work on practical problems and projects in educational leadership; plan for actual project must be approved in advance by faculty member supervising the work. 1-6 hours.

721. **Administration of Staff Personnel.** Personnel administration in public education; practices, problems, and current developments.

722. **Current Issues in Educational Leadership.** Prerequisites: Graduate standing and permission of instructor.

723. **Administration of Educational Programs and Services.** Development, implementation, and evaluation of educational programs. Primarily for Ed.S. students continuing their preparation principalship.

724. **Seminar in Educational Leadership II.** 1-3 hours.

726. **Advanced Clinical Supervision for Administrators and Supervisors.** In-depth study of competence needed by administrators and supervisors providing leadership in improvement of instruction.

729. **Advanced Research in Educational Leadership.** Field or basic research. 1, 3, or 6 hours.

730. **Advanced Focus on the Principalship.** Advanced knowledge and skills related to school leadership.

748. **Current Issues and Problems in School Administration.** Prerequisite: Admission to doctoral studies.

750. **Issues and Problems in School Finance.**

752. **Advanced Educational Planning.**

755. **Advanced School System Administration.** Duties and responsibilities of superintendent of schools. Prerequisite: Admission to doctoral studies.

756. **Current Legal Problems in Alabama Education.** Prerequisite: Admission to doctoral studies.

762. **Futurism in Community Education.** Predicting and planning; what others say about future; developing personal predictions. Prerequisite: Admission to doctoral studies.

770. **Advanced Administrative Leadership.**

772. **Advanced Technology of Educational Planning.** Quantitative techniques. Prerequisite: Admission to doctoral studies.

792. **Directed Study in Educational Leadership.** Prerequisites: Admission to doctoral studies and advance permission of instructor. 3 hours.

796. **Individual Readings in School Law.** Prerequisite: Admission to doctoral studies. 3-6 hours.

797. **Doctoral Internship in Educational Leadership.** Field leadership experience. Prerequisite: Admission to doctoral studies. 1-12 hours.

\* 798. **Nondissertation Research.** Prerequisite: Admission to doctoral studies. 1-12 hours.

\* 799. **Dissertation Research.** Prerequisites: Prerequisite: Admission to doctoral studies, admission to candidacy, and permission of faculty advisor. 1-12 hours.

## **University of Alabama ( Tuscaloosa) Courses Offered at UAB in the Joint Doctoral Program in Educational Leadership**

AEL 590. **Research Methods in Education.** Library familiarization, types of research, measurement, data collection, and basic statistical analysis.

AEL 602. **Advanced Educational Leadership.** Basic concepts, group interaction on selected presentation of assigned research.

AAP 634. **Legal Aspects of Personnel Administration.** Principles governing personnel management in public school systems.

AEL 651. **Educational Planning II.** Processes, concepts, and tools.

## **Educational Collaborative Teacher (ECT)**

601. **Special Education Portfolio Process** (1 credit hour). This course is designed to provide students with the knowledge and skills to begin the process of designing a standards-based electronic portfolio. Students will address the issues regarding the content and construction of electronic portfolios and the purpose of each stage of development. Issues related to formatting options will be demonstrated and critiqued. Students will be required to develop and demonstrate the requisite skills for creating and filing critical information in a digital format. Students will review numerous portfolios for discussion. The focus will be a standards based product which each student will begin during this course.

650. **Master's Seminar in Collaborative Teaching.** This is a diagnostic and evaluation course designed to ensure that students have acquired basic competencies in historical,

philosophical, legal, and assessment foundations in special education. Competencies addressed in this course also include research, writing, speaking, and computer literacy.

**651. Assessment Foundations in Special Education.** This course is designed to prepare special education teachers to assess children and youth in a manner that reflects federal and state mandates and regulations. Students are prepared to appropriately select, administer, and interpret assessment instruments designed to answer questions related to eligibility determination and, intervention programming.

**652. Characteristics of Children and Youths with High-Incidence Disabilities.** This course details the characteristics, needs, and concerns related to children and youth with mild learning disabilities, mental retardation, and emotional-behavioral disorders. Additional issues addressed in the course are due process, inclusion, collaboration, and diversity as they pertain to these populations of students.

**653. Characteristics of Children and Youth with Low-Incidence Disabilities.** This course details the characteristics, needs, and concerns related to children and youth with physical, health, sensory, and communication disabilities. Additional topics covered include positioning and handling, assessment, development of health care plans, and transdisciplinary collaboration.

**654. Instructional and Assistive Technology.** The emphasis of this course is on identifying, designing, and implementing instructional and assistive technology devices and services. Topics covered include technologies for students with high- and low-incidence disabilities, general assistive technology adaptations, augmentative and alternative communication technologies, IEPs that incorporate assistive technology services and devices, and interagency collaboration.

**655. Elementary Methods for Students with High-Incidence Disabilities.** This course provides students with knowledge and skill in instructional elementary content and methods. Issues related to designing, implementing, and evaluating instruction are presented. Additionally, the course provides critical information regarding the informal assessment of the teaching and learning processes. Specific methods for teaching reading, writing, mathematics, and study skills are covered.

**656. Secondary Methods for Students with High-Incidence Disabilities.** This course provides students with knowledge and skill in secondary content and methods, including transition from school to adulthood. Issues related to designing, implementing, and evaluating instruction are presented. Additionally, this course provides critical information regarding the informal assessment of the teaching and learning processes. Specific methods for teaching reading, writing, mathematics, and study skills are covered.

**657. Methods for K-12 Students with Low-Incidence Disabilities.** This course is designed to provide students with the knowledge and skills to teach learners with low-incidence disabilities in K-12 settings. Course content addresses issues related to positioning and handling, Alabama Extended Standards, IEP development, writing health care plans, assessment, and strategies for teaching reading, math, and writing.

**658. Advanced IEP Program Development.** This course is designed to prepare students to utilize the general education curriculum as the foundation for educational programming for children and youth with special needs. IEP writing, using the general education curriculum,

team planning, state- and district-wide assessments, and curriculum accommodations and modifications are topics addressed in this course.

**659. Classroom Management.** This course is designed to prepare students to plan and manage the teaching and learning environment effectively. The major emphasis of the course is on the elements of classroom design and preparation. Primary and secondary academic and behavioral interventions are presented. Outcomes expected for students are related to the creation and maintenance of positive, caring classroom communities that facilitate the academic and social development of children and youth with disabilities.

**660. Positive Behavior Supports.** This course is designed to prepare students to plan and manage the teaching and learning environment effectively. The major emphasis of the course is on the elements of classroom design and preparation. Primary and secondary academic and behavioral interventions are presented. Outcomes expected for students are related to the creation and maintenance of positive, caring classroom communities that facilitate the academic and social development of children and youth with disabilities.

**661. Collaborative Partnerships.** This course is intended to provide an opportunity for students to develop the knowledge, skills, and ability to work collaboratively with professionals responsible for services provided to students with disabilities, their families, and their communities. Emphasis will be placed on blending general education, special education, and related services. The course consists of a series of topics and activities that are designed to provide an overview of collaboration and consultation, present issues related to diversity and inclusion, and highlight implications for special educators, general educators, related service personnel, students, the community, and families.

**670. Practicum in Collaborative Teaching: Grades K-6.** Students seeking Collaborative Teacher certification, Grades K-6, are required to complete a practicum experience in a collaborative setting that includes children who present a wide range of disabilities. This practicum experience is tailored to the unique needs and experiences of students seeking this certification.

**671. Practicum in Collaborative Teaching: Grades 6-12.** Students seeking Collaborative Teacher certification, Grades 6-12, are required to complete a practicum experience in a collaborative setting that includes children who present a wide range of disabilities. This practicum experience is tailored to the unique needs and experiences of students seeking this certification.

**672. Internship in Collaborative Teaching: Grades K-6.** Students in the 5th-year, nontraditional program are required to complete a 12-week internship that is to be divided between lower and upper elementary settings. This internship is designed to assist the prospective graduate in virtually all teaching responsibilities in collaborative settings.

**673. Internship in Collaborative Teaching: Grades 6-12.** Students in the 5th-year, nontraditional program are required to complete a 12-week internship that is to be divided between lower and upper secondary settings. This internship is designed to assist the prospective graduate in virtually all teaching responsibilities in collaborative settings.

**674. Advanced Readings and Research in Special Education.** This course allows the student to pursue an in-depth investigation of current and timely issues in the field of special education. The instructor and student design an individual program of study during the course, based upon student needs and interests.

**675. Survey of Attention Deficit Hyperactivity Disorder.** This course is designed to provide teachers with the knowledge and skills necessary to implement an optimal teaching-learning environment for students with attention deficit hyperactivity disorder who represent diverse backgrounds in grades K-12.

**676. Survey of Pervasive Developmental Disorders.** This course presents an in-depth examination of the characteristics, needs, and other concerns of children and youth with pervasive developmental disorders. Topics also include interventions, collaboration, and functional life-skill programming.

**677. Combating Child Abuse and Neglect.** What constitutes child abuse? Perspectives will be offered from those affected by the tragedy of abuse, including victims, perpetrators, and the community at large: the family, educational, medical, political and legal systems. Intervention and prevention strategies will be stressed.

**679. Advanced Topics in Special Education Law.** The purpose of this course is to provide students with an in-depth examination of legal information pursuant to individuals with disabilities. The Individuals with Disabilities Education Act and its related amendments, the Americans with Disabilities Act, and Section 504 of the Improvement Rehabilitation Act are major federal laws reviewed in this course. Special education litigation is also addressed during the course.

## **Exceptional Children and Youth (ECY)**

**600. Introduction to Exceptional Learners.** This course provides an overview of exceptionality as it pertains to children and adults. Both high and low incidence populations will be examined. Each area of exceptionality will be reviewed in terms of etiology, diagnosis, prevalence, remediation, and educational strategies.

**607. Counseling Parents of Exceptional Children.** Dynamics of family life and parental and sibling reactions to handicapped individuals are addressed in this course. Prerequisite: ECY 600.

**635. Early Development and Intervention in ECSE.** An introductory course designed to provide an overview of the field of early intervention/early childhood special education (EI/ECSE) including the areas of historical and philosophical foundations of EI/ECSE. legal requirements, characteristics of young children with known or suspected disabilities, family-professional partnerships, service delivery options, recommended practices, current policy issues and trends, and professionalism and ethics. Prerequisite: ECY 600. 3 hours.

**636. Instructional Methods for Infants and Preschoolers with Disabilities.** This course covers topics central to an adequate understanding of the conceptual and theoretical foundations underlying current educational curricula and methods for young children with disabilities and their families. Emphasis is on developmentally and individually appropriate practices that facilitate inclusive environments, as well as instructional strategies and technologies applied to instructional programs for young children with disabilities. Prerequisites: ECY 600 and 635. 3 hours.

**637. Assessment of Young Children with Disabilities.** This course addresses screening, assessment, program planning, and progress monitoring of young children with known or

suspected disabilities. Both child-level and family-level assessment procedures are emphasized. Prerequisites: ECY 600 and 635. 3 hours.

**638. Motor and Health Care Needs of Young Children with Disabilities.** This course focuses on effective intervention/education for young children with physical and health impairments. Included in the course are conceptual and theoretical foundations underlying typical and atypical motor development and neurodevelopment. Students become proficient in motor skill facilitation, positioning, handling, feeding and health care management. Prerequisite: ECY 600. 3 hours.

**661. Nature and Needs of the Visually Impaired.** Historical perspectives; definition and characteristics of persons who are blind, visually impaired or deafblind; and educational considerations. Prerequisite: ECY 600.

**662. Methods and Materials for Teaching the Visually Impaired.** Principles and procedures for developing and implementing curricula for persons who are blind, visually impaired or deaf-blind. Prerequisites: ECY 600 and 661.

**663. Orientation and Mobility.** Principles and fundamentals in teaching spatial orientation; guided practicum of demonstration, adaptations necessary for persons who are blind, visually impaired or deaf-blind. Prerequisites: ECY 600, 661, and 662.

**664. Braille.** Principles of teaching reading, transcribing and writing Braille; tests, curricula and technology for Braille literacy. Prerequisites: ECY 600, 661, 663.

**665. Anatomy of the Eye and Educational Implications of Visual Impairments.** Knowledge and evaluation of the visual system and use of low vision devices and other prescriptive devices for persons who are blind, visually impaired or deaf-blind; Prerequisites: ECY 600, 661, 663, and 664.

**686. Practicum Visual Impairments.** Clinical experiences with persons who are blind, visually impaired or deaf-blind in various educational settings; demonstration of curriculum development, assessment, and teaching in structured situations. Prerequisites: ECY 600, 661, 662, 663, 664, and 665.

**670. Practicum in ECSE.** This course is designed to provide individualized field-based experiences to meet the unique needs of graduate candidates in ECSE. Students complete practicum experiences in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. This practicum experience is tailored to the unique needs and experiences of each student. Prerequisites: ECY 600, 635, 636, 637, 638, and Permission of Instructor. 3 hours.

**672. Internship in ECSE.** This course is designed to provide individualized field-based experiences that will meet the unique needs of ECSE candidates in the 5th year, nontraditional program. Students complete a 12-week internship in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. This internship experience is tailored to the unique needs and experiences of each student. Prerequisites: ECY 600, 635, 636, 637, 638, and permission of instructor. 3 hours.

**689. Advanced Topics in Special Education.** This course is a group seminar focused on transdisciplinary teaming in early intervention and early childhood special education. The course is designed for students representing the discipline of early childhood special

education, general early childhood education, speech-language pathology, physical therapy, and occupational therapy. Prerequisites: Permission of instructor, ECY 600. 1-6 hours.

## **Educational Foundations (EDF)**

**362. Foundations of Education I: Social, Historical, and Philosophical.** An examination of the historical, social, philosophical, and comparative foundations of contemporary American education.

**600. Urban Education.** An examination of the historical, social, political, and economic factors that shape urban education in America.

**601. The History of American Curricular Thought.** An examination of American educational history using primary source documents to provide insight into the evolution of curriculum, policy, and educational practice.

**602. Critical Social Issues in American Education.** An examination of contemporary social issues facing American schools from politics and policy, school structure, and curriculum to pedagogical practice. The relationship of the school to society is also addressed.

**603. Philosophy and Education.** An examination of various philosophical schools of thought, their application to the field of education, and their relevance to teaching, learning, and life.

**604. Social Philosophies and Education.** An examination of various schools of social and political philosophy and theories pursuant to contemporary educational problems. Topics may include class structure, the cultural context of schooling, identity politics, ecological issues, physical and mental health issues, and the history of social theory related to educational policy and practice.

**606. Social Movements in Education.** An examination of how the Progressive education movement, along with other major social movements in recent history have shaped American education. The history of the Civil Rights Movement in Birmingham and its impact on schools, communities, and the lives of educators and students are of special interest.

**608. Theories of Knowledge.** An examination of the various philosophical and cultural conceptions of knowledge, and how these inform and impact research, educational practice, and lived experience.

**616. Comparative Education.** An examination of the cultural forces influencing the structure and function of education in selected countries.

**620. Culture and American Education: Race, Class, and Gender.** An examination of the interlocking influences and socially constructed meanings and understanding of culture, race, ethnicity, class, and gender in American education.

**624. Ethics and Education.** The focus of this course is twofold: first it covers some of the foundational materials in the philosophy of ethics, and their application to the field of education; second, it looks at the present moral context of schools and the problems and potentials of morally directed education.

697. **Individual Readings in Foundations of Education.** Prerequisite: Permission of instructor. 1-3 hours.

698. **Individual Nonthesis Research in Foundations of Education.** Prerequisite: Permission of instructor. 1-3 hours.

703. **Selected Topics in Educational Philosophy.** A topical advanced seminar in the philosophy of education.

706. **Social Movements in Education.** An examination of how the Progressive education movement, along with other major social movements in recent history have shaped American education. The history of the Civil Rights Movement in Birmingham and its impact on schools, communities, and the lives of educators and students are of special interest.

708. **Ethic Dilemmas in Educational Administration.** Relationships among disciplines; application of concepts in individual disciplines to interdisciplinary problems. Prerequisite: Ed.S. or doctoral status.

710. **Special Problems in the Foundations of Education.** Individual readings. Prerequisites: Master's degree and permission of advisor and educational foundations faculty member.

711. **Theories of Knowledge.** An examination of the various philosophical and cultural conceptions of knowledge, and how these inform and impact research, educational practice, and lived experience.

713. **History of Educational Philosophy.** A historical sequenced survey of educational philosophy from the ancient Greeks, 18th century enlightenment thought, American pragmatism, and existentialism to postmodernism.

716. **Comparative Education.** Prerequisite: Ed.S. or doctoral status.

720. **Culture and American Education: Race, Class, and Gender.** An examination of the interlocking influences and socially constructed meanings and understanding of culture, race, ethnicity, class, and gender in American education.

724. **Ethics and Education.** The focus of this course is twofold: first it covers some of the foundational materials in the philosophy of ethics, and their application to the field of education; second, it looks at the present moral context of schools and the problems and potentials of morally directed education.

797. **Independent Study.** Independent readings under the direction and supervision of EDF faculty. Doctoral status and the permission of the instructor are required.

## **Educational Technology (EDT)**

610. **Computer-Based Instructional Technologies.** The first course in a series of three to familiarize classroom teachers with computer-based instruction technologies as they are applied to educational settings. Students are introduced to the historical and social context within which computer technologies are developed, as well as to the knowledge of computer

hardware and software. Students will learn basic skills of microcomputer operation and applications.

**620. Current and Emerging Instructional Technologies.** The second course in a three-course series designed to provide inservice teachers with knowledge and skills in the use of computing and other new technologies. Prerequisite: EDT 610.

**630. Curriculum Integration of Technology.** This is the third course in a three-course series designed to provide inservice teachers with knowledge and skills in the use of computing and other new technologies. Prerequisites: EDT 610 and 620.

**640. Instructional Design and Technology.** This course introduces students to the principles of instructional design. Students will be familiarized with the process of instructional design and various design models. The role of technology in instructional design will also be covered.

**641. Instructional Multimedia Authoring.** This course teaches students skills for advanced multimedia development. The topics include digital audio and digital video production, CD and DVD creation, multimedia authoring tools, and streaming technologies.

**650. Learning, Cognition, and Technology.** This course examines the relationship between learning theories and technology. Students will explore the role of technology in supporting various aspects of the learning process and the use of learning theories as a guide to implement technology in educational contexts.

**660. E-Learning.** This course focuses on e-learning environments. Students will develop the knowledge and skill to design effective e-learning environments and explore conceptual frameworks, various e-learning tools, and strategies.

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