

# SCHOOL OF EDUCATION

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## Mission and Vision

### Our Vision

At the School of Education of Loyola University Chicago, future education leaders will have a transformational experience, one that prepares them to address social inequalities in both their local and global communities through the power of education and research.

### Our Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance equity in education in service of social justice, engaged with Chicago, the nation, and the world. In pursuit of our vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

Our mission is social justice, but our responsibility is social action through education and research. We fulfill our responsibility by preparing professionals to serve as teachers, administrators, counselors, psychologists, and policymakers who work across the human developmental continuum, and by conducting research on issues of professional practice in schools, families, and communities. In our immersive learning environment, students gain both second-to-none foundational knowledge and a strategic system-wide vision working alongside some of the top scholars and teachers in the nation. Through our rigorous curriculum, students learn to be comfortable with the uncomfortable, supported by our passionate and dedicated faculty, staff, and administrators. And they leave with lasting relationships with each other and an extensive alumni network of leaders in education across Illinois, the U.S., and the world.

## School of Education

- Catholic Principal Preparation Program (MEd) (<https://catalog.luc.edu/graduate-professional/education/catholic-principal-preparation-program-med/>)
- Catholic School Leadership (MEd) (<https://catalog.luc.edu/graduate-professional/education/catholic-school-leadership-med/>)
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- Community Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/community-counseling-med/>)
- Curriculum and Pedagogy in Higher Education Certificate (<https://catalog.luc.edu/graduate-professional/education/curriculum-pedagogy-higher-education-certificate/>)
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- Curriculum, Culture, and Communities (MEd) (<https://catalog.luc.edu/graduate-professional/education/curriculum-culture-communities-med/>)
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- Educational Leadership-Principal Preparation (MEd) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership-principal-preparation-med/>)
- Educational Leadership-Principal Preparation (EdD) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership-principal-preparation-edd/>)
- Educational Leadership-Superintendent Preparation (EdD) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership-superintendent-preparation-edd/>)
- Elementary Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/elementary-education-med/>)
- Elementary Education with Dance (MED) (<https://catalog.luc.edu/graduate-professional/education/elementary-education-dance-med/>)
- Elementary Education with Theater (MED) (<https://catalog.luc.edu/graduate-professional/education/elementary-education-theater-med/>)
- Higher Education (EdD) (<https://catalog.luc.edu/graduate-professional/education/higher-education-edd/>)
- Higher Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/higher-education-med/>)
- Instructional Coaching Certificate (<https://catalog.luc.edu/graduate-professional/education/instructional-coaching-certificate/>)
- International Higher Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/international-higher-education-med/>)
- Language, Culture, and Curriculum (MEd) (<https://catalog.luc.edu/graduate-professional/education/language-culture-curriculum-med/>)
- Leading Inclusive Catholic Schools Certificate (<https://catalog.luc.edu/graduate-professional/education/leading-inclusive-catholic-schools-certificate/>)
- Measurement and Quantitative Methodology Certificate (<https://catalog.luc.edu/graduate-professional/education/measurement-quantitative-methodology-certificate/>)
- Organizational Evaluation Certificate (<https://catalog.luc.edu/graduate-professional/education/organizational-evaluation-certificate/>)
- Principal Endorsement (<https://catalog.luc.edu/graduate-professional/education/principal-endorsement/>)
- School and Community Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/school-community-counseling-med/>)
- School Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/school-counseling-med/>)
- School Discipline Reform Certificate (<https://catalog.luc.edu/graduate-professional/education/school-discipline-reform-certificate/>)
- School Psychology (EdD) (<https://catalog.luc.edu/graduate-professional/education/school-psychology-edd/>)
- School Psychology (MEd/EdS) (<https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/>)
- Secondary Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/secondary-education-med/>)
- Superintendent Endorsement (<https://catalog.luc.edu/graduate-professional/education/superintendent-endorsement/>)

## Graduate Programs

- Community Counseling (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/community-counseling-ma/>)
- Counseling Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/counseling-psychology-phd/>)
- Cultural and Educational Policy Studies (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/cultural-educational-policy-studies-ma/>)
- Cultural and Educational Policy Studies (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/cultural-educational-policy-studies-phd/>)
- Higher Education (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/higher-education-phd/>)
- Research Methodology (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/research-methodology-ma/>)
- Research Methodology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/research-methodology-phd/>)
- School Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/school-psychology-phd/>)

## Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/graduate-professional-academic-standards-regulations/>) under their school. Any additional University Policies supercede school policies.

## Counseling Psychology (CPSY)

### CPSY 400 Research Fundamentals: Family Studies (3 Credit Hours)

No course description is available

### CPSY 406 Professional, Ethical, Legal Issues: Family & School (3 Credit Hours)

No course description is available

### CPSY 407 Professional Field Experience: Family Studies (0 Credit Hours)

No course description is available

### CPSY 417 Intro to Family Studies (3 Credit Hours)

No course description is available

### CPSY 418 Theories of Family (3 Credit Hours)

No course description is available

### CPSY 419 Family Communications (3 Credit Hours)

No course description is available

### CPSY 420 Counseling Skills (3 Credit Hours)

This course provides an introduction to counseling skills as they apply to the helping professions.

#### Outcomes:

Students will be able to demonstrate clinical attending, observing, and responding behaviors in one-to-one counseling interviews

### CPSY 421 Professional Issues Counseling (3 Credit Hours)

The course will provide students with an overview of the current ethical, legal, and professional issues in the practice of counseling. The course will use American Counseling Association's Codes of Ethics and Standards of Practice as a foundation for examining ethical decision making.

#### Outcomes:

Students will demonstrate knowledge about the ethical standards of the counseling profession and will develop the ability to apply the knowledge base of their discipline in an ethical and reflective manner

### CPSY 422 Group Dynamics: Theory/Practice (3 Credit Hours)

No course description is available

### CPSY 423 Theory Counseling & Psychotherapy (3 Credit Hours)

This course examines major theories of counseling and psychotherapy in a culturally-diverse society.

#### Outcomes:

Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice, and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

### CPSY 424 Career Development & Counseling (3 Credit Hours)

This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.

#### Outcomes:

Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

### CPSY 425 Assessment in Counseling (3 Credit Hours)

This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling.

#### Outcomes:

Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling

### CPSY 426 Group Counseling: Theory and Practice (3 Credit Hours)

*Pre-requisites:* CPSY 423

This course provides an overview of prevailing group counseling models and theories and their application to conducting group counseling in various settings.

#### Outcomes:

Students will be able to understand and integrate various properties of groups into a meaningful theoretical framework, and develop and demonstrate an understanding of group process through participation in a group experience

**CPSY 427 Clinical Mental Health Counseling (3 Credit Hours)**

The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.

*Outcomes:*

Students will know the history of the counseling profession and current issues involved in the professional practice of counseling

**CPSY 428 Foundations of Professional School Counseling (3 Credit Hours)**

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national standards for school counseling. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.

*Outcomes:*

Participants in this course will be able to develop and implement a school counseling program according to the American School Counselors Association's National Standards and the Illinois Developmental Counseling Model

**CPSY 431 Advanced School Counseling & Consultation (3 Credit Hours)**

*Pre-requisites:* CPSY 428 Intro to School Counseling

This course introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society.

*Outcomes:*

Students will understand of the school culture and organizational and contextual factors to the consultation/intervention process and understand the consultative process

**CPSY 433 Multicultural Counseling (3 Credit Hours)**

The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge and skill base.

*Outcomes:*

Students will increase their awareness of their own cultural background, biases, and world view and their knowledge of the world view of culturally diverse clients and will begin to develop appropriate interventions strategies to work effectively with diverse populations

**CPSY 435 Selected Topics in Counseling (3 Credit Hours)**

This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision.

*Outcomes:*

Outcomes vary with topic

**CPSY 437 Addiction Counseling (3 Credit Hours)**

This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.

*Outcomes:*

Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives

**CPSY 438 Program for Addicted Personality (3 Credit Hours)**

No course description is available

**CPSY 440 Practicum (3 Credit Hours)**

*Pre-requisites:* Consent of Instructor

This course is a supervised experience in counseling taken for two semesters by students in the community and school counseling programs. A field placement is required.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement

**CPSY 441 Internship (3 Credit Hours)**

This course is a supervised experience in counseling taken in a two semester sequence with CPSY 440 by students in the community and school counseling programs. A field placement is required.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, and understand the APA code of ethics

**CPSY 442 Doctoral Practicum (3 Credit Hours)**

*Pre-requisites:* CPSY 441 and consent of instructor

This is an advanced doctoral-level supervised experience for counseling psychology students and is a continuation of CPSY 441.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the APA code of ethics, and participate in other professional roles related to the doctoral-level practice of counseling psychology

**CPSY 443 Clerkship (0 Credit Hours)**

*Pre-requisites:* CPSY 441 and 442

This is an elective supervised clinical experience in assessment or psychotherapy for doctoral students in counseling psychology. A field placement is required and all supervision is provided on site by a qualified supervisor employed by the agency in which the field work is taking place.

*Outcomes:*

Varies with goals of student and agreement with field site

**CPSY 444 Family Therapy I (3 Credit Hours)**

This course is designed to introduce students to foundational approaches and theories of family therapy.

*Outcomes:*

Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context

**CPSY 445 Family Therapy II (3 Credit Hours)***Pre-requisites:* CPSY 444

Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.

*Outcomes:*

Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

**CPSY 446 Marital/Couples Therapy (3 Credit Hours)***Pre-requisites:* CPSY 444

Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.

*Outcomes:*

Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

**CPSY 450 Research Methods in Counseling Psychology (3 Credit Hours)**

The course is structured so that major quantitative research methods can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.

**CPSY 452 Educational Implication Social Psych (3 Credit Hours)**

No course description is available

**CPSY 453 Affective Development (3 Credit Hours)**

No course description is available

**CPSY 454 Human Development: Cognitive, Aff & Phys Bases (3 Credit Hours)**

Restricted to Graduate Students. This course is a graduate-level survey of human development across the lifespan.

*Course equivalencies:* CPSY 454/454*Outcomes:*

To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories

**CPSY 455 Interpersonal Relations & Sexuality (3 Credit Hours)**

No course description is available

**CPSY 456 Personality Theory & Education (3 Credit Hours)**

No course description is available

**CPSY 457 Child Development and Counseling (3 Credit Hours)***Pre-requisites:* CPSY 454

This course provides in-depth study of psychological theories and research relevant to child development

*Outcomes:*

Students will be able to apply relevant theories to promote well-being and academic success in children and prevent the development of psychological and academic problems

**CPSY 458 Adolescent Development and Counseling (3 Credit Hours)***Pre-requisites:* CPSY 454

This course provides in-depth study of psychological theories and research relevant to adolescent development.

*Outcomes:*

Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems

**CPSY 461 Neuropsychology (3 Credit Hours)**

This course is a survey of neuroanatomy and brain-behavior relationships.

*Outcomes:*

Students will be able to demonstrate knowledge of neuroanatomy and brain-behavior relationships

**CPSY 464 Adult Development & Counseling (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY464/PSYC450**CPSY 480 Mental Tests: School Age & Adult (3 Credit Hours)**

No course description is available

**CPSY 481 Mental Tests: Preschool (3 Credit Hours)**

No course description is available

**CPSY 482 Personality and Intellectual Assessment (3 Credit Hours)**

This is a course in which students acquire basic proficiency in the administration and interpretation of objective and projective personality tests.

*Course equivalencies:* X-CIEP482/CPSY482*Outcomes:*

Students will demonstrate skills with the administration, interpretation, and presentation of personality assessment results

**CPSY 483 Advanced Projectives (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP483/CPSY483**CPSY 484 Neuropsychological Assessment (3 Credit Hours)***Pre-requisites:* CPSY 461

This course introduces students to the administration and interpretation of neuropsychological tests.

*Outcomes:*

Students will be able to demonstrate knowledge of major neuropsychological assessment tools and their application to the assessment of neuropsychological conditions

**CPSY 485 Career Assessment (3 Credit Hours)**

This course introduces the career assessment process from theoretical, empirical and practical perspectives. The appraisal of aptitudes, interests, values, needs, and work environments will be studied.

*Outcomes:*

Students will be able to demonstrate knowledge of the nature, structure, function, and cross-cultural generality of work-related aptitudes, interests, needs, and values and prominent tools to assess each

**CPSY 487 Tests & Measurements (3 Credit Hours)**

This is a course overview of the history, purposes and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.

*Course equivalencies:* X-CIEP487/CPSY487*Outcomes:*

Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

**CPSY 489 Achievement Tests (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP493/CPSY489

**CPSY 490 Advanced Educational Statistics (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD481 / CPSY490

**CPSY 495 Research Methods (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP495/CPSY495

**CPSY 496 Computers in Educational Research (3 Credit Hours)**

No course description is available

**CPSY 497 Microcomputer Applications School or Agency (3 Credit Hours)**

No course description is available

**CPSY 498 Independent Study (1-3 Credit Hours)**

Topics chosen for individual study. Must be approved by an instructor and department chairperson.

**CPSY 499 Independent Research (1-3 Credit Hours)**

Research projects selected by the individual student, with the approval of the research supervisor and the department chairperson.

**CPSY 527 Prevention, Advocacy, and Outreach: Community-Based (3 Credit Hours)**

This course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a community counseling model. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.

*Outcomes:*

Students will be able to think critically about the conceptual and theoretical philosophies that underlie prevention practice and will be able to develop preventative interventions for use in school and community contexts

**CPSY 528 Clinical Appraisal and Treatment Planning (3 Credit Hours)**

This course focuses on developing intake interviewing skills, writing intake reports, conducting diagnoses, and developing treatment plans. Interviewing styles including social history interviews, mental status examinations, and behavioral interviews are explored.

*Outcomes:*

Students will be able to demonstrate the ability to collect useful information from clients through diagnostic interviews and mental status examinations, assign diagnoses, write treatment plans, and formulate treatment recommendations

**CPSY 529 Psychology of Immigration (3 Credit Hours)**

This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations.

*Outcomes:*

1) develop skills, competencies, and points of view; 2) learn to analyze and critically evaluate ideas, arguments, and points of view; 3) acquire an interest in learning more by seeking answers

**CPSY 530 Research Seminar in Counseling Psychology (3 Credit Hours)**

*Pre-requisites:* consent of instructor

This doctoral seminar provides in depth coverage of important methodological issues involved in conducting research in counseling psychology and provides the student to develop a research proposal.

*Outcomes:*

Students will be able to demonstrate knowledge of methodological issues involved in conducting research in counseling psychology, including understanding and controlling threats to validity, understanding the limits of null hypothesis significance testing and the importance of effect size estimates to the interpretation of the results of individual experiments and to the accumulation of evidence across experiments; Students will also demonstrate the ability to translate a research interest into a researchable question and design a study to address the question

**CPSY 531 Ethical and Legal Issues in Counseling Psychology (3 Credit Hours)**

The course uses the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as a framework, to examine representative ethical, professional and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers.

*Outcomes:*

Students will be able to demonstrate knowledge about the contemporary ethical, professional and legal issues relevant to the practice of professional psychology and will be able think critically about ethical dilemmas to make ethical decisions,

**CPSY 532 Advanced Theories in Psychotherapy (3 Credit Hours)**

This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

**CPSY 533 Proseminar (0 Credit Hours)**

CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

**CPSY 535 Seminar in Supervision & Consultation (3 Credit Hours)**

*Pre-requisites:* permission of instructor

This seminar exposes students to theory and research on clinical supervision relevant to training mental health professionals.

*Outcomes:*

Students will be able to apply theoretical and research knowledge to conceptualize the development of clinicians-in-training and generate interventions to promote their growth

**CPSY 536 Supervision Practicum (3 Credit Hours)**

This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting.

*Outcomes:*

Students will demonstrate clinical supervisory skills based on appropriate theory and the ability to conceptualize counselor trainee development

**CPSY 551 Writing for Publication (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY551/GNUR506

**CPSY 552 Research in Self Esteem (3 Credit Hours)**

No course description is available

**CPSY 553 Language & Communication Devel (3 Credit Hours)**

No course description is available

**CPSY 554 Moral Development (3 Credit Hours)**

No course description is available

**CPSY 555 Seminar Human Development (3 Credit Hours)**

No course description is available

**CPSY 595 Thesis Supervision (0 Credit Hours)**

To be registered for while working on an approved thesis project.

**CPSY 600 Dissertation Supervision (0 Credit Hours)**

To be registered for while working on an approved dissertation project.

**CPSY 605 Master's Study (0 Credit Hours)**

To be registered for while preparing a thesis proposal.

**CPSY 610 Doctoral Study (0 Credit Hours)**

This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal. Restrict enrollment to CPSY PhD students and allow students to complete twice in a career.

**CPSY 615 Internship: Counseling Psychology (0 Credit Hours)**

Please consult the Counseling Psychology Graduate Program Handbook for the complete description of the internship.

**CPSY 620 Dissertation Research (3 Credit Hours)**

The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation or capstone research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421) or RMTD 406, CIEP 448, and RMTD 400 and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods. Students are well positioned to complete culminating project for doctoral candidacy upon completion of this course.

## Curriculum, Instruction & Educational Psychology (CIEP)

**CIEP 400 Fundamentals of Research: Special Education (3 Credit Hours)**

No course description is available

**CIEP 401 The Exceptional Child (3 Credit Hours)**

This course is designed to provide a psychological and educational examination of exceptionality as related to school- age children and youth.

*Outcomes:*

Students will articulate defining characteristics of a range of disabilities as well as knowledge of a range of educational modifications made for students with special needs

**CIEP 409 Evidence Based Interventions (3 Credit Hours)**

This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, process for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school based settings. Restricted to EDS students.

*Outcomes:*

Upon completion of the course, students will be able to: Define "evidence-based intervention" and differentiate this concept from similar concepts (eg, empirically-supported intervention, evidence-based practice, etc); Identify organizational websites that collect, evaluate, and disseminate evidence-based academic and behavioral interventions for children and adolescents that can be used in school-based settings (eg, What Works Clearinghouse, Doing What Works, Johns Hopkins Best Evidence Encyclopedia, and SAMHSA's National Registry of Evidence-Based Programs and Policies); Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention's evidence; Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings; Understand the strengths and limitations of developing and implementing evidence-based interventions with minority populations

**CIEP 410 Legal Issues - Educating Exceptional Children (3 Credit Hours)**

Legal issues relevant to the education of persons with disabilities are examined.

*Outcomes:*

Students will demonstrate and understanding of legal issues that pertain to students with disabilities as well as other relevant case law in education

**CIEP 411 Inquiry Based Science Teaching (3 Credit Hours)**

This course examines the theoretical background, practical knowledge, and skills essential for successful inquiry teaching. Candidates will be introduced to the teaching and learning about inquiry. Candidates will also be provided with opportunities to practice inquiry skills in peer teaching lessons. Focus will also be on inquiry in the curriculum and assessment of student learning. This course will also focus on the research findings about the teaching and learning of scientific inquiry in the middle and high school grades.

*Outcomes:*

Use his/her understanding of scientific inquiry as a guiding framework for the development of classroom demonstrations, laboratory activities, and instructional materials

**CIEP 412 Special Topics in Special Education (3 Credit Hours)**

Seminar in Special Topics in Special Education. Topics will vary from term to term.

**CIEP 413 Psychopathology & School Mental Health (3 Credit Hours)**

Enrollment is limited to Graduate Students in the School Psychology Program. The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. The interactions of individuals, families, communities, schools and mental health providers in either etiology and/or treatment planning will be considered.

*Outcomes:*

Students will gain knowledge of child/adolescent psychopathology in terms of diagnosis, prevention and intervention

**CIEP 414 Instructional Methods-Diverse Population (3 Credit Hours)**

This course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.

*Outcomes:*

Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

**CIEP 414L Instructional Strategies Lab (0 Credit Hours)**

No course description is available

**CIEP 415 Models of Instruction (3 Credit Hours)**

This graduate course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.

*Outcomes:*

Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

**CIEP 416 SPED Administrator: Assessment of Atypical Child (3 Credit Hours)**

This course is an introductory course in assessment principles and practices. It is designed to provide students obtaining certification as an administrator the foundation to understand the proper uses of assessment and data. Students will acquire a broad introduction to the topic of assessment. The introduction covers the knowledge of assessment principles and practices. This course will provide students the foundation to understand and discern the proper uses of assessment and data to make individual decisions and broad organizational decisions.

**CIEP 417 Scientifically Based Research (3 Credit Hours)**

No course description is available

**CIEP 420 Multivariate Aspects of Research (3 Credit Hours)**

No course description is available

**CIEP 421 Reading Literacy Instruction-Elementary (3 Credit Hours)**

This course focuses on the theoretical and practical applications of teaching reading to diverse populations in the elementary school. Emphasis will be on children's literature and research-based teaching strategies that are effective in developing literacy within a literate classroom environment.

*Outcomes:*

Students will be able to make informed decisions regarding the appropriate children's literature, materials, and instructional approaches to implement in elementary school literacy classrooms

**CIEP 422 Assessing Literacy (3 Credit Hours)**

This course emphasizes a wide range of assessment tools and practices that can be used to plan and evaluate effective reading instruction. Assessments may range from standardized tests to informal assessments and also include technology-based assessments.

*Outcomes:*

Students will be able to compare and contrast, use, interpret, and recommend appropriate assessment tools and practices to meet the needs of students in the literacy classroom

**CIEP 423 Advanced Literacy Instruction in the Content Area (3 Credit Hours)**

This course focuses on the theoretical foundations of content instruction in the context of reading and writing to learn in the content areas. Current research on reading, writing, and thinking as well as topical issues related to teaching practices and state and professional guidelines and standards will be examined.

*Outcomes:*

Students will develop a knowledge base of current reading/writing/thinking theories which can be applied to the teaching of content areas in either elementary or secondary classrooms

**CIEP 424 Assessment, Diagnosis, and Evaluation in Reading (3 Credit Hours)**

This course provides the research and practical applications of literacy assessment instruments to assess, diagnose, plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. Emphasis is on the communication of results of assessments to stakeholders.

*Outcomes:*

Students will be able to competently assess and diagnose the reading/literacy abilities of students experiencing some difficulties and provide and communicate a plan for effective instruction

**CIEP 425 Theory and Practice in Assessment (3 Credit Hours)**

This course addresses the purposes, methods, creation, and uses of assessments in a variety of learning contexts (e.g., classrooms, informal learning settings, workplace settings). The course will examine multiple assessment practices (e.g., testing, performance based, self-assessment, work based assessment). The course will also provide an introduction to the psychometrics of assessment.

*Outcomes:*

Candidates will be able to describe and explain the purposes, theories, and components of various assessment practices; Develop a variety of assessment practices to evaluate learning outcomes across different learning contexts; describe and explain the foundational aspects of psychometrics as it relates to assessment

**CIEP 426 Analysis of Reading Materials (3 Credit Hours)**

This course is designed to introduce the materials which are available for developmental, corrective and remedial literacy instruction with particular emphasis on the selection of appropriate materials to meet specific instructional needs.

*Outcomes:*

Students will be able to select materials that match the reading levels, interests, and cultural and linguistic background of their students

**CIEP 428 Seminar: Development/Administration of Reading Program (3 Credit Hours)**

This is an advanced course for reading professionals and administrators to study, discuss, and evaluate the most effective reading programs. Emphasis is on the developmental processes that support effective programs as well as the guidelines that administrators can implement to encourage best practice in literacy classrooms.

*Outcomes:*

Students will design a reading program that meets the needs of the students in a school setting

**CIEP 429 Teaching Child and Adult Literature (3 Credit Hours)**

This course introduces the English/language arts education student and the reading specialist student to the relevance and need for incorporating children's and young adult literature in the classroom and to the development and strengthening of literacy.

*Outcomes:*

Students will be knowledgeable about a wide range of children's and young adult literature to use in reading instruction for learners at different stages of reading development and from different cultural and linguistic backgrounds

**CIEP 430 Practicum: Reading Disabilities (3 Credit Hours)**

The focus of this course will be on the effective implementation of a school's literacy and reading improvement research action plan. Emphasis will be placed on the implementation of effective teaching strategies and support systems that will result in the development of literate learners and dynamic learning environments.

*Outcomes:*

Students will diagnose reading difficulties that exist at a school and develop an action plan to address them; Students will apply reading content, methodology, diagnosis and assessment strategies to create an effective plan

**CIEP 431 Three Tier Prevention: Advanced Primary Supports (3 Credit Hours)**

This course focuses on universal preventions, which serve as the first tier of three levels of intervention.

*Outcomes:*

Candidates will learn skills to assist them in (a) identifying and assessing problem behaviors; (b) designing and implementing behavior interventions; (c) designing learning environments that prevent and remediate problem behaviors, and (d) involving key stakeholders to develop agreed upon expectations and strategies to facilitate success for all students

**CIEP 432 Three Tier Prevention: Secondary and Tertiary Supports (3 Credit Hours)**

This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will learn skills to assist them in designing and implementing evidenced-based behavior interventions to targeted groups or individuals that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional

**CIEP 433 Self-Determination: Self-Management and Transition Planning (3 Credit Hours)**

This course will focus on increasing student self-determination through the use of behavioral principles to understand and address problems in self-management. In addition, the course will introduce current perspectives on self-determination and quality of life issues as they relate to individuals transitioning through the life-span.

*Outcomes:*

Candidates will learn how to apply behavioral principles to develop and implement an individual self-management plan to reach a particular short-term goal

**CIEP 434 Practicum I: Consultation and Collaboration-School Personnel (3 Credit Hours)**

This course will provide candidates with the opportunity to practice the use of primary supports/interventions to enhance the capacity of schools to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will demonstrate leadership when planning and implementing primary preventions strategies at the school-wide level across all students and will involve appropriate key stakeholders (school personnel, students, families, community members) to develop agreed upon school-wide expectations and strategies to facilitate success for all students

**CIEP 435 Practicum II: Consultation and Collaboration-Family and Community (3 Credit Hours)**

This course will provide candidates with the opportunity to practice the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will demonstrate leadership by providing guidance and modeling to school personnel, family, and community member in the use of behavior interventions to improve the quality of life for all children

**CIEP 437 Strategies Teaching Social Studies & Arts (3 Credit Hours)**

This course is designed to help students examine the complex role of the teacher and to understand principles and methods of curriculum, instruction, and evaluation in schools. Class activities are organized within the content areas of social studies and an appreciation for the arts and include lesson planning, teaching models, the roles and responsibilities of teachers, and educational issues which impact the teaching profession.

*Outcomes:*

Students will be able to design an instructional plan, demonstrate effective teaching strategies, and articulate current issues in teaching and learning

**CIEP 438 Math Elementary & Middle School Teacher (3 Credit Hours)**

This course provides the foundation for teaching standards based mathematics in the elementary school classroom. Students study geometry, measurement, data analysis and probability, algebra and number and operations.

*Outcomes:*

Students will broaden their understanding of elementary school mathematics instruction and teach math lessons in elementary school classrooms



**CIEP 439 Teaching Science in Elementary & Middle Schools (3 Credit Hours)**

This course is designed to help teacher students develop the theoretical background, practical knowledge, and skills essential for successful science teaching.

*Outcomes:*

Students will understand and practice instructional models to effectively teach science to ALL students and assess their learning

**CIEP 440 Critical Investigations in the Field of Curriculum (3 Credit Hours)**

This course critically examines the foundations of curriculum from a critical lens on the field of curriculum. Students study controversial curriculum issues across schools and communities drawing from curriculum theory and policy in lived and specific historical contexts. It starts with the discussion of the history of the field, multiple definitions of curriculum, paradigms, and philosophies and then moves on to wonder about the prospects for the future. Students examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions both in schools and communities.

*Outcomes:*

This course will educate students in historical and philosophical curriculum inquiry across schools and communities; Students explore curriculum issues in real and particular historical, philosophical contexts and apply them to contemporary curriculum discourses

**CIEP 442 Culturally Sustainable Curriculum Development & Implementation (3 Credit Hours)**

This course provides the basis for curriculum development and implementation in schools or other professional learning settings. Students will learn theories and practices of developing curriculum based on culturally responsive and sustainable frameworks and practice how to apply these principles in curriculum development. Students will design and implement social justice-oriented curriculum for schools and/or professional settings.

*Outcomes:*

Students will understand key curriculum development frameworks that integrate culturally sustainable pedagogy

**CIEP 443 Evidence-Based Practices in Mathematics and Science Teaching (3 Credit Hours)**

This course examines a variety of current theories and recent literature on Evidence-Based Practices in teaching and learning, while best practices will be discussed, analyzed, applied, compared and critiqued. Through a critical examination and analysis of the literature, candidates will learn how to implement best practices that focus on the developmental needs of young adolescents and provide them with effective educational instruction.

*Outcomes:*

Candidates will become researchers of their own practice and instructional content, which will lead them to become positive change agents for their own classrooms, and by extension, for the larger school community

**CIEP 444 Social Justice, Service, Quality (3 Credit Hours)**

No course description is available

**CIEP 446 Middle School Theory and Practice (3 Credit Hours)**

This course focuses on middle level philosophy and structure; student development and diversity; curriculum, instruction, assessment, and planning for the middle school classroom; and the creation of a positive learning environment for the graduate student in teacher certification.

*Outcomes:*

Students will develop knowledge of middle level philosophy as it applies to education, examine how these beliefs and values affect both teaching and learning, participate in observation studies and research analysis with early adolescents, and design a simulated interdisciplinary thematic unit based on the above understandings

**CIEP 447 Technology Enhanced Instruction & Online Teaching (3 Credit Hours)**

This course presents the practices for using technology as a tool for instruction and learning. This includes the integration of technology into classrooms and organizations for instructional and learning purposes, the development of digital learning (e.g., videos, webinars, reusable learning objects), practices for online instruction and use of Learning Content Management Systems (LCMSs)

*Course equivalencies:* CIEP492/CIEP447

*Outcomes:*

Candidates utilize technology as a tool to promote learning outcomes; The candidates will learn to practice using various forms of technology enhanced instruction (eg videos, webinars, reusable learning objects); Candidates will also utilize effective practices for online instruction and use of learning content management systems

**CIEP 448 Technology Enhanced Instruction II (3 Credit Hours)**

This course presents models for instructionally sound use of various technologies including computer technology for K-12 settings. (Part II)

*Outcomes:*

The student will develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas

**CIEP 449 Practicum: School Technology (3 Credit Hours)**

This course is designed to provide the opportunity for students to apply their knowledge and skills in instructional design, technology development, technology planning, evaluation, and professional development within a K-12 environment. Learners participate in monthly sessions with the practicum director and are required to contribute to the threaded discussion designed for this practicum.

*Outcomes:*

Learners will be able to work as a consultant within a school setting to provide a variety of support to administrators in developing a technology plan; Learners will be able to work as a consultant within a school setting to provide a variety of support to administrators in developing a technology plan; Learner will be able to provide professional development workshops to increase the technology knowledge and skills of teachers, staff and administrators

**CIEP 450 Educational Psychology (3 Credit Hours)**

The psychological bases of educational theories and practices related to human learning, development and psychological research are studied and critically examined.

*Outcomes:*

Students will demonstrate knowledge of leading learning theories, human development and assessment of learning as it pertains to evidence-based instruction and practice

**CIEP 451 Psychology of Learning (3 Credit Hours)**

The dual study of theory and research in human learning is presented, with an emphasis on behavioral and cognitive science models, as well as memory and retrieval systems.

*Outcomes:*

Students will demonstrate knowledge of validated learning theories in the behavioral and cognitive science domains

**CIEP 452 Literacy Theory and Foundations (3 Credit Hours)**

This is an advanced course in literacy research and theory, providing historical, cognitive, cultural, and technological foundations for teaching reading and related communication systems in elementary, middle, and secondary schools, and to adult populations of developing readers. The purpose of this course is to acquaint students with the most current research and theory that underlie best practices in literacy education.

*Outcomes:*

Students will be able to explain, compare, contrast, and critique the major theories and research related to the psychological, sociological, and linguistic foundations of reading and writing processes and instruction

**CIEP 453 Emergent Literacy (3 Credit Hours)**

This course focuses on the most current understanding of young children's literacy acquisition and development and on the best instructional strategies for teaching young children to read and write successfully.

*Outcomes:*

Students will be able to apply their understanding of current literacy acquisition research to make appropriate instructional decisions when teaching young children to read and write

**CIEP 454 Writing as Literacy (3 Credit Hours)**

This course introduces the concept of writing as literacy. It is designed to acquaint students with the most current understanding of writing in a variety of expressive and informative genres.

*Outcomes:*

Students will demonstrate an understanding of the idea of writers who can then be teachers of writing

**CIEP 456 Leadership in Reading/Professional Development (3 Credit Hours)**

Leadership and learning center this advanced practicum around opportunities for K-12 reading specialist candidate's professional literacy development and training based on school literacy goals, personal literacy interests, and ways to teach others about complex literacy processes.

*Outcomes:*

Students will be able to plan, implement, and evaluate professional development activities at their grade, school, and/or district level as well as support their own professional development and assist other teachers in identifying, planning, and implementing personal professional development plans

**CIEP 457 Implementation Strategies, Planning, and Practices (3 Credit Hours)**

Implementing innovations in schools, community and business organizations requires individuals to possess the knowledge and skills to work successfully as change agents. This course is a study of the science, theories, models and strategies that can be used across organizational settings to facilitate the implementation of innovative practices.

*Outcomes:*

Students will be able to utilize theories, models and strategies to facilitate the planning and implementation of innovations within organizational settings

**CIEP 458 Classroom Management (3 Credit Hours)**

This course is designed to help teacher candidates develop a classroom learning environment conducive to quality instruction and optimal learning. Topics include: establishing classroom procedures, rules and consequences; teaching social skills; facilitating student teams; and solving behavior problems. Students will design a classroom environment that encourages learning.

*Outcomes:*

Students will be able to demonstrate a variety of classroom management strategies appropriate to the needs of the students

**CIEP 461 Practicum in School Psychology I (3 Credit Hours)**

This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.

*Outcomes:*

Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

**CIEP 462 Ethics and Professional School Psychology (3 Credit Hours)**

Enrollment is limited to Graduate Students in the School Psychology program. The course focuses on the professional, legal, and societal context in which school psychology practice takes place and the major functions and competencies of school psychologists.

*Outcomes:*

The expected outcomes of the course are an enhanced understanding of the roles and functions of school psychologists and models of service delivery

**CIEP 463 Practicum Sch Psychology II (3 Credit Hours)**

This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.

*Outcomes:*

Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

**CIEP 466 School Psychology Special Topics (3 Credit Hours)**

This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

**CIEP 469 Issues that Shape Teaching and Learning in Urban Schools and Communities (3 Credit Hours)**

This course examines the social, economic, political, cultural and historical factors that impact communities and shape teaching and learning in urban settings. A field experience with a local community organization working on an educational initiative will provide students with the opportunity to participate in, research, and develop understandings around the relationship among organizations, communities, and schools.

*Outcomes:*

Students will be able to demonstrate a complex understanding of issues that face urban schools, their relationship to local communities and the educational resources that can be generated by partnerships between schools and communities

**CIEP 470 Principles of Instructional Design (3 Credit Hours)**

Through the development of an instructional product candidates will engage in the activities associated with each step of the ADDIE process. Emphasis is placed on a cognitive model of learning; however, other models/theories of learning may be applied. In addition candidates will use theories of instructional motivation, principles of instruction as well as instructional strategies relevant to the type of knowledge and cognitive domain level of their product to in order to enhance learning. Analysis, Design, Development, Implementation, Evaluation (ADDIE) process to develop an instructional product.

*Outcomes:*

Candidates will use the steps involved in systematic instructional design process

**CIEP 471 Theoretical Foundations of ESL-Bilingual Education (3 Credit Hours)**

This course introduces the integral theoretical, historical, political frameworks and ideological constructs that shape the contemporary educational practices for culturally and linguistically diverse students. Content delves into key principles, policies, and practices of language education, including the various models of bilingual education, English as a second language (ESL), English as a foreign language (EFL), and sheltered content instruction. The course builds background of language acquisition theories, key legal precedents, and educational and language policies that influence school programming, assessment, instruction, teaching, and learning.

*Outcomes:*

Participants will explain how students develop and maintain languages, describe the research basis for bilingual education, and demonstrate how various school stakeholders implement language policies and programs with bilingual students

**CIEP 472 Methods and Materials for Teaching ESL/Bilingual Education (3 Credit Hours)**

This course provides a comprehensive framework for teaching bilingual students across a range of educational settings and explores the various theories of language teaching and learning that have been promoted at different times. The content delves into various approaches to teaching in monolingual and bilingual instructional settings, as well as pedagogical strategies to support disciplinary learning, language development, and bilingualism/biliteracy. Course topics include instructional planning and implementation, as well as the selection of culturally, linguistically, and developmentally appropriate materials to enhance instruction, understanding, and achievement.

*Outcomes:*

Participants will design and implement instruction that responds to students' cultural and linguistic backgrounds, supports language development, fosters meaningful interaction with peers, and maintains rigorous expectations for disciplinary learning

**CIEP 473 Instructional Leadership for Multicultural Schools (3 Credit Hours)**

This course focuses on building capacity in schools to promote the learning, development, and achievement of students from diverse linguistic, cultural, and racial backgrounds, particularly framed within the context of a society faced with issues of poverty, discrimination, racism, and sexism. The course probes important topics such as teacher expectations, student identity construction, and utilization of the rich resources that students bring to educational settings from their homes and communities.

*Course equivalencies:* X-CIEP 473/ ELPS 465

*Outcomes:*

Participants will critically analyze their school settings for issues of race, class, culture, language, and gender and then design professional development efforts to promote change with teachers, leaders, families, and communities

**CIEP 474 Assessment of Bilingual Students (3 Credit Hours)**

This course prepares educators to utilize assessment to inform classroom instruction, specifically focused on authentic assessment of language and content. Targeting educators of bilingual students, the course emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Educators collect data and make instructional decisions based on students' abilities in English and other languages, which involves distinguishing between learning exceptionality and second language acquisition.

*Course equivalencies:* X-CIEP474/CIEP526

*Outcomes:*

Participants will design and utilize formal and informal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias

**CIEP 475 Curriculum Workshop (1-3 Credit Hours)**

The course is designed to contextualize, introduce and/or deepen the understanding and appropriation of Ignatian/Jesuit Education/Pedagogy for people who are already engaged in it or planning to engage in it. The course is designed as a philosophy of education course emphasizing the philosophical approach and roots of Jesuit Education. The course can also assist people in the field of education that want to know about Ignatian Pedagogy or are looking for ways of recreating their pedagogical practice from the perspective of Jesuit Education. However, the course can also be accommodated to those looking for an applied approach to enrich and improve a specific pedagogical practice. In this case please indicate this intention to the instructor to make the necessary adjustments.

**CIEP 476 Research in the Teaching of Literacy (3 Credit Hours)**

In this course, students will survey recent research in the field of reading theory, reading instruction, and reading strategies, as well as research related to the reader, children's literature, and effective reading programs that will cover the scope of primary, elementary, middle school, and secondary schools levels of instruction.

*Outcomes:*

Students will identify an instructional need within the classroom and develop an action research plan that will address that need

**CIEP 477 Prevention, Assessment & Intervention: Academic (3 Credit Hours)**

Enrollment is restricted to Graduate students in School Psychology. To provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. They will utilize and evaluate evidence based interventions and learn to effectively communicate this information orally and in writing to help teachers and parents develop, modify academic intervention plans.

*Outcomes:*

Candidates will be able to evaluate and utilize appropriate academic interventions and identifying evidence based practices

**CIEP 478 Behavioral Intervention: Assessment & Support (3 Credit Hours)**

The aim of this course is to familiarize students with the professional literature in consultation and to employ data-based decision-making in the design and delivery of consultative interventions.

*Outcomes:*

Students will be able to design and evaluate two consultation cases; one at the individual level and the second on a classwide-level

**CIEP 479 School-Based Consultation (3 Credit Hours)**

This course will provide an overview of the knowledge and skills necessary for school psychologists to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on the collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe, practice and evaluate the skills required to engage in school-based collaborative consultative services through applied case work, practice, role play, self-reflection, feedback and class discussion.

**CIEP 480 Assessment School-Age Students & Adults (3 Credit Hours)**

The emphasis of the course is on assessment skills and interpretation of individual cognitive measures with school-age children and adults.

*Outcomes:*

Students will be able to demonstrate proficiency in the administration and interpretation of a wide variety of commonly used measures of cognitive functioning

**CIEP 481 Prevention, Assessment & Intervention: Early Childhood (3 Credit Hours)**

Enrollment is restricted to Graduate Students in the School Psychology program. This course provides insight into the developmental assessment of infants & preschool children, and the planning and development of intervention goals.

*Outcomes:*

Students will gain proficiency in standardized and authentic assessment of language and social-emotional development, cognitive ability, motor skills, achievement, and adaptive behavior in young children

**CIEP 482 Prevention, Assessment & Intervention: Behavior (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology. This course is designed to provide students with an introduction to strategies for promoting positive behavior in the context of instructional environments through the use of applied behavior analysis principles and procedures. Course content includes multiple methods of behavioral assessment linked to intervention planning.

*Course equivalencies:* X-CIEP482/CPSY482

*Outcomes:*

The students will be able to use strategies for promoting positive behaviors for students in the schools and link their assessments to interventions

**CIEP 484 Biological Foundation: Behavior in Schools (3 Credit Hours)**

This is a seminar course on cognitive neuropsychological foundations in school psychology. The cognitive neuropsychological basis of educational theories and practices are studied and critically examined. Emphasis is given to current brain research, assessment based on the Cognitive Hypothesis Testing model (Hale & Fiorello, 2004) and resultant neuropsychological process assessment and how medications impact learning, social interactions, and behavioral functioning within the school setting. The course is for nonmedical professionals and provides a basic knowledge of cognitive neuropsychological principles of brain functioning, medications and psychopharmacological treatment.

*Outcomes:*

Students will demonstrate an understanding of the biological basis for behavior and how these issues relate to academic and behavioral challenges faced in schools

**CIEP 485 Prevention, Assessment & Intervention: Social-Emotional (3 Credit Hours)**

Enrollment is restricted to graduate students in School Psychology. The students will have an understanding of the theoretical foundations of emotional and behavioral disorders; the diagnostic/eligibility criteria for emotional and behavioral disorders; and the social and emotional assessment instruments and procedures. Students will be introduced to early identification and intervention strategies with regard to social/emotional/behavioral functioning.

*Outcomes:*

Students will be able to assess and link interventions to help students with social emotional needs in the schools

**CIEP 486 Internship: School Psychology (3 Credit Hours)**

This course provides university-based supervision for school psychology students completing a nine-month full-time experience conducted in an approved public school setting under a state-approved internship plan.

*Outcomes:*

Student apply skills in assessing students, consulting with school personnel and parents, counseling students as part of a state-approved internship plan

**CIEP 487 Tests & Measurements (3 Credit Hours)**

This is a course overview of the history, purposes and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.

*Course equivalencies:* X-CIEP487/CPSY487

*Outcomes:*

Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

**CIEP 488 Participatory Action Research (PAR) in Schools and Communities (3 Credit Hours)**

This course will provide candidates with the knowledge and skills to use participatory action research (PAR) practices and approaches. Candidates will develop theoretical and practical knowledge related to a collaborative approach to research. The theoretical framework situates stakeholders in schools and community organizations as experts in their field and sees collaborative research between institutions of higher learning and schools and communities as an opportunity to authentically address germane problems and issues while promoting shared learning.

*Outcomes:*

This course emphasizes valuing the epistemic assets that local stakeholders bring to identifying and working toward solutions that benefit their missions and finding ways to bring attention to their work through research and publications

**CIEP 489 Intro School-Based Network (3 Credit Hours)**

No course description is available

**CIEP 496 Educational Evaluation (3 Credit Hours)**

This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to practice program evaluation. An assumption of this course is that "the pursuit of professional practice in evaluation requires developing a life of the mind for practice" (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.

*Course equivalencies:* RMTD406 / CIEP496

**CIEP 498 Independent Study (1-3 Credit Hours)**

In preparation for advanced degree writing and research, candidates will utilize readings, discussions, and appropriate computer applications to interpret, organize, display, and summarize quantitative study results. Course concepts include probability, normal distribution, tests of significance and correlation, simple regression, and multiple regression are among the tests that may be utilized.

**CIEP 499 Directed Research (1-3 Credit Hours)**

This course is Directed Research. Course Content, Course Objectives and Outcomes are collaboratively constructed with Research Student and Supervising FT SOE Faculty member. The Directed Research Projects are approved by SOE Program Area faculty and SOE Associate Dean of Academic Affairs.

**CIEP 500 Child Development and Cognition (3 Credit Hours)**

The purpose of this course is to provide students with a graduate level overview of the key theories of development and cognition. Students will learn about critical issues in development and learning that they will encounter and need to deal with working as psychologists in applied settings. Throughout the course students will be asked to analyze, reflect upon, and critique how theories learned may apply, or not, to those learners whose primary culture may be different from the majority through case studies, online discussion boards (or in-class discussions), and a critical analysis of comparative field site visits.

**CIEP 501 Exceptional Learner II (3 Credit Hours)**

The purpose of this course is to provide in depth understanding of ethical, professional, and collaborative service provision for children with special needs within a multicultural framework.

*Outcomes:*

Students will understand the current trends in service delivery for students with low incidence/significant disabilities (eg, partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs

**CIEP 502 Trauma Sensitive Schools (3 Credit Hours)**

Students will explore literature on trauma sensitive schools and the intersection with race and discrimination. They will use Multi-Tiered systems of support to support students at each tier and support staff and families.

*Outcomes:*

Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

**CIEP 503 Culturally Relevant Literature for Children & Adolescents (3 Credit Hours)**

This course introduces participants to texts and classroom materials that authentically portray and reflect the cultural and linguistic diversity of classrooms and communities. The course focuses on analyzing materials for relevance and authenticity, learning about bilingual students through diverse stories, and using culturally relevant texts to support students' learning and development in classrooms.

*Outcomes:*

Participants will find, select, and utilize culturally relevant and authentic literature to support students' learning and development in culturally and linguistically diverse classrooms

**CIEP 504 Applied Linguistics for Teachers (3 Credit Hours)**

This course emphasizes the complex and dynamic role of language in teaching and learning, including implications for effective policy and practice in culturally and linguistically diverse classrooms. The course prompts participants to engage in applied linguistics research to solve problems of practice in the teaching of bilingual students.

*Outcomes:*

Participants will apply in-depth understandings of language acquisition and development to make informed decisions in practice with the goal to support the learning and language development of linguistically diverse students

**CIEP 505 Literacy and Numeracy for Principals (3 Credit Hours)**

*Pre-requisites:* ELPS 481; CIEP 442

The purpose of this course is to introduce principal candidates to the foundations of numeracy and literacy development across PK - 12 settings. Included will be a focus on the development of knowledge and skills required to provide leadership in PK - 12.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**CIEP 506 English Language Learning Practicum (3 Credit Hours)**

The practicum experience serves to integrate learning from across the Masters program within authentic teaching and learning environments spanning PK-20 settings. The course involves formal observation, support, and evaluation during classroom teaching with bilingual students, guided by specific practicum assignments that center on backward design via data analysis, classroom environment, and instructional units of study.

*Outcomes:*

Participants will demonstrate competence, effectiveness, and responsiveness in daily classroom practice with bilingual students

**CIEP 507 Language Demands and Development in Disciplinary Classrooms (3 Credit Hours)**

Everything we do in classrooms and schools requires language, yet the nuances and complexities of language are rarely explored in educator-preparation programs. As the population diversifies and more students come to schools with competencies in languages other than English, teachers must understand how language works so that they can support students in developing language spanning grades and disciplines. In this course, teachers will explore the language demands within and across academic disciplines and enact scaffolds to support multilingual students' language development by attending to these demands. Course understandings and related pedagogical practices emphasize the value of students' multilingual repertoires and competencies with foci on building metalinguistic awareness and encouraging translanguaging with languages and language varieties. Pedagogical practices will focus primarily on building classroom environments to support students' language development, including contextual features, scaffolds, and procedures.

*Outcomes:*

Participants will: Describe the role of language(s) in teaching and learning, including how it develops; Distinguish the components of language (eg, phonology, morphology, syntax); Apply knowledge of language components in support of language development; Describe the language functions, features, and domains of disciplinary classrooms; Apply knowledge of language demands to support students' language development; Explain the interplay of home and school languages (eg, metalinguistic awareness); Apply knowledge of metalinguistic awareness in support of language development

**CIEP 508 Social Justice for Multilingual Learners (3 Credit Hours)**

This course introduces educators to foundational principles and practices for promoting social justice and educational equity while teaching multilingual learners in today's classrooms. A central component to teaching for social justice for students labeled as English learners (ELs), this course prompts educators to deconstruct their identities, experiences, and perspectives on cultural and linguistic diversity as a means to recognize and deconstruct language ideologies, deficit-based perspectives, personal biases, and institutionally driven assumptions. Framed by larger sociolinguistic and sociopolitical themes in the field of EL/bilingual education, educators explore students' diversity in their classrooms and schools and reflect upon current practice with that lens. Participants then draw from the literature to develop personal philosophy statements for serving multilingual learners with goals for their own professional learning.

*Outcomes:*

Participants will: Discern the central and active role of teachers as language policy actors and language decision makers in classrooms, schools, and communities; Reflect upon previous experiences with and perspectives on language learners, language education, and language diversity; Probe the role of language ideologies in institutional practices in education as a means to examine and deconstruct biases and assumptions; Explore the diversity of classrooms, schools, and communities, including cultural, linguistic, familial, academic, social, emotional, behavioral, and sociopolitical factors; Analyze historical and current practices in schools for multilingual students in line with research and theory of supporting and promoting equity for multilingual students; Define personal philosophies and professional goals for teaching multilingual students

**CIEP 509 Literacy Teaching for Bilingual & Multilingual Students (3 Credit Hours)**

Literacy is widely seen as one of the most important skills that children need in order to be successful in school and beyond, however the teaching of reading and writing are largely still approached from a monolingual paradigm even though the vast majority of classrooms have students who speak (and are often literate to varied degrees in that language) in at least one other language beyond the language of instruction. Therefore, it is essential that educators acquire the knowledge and skills to consider the development of literacy from a broader, less restrictive linguistic paradigm in order to engage and effectively teach reading and writing to their students who are bi/multilingual. Regardless of teaching context (e.g., grade level; bilingual or monolingual instructional setting, etc.) educators in this course are supported to move away from a monolingual paradigm in relation to literacy development in order to make strong and effective use of their students' literacy knowledge across languages. Participants will apply new learning to implement strategies (such as contrastive analysis, reading and writing opportunities in both languages, etc.) that supports the development and transference of literacy learning across languages.

*Outcomes:*

Participants will: Explain the relationships between oral language and literacy development and first and second literacy acquisition; Describe the relationships between literacy development, identity and motivation; Describe the different paths to literacy development specifically in relation to oracy and literacy in another language; Identify the ways in which knowledge of different orthographic systems can be beneficial to learning a new one; Apply knowledge of different orthographic systems to support students' literacy development through teaching strategies such as contrastive analysis; Apply knowledge of bilingualism to support students' literacy development across languages; Design strategies for teaching reading and writing that build on students' linguistic and cultural funds of knowledge; Identify the components of knowledge needed to become literate in another language and distinguish between those aspects of literacy that are common across all languages and those that are unique to certain languages; Create classroom environments and materials that support students' bi- or multilingual literacies and engage them in shared literacy events

**CIEP 510 Accessing & Adopting General Education Curriculum (3 Credit Hours)**

This course provides a review of standards for K-12 student learning with special emphasis on reading and mathematics.

*Outcomes:*

The student will be able to Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences

**CIEP 511 Development Theory & Disabilities (3 Credit Hours)**

The purpose of this course is to study the stages of physical, cognitive, social, and emotional development of infants, toddlers, young children, and adolescents with special attention to the similarities and differences among individuals with and without disabilities. The influence of sensory, cultural, and environmental issues on the developmental needs of children and adolescents will be explored. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

**CIEP 512 Special Education: The Profession (3 Credit Hours)**

The purpose of this course is to examine, test, and clarify the student's commitment and understanding of the teaching profession.

*Outcomes:*

Students will reflect on their role in the classroom through journaling and sharing

**CIEP 513 Ethics & Law for Administrators (3 Credit Hours)**

This course will deal in depth with current and timely legal and ethical issues in the education of children with disabilities, diverse learners and other children identified as having additional needs in any area of instruction and development, focusing on the administration of special education services in public schools. The approach to and focus on these topics is designed for candidates seeking endorsement as Illinois State-approved Director of Special Education. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and the provision of a free appropriate public education in the least restrictive environment. The delivery of services to special needs children from early childhood through post-secondary transition will be addressed.

*Outcomes:*

The course will concentrate on statutory and regulatory compliance; fostering effective and productive relationships among administration, professional personnel, service providers and families in serving students with special needs; and timely, efficient, positive-focused dispute resolution

**CIEP 514 Advanced Systems Consultation (3 Credit Hours)**

As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students' needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.

*Outcomes:*

Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

**CIEP 518 Theories and Practices of Partnerships (3 Credit Hours)**

This course explores current issues, literature bases, and practical examples related community-based and practice-oriented partnerships focused on improving learning opportunities for youth, their parents/guardians, and various stakeholders in the community.

*Outcomes:*

Teachers are vital to the success of the students in their classrooms, but we must recognize that teaching and learning happen across many time and spaces, and are influenced by a multitude of factors, beyond the classroom

**CIEP 519 Data-based Decision Making (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology. The purpose of this course is for students to gain knowledge in universal behavioral and academic behavior data-based decision-making skills and ways to use these data to make informed curricular and intervention decisions that are of use to schools. The students will be able to use data-based and evidence-based decision-making in working with children and teachers in the schools.

**CIEP 520 Doctoral Seminar (1 Credit Hour)**

This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation.

*Outcomes:*

Students will develop a plan of study for their degree as well as a prospectus for their dissertation

**CIEP 521 Curr Theory & Research with Schools & Communities: Positionalities, Perspectives, & Transformations (3 Credit Hours)**

The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school and community settings. Students become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.

*Outcomes:*

Students will pose a problem, a question or a series of questions that would address the problem, collect data to facilitate answering some or all of the questions, analyze the data, and produce a series of reports on the state of their research in school and community settings

**CIEP 522 Curriculum Policy Across Schools and Communities (3 Credit Hours)**

This course offers a critical examination of the intersections of curriculum politics, policy, and practice in schools and communities. The goal is to increase students' understanding of the complexities of educational policy in practice as a means to assist them in becoming effective leaders and practitioners who influence and implement curricular policy in service of social justice.

*Outcomes:*

Students will examine historical and current trajectories of curricular policy spanning educational contexts, using various theoretical frameworks to probe how policy layers, locales, and actors influence the design and implementation in practice

**CIEP 523 Curriculum Improvement and School-Community Change (3 Credit Hours)**

Recognizing that the growth and development of schools and communities are inextricably linked, this course develops candidates' understanding of curriculum and school reform as well as community improvement. It examines historic school reform and contemporary school change models in addition to school-based reform strategies intended to improve teaching and learning in schools. The course further examines contemporary community development strategies such as community organizing, community economic development, and social service approaches in order to grant insights into the role communities play as potential partners in school improvement.

*Outcomes:*

Students will assess current research on curriculum reform and community development and their implications for improving student learning and achievement in school settings; Students will work with a local community organization or community schools' site in order to gain insights into how school and community organizations partner together to strengthen learning and developmental outcomes

**CIEP 524 Privilege, Power, and Possibilities: Teaching for Social Justice in Schools and Communities (3 Credit Hours)**

This course examines social justice issues through a critical lens. Readings focus on the role of race, ethnicity, and cultural contexts in the development of curriculum over time. The course emphasizes teaching for social justice through culturally and linguistically responsive and sustainable instructional and assessment practices.

*Outcomes:*

This course has been designed for graduate students who want to explore frameworks, perspectives, contexts, and strategies that will help them translate social justice in instruction and assessment practices

**CIEP 525 Leading for Social Justice in School Psychology (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course provides an overview of individual, school-level, and national perspectives on leadership and systems change in school psychology, with an emphasis on strategies for bringing about socially just changes in schools.

*Outcomes:*

The intended outcome is the enhanced ability to lead for social justice as a school psychologist

**CIEP 526 Assessment Culturally & Linguistically Diverse Populations (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course focuses on the socio-political issues that under-represented groups face in society including the historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention with under-represented youth.

*Course equivalencies:* X-CIEP474/CIEP526

*Outcomes:*

To produce school psychologists who are aware of multicultural and diversity issues

**CIEP 527 Ethics and Law for School Psychologists (3 Credit Hours)**

Enrollment is restricted to Ed.D. Students in School Psychology This course focuses on the ethical standard for school psychologists. Students will explore the connection between the psychologist's vulnerabilities, ethical missteps and the development of ethical resilience.

*Outcomes:*

Students will identify and resolve ethical dilemmas and ethical violations in the practice of school psychology

**CIEP 532 Seminar: Essential Curr Readings (3 Credit Hours)**

In this course the students will read and discuss a number of books which have had a major influence on the K-12 curriculum in American schools, with an emphasis on Social Justice.

*Outcomes:*

The student will understand and apply the lessons of the authors to their own situations; The students will consider the various aspects of social justice in completing assignments and discussing readings

**CIEP 533 Proseminar: Educational Psychology/School Psychology (0 Credit Hours)**

A required two-semester series of seminars designed for all students pursuing the Ph.D. degree in educational psychology or school psychology which focuses on critical issues in the field and the planning of a colloquium series

*Outcomes:*

Students will have an enhanced knowledge base of critical topic that drive the school psychology and educational psychology literature



**CIEP 535 System Consultation in School Discipline Reform (2 Credit Hours)**

*Pre-requisites:* Degree in Education or Law Related Field

The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).

*Course equivalencies:* LAW 684 / CIEP 535

*Outcomes:*

Students will analyze system level factors and data

**CIEP 537 School Discipline Reform: Linking Law Policy and Practice (2 Credit Hours)**

*Pre-requisites:* Degree in Education or Law-Related Field

The course will examine in-depth three to four major themes in the field of school discipline from the perspectives of law, policy and practice (e.g. racial and special education disparities, juvenile/criminal justice linkages and teacher).

*Course equivalencies:* CIEP 537 / LAW 686

*Outcomes:*

Participants will develop a three to five year action plan for school discipline reform

**CIEP 540 Seminar Research Curriculum & Instruction (3 Credit Hours)**

This course focuses on how current research in curriculum and instruction addresses key curricular questions such as, Does it work? For whom and under what conditions does it work? How does it work? Does a given theory hold?

*Outcomes:*

Students will be able to: 1) Understand key curricular questions and major areas of research in curriculum and instruction; 2) Evaluate a variety of professional articles and studies in terms of validity, methodology, findings, conclusions, alignment of various components with research question; 3) Synthesize research articles and studies into a coherent and appropriate literature review

**CIEP 541 Seminar: Curriculum Issues (3 Credit Hours)**

In this course students will study one aspect of current literature in the field of curriculum with intensity.

*Outcomes:*

Students will be able to apply the current research in an advanced curriculum situation; Students will be cognizant of current areas of curriculum research and be able to find references electronically

**CIEP 542 Seminar Theories of Curriculum & Instruction (3 Credit Hours)**

This seminar introduces advanced theories and theorists. The process of instruction is applied to a project or problem in an area of the students' choice.

**CIEP 543 Seminar School Improvement (3 Credit Hours)**

The course focuses on the theories, models, strategies and practices that are germane to school reform.

*Outcomes:*

The student will understand the dynamics of organizational change, reform, self-organizing systems, and continuous quality improvement

**CIEP 544 Prevention, Assessment & Intervention: Advanced Skills (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology.

This course will provide students with in-depth hands on introduction to evidence-based cognitive behavioral treatments. The course will also focus on adaptations to match client presentation, ethnicity, culture, and socioeconomic status.

*Outcomes:*

The course will involve the modeling and practicing treatments such as CBT, which students will learn and demonstrate competently

**CIEP 545 Systems Consultation (3 Credit Hours)**

This is an advanced course for doctoral level students. The course has two separate but related prongs. First, the students will develop a working understanding of Organizational Development Consultation, demonstrating the skills necessary to perform the role of organization development consultant and in determining when and how to carry out this role.

**CIEP 546 School Psychology Advanced Practicum (1-3 Credit Hours)**

Enrollment is limited to Doctoral Students in School Psychology The purpose of this course is for students to complete a supervised advanced practicum in a clinical setting that can include schools, clinical or hospital environments.

*Outcomes:*

Supervised clinical experience in applied school psychology practice

**CIEP 547 Clerkship: School & Educational Psychology (0 Credit Hours)**

This is a non-credit doctoral level course that provides advanced experience in university teaching, research or direct service to children/adolescents.

*Outcomes:*

Students will demonstrate proficiency in an advanced area of academic training, based on supervised experience and evaluation by a site supervisor

**CIEP 548 Family, School and Community Collaboration (3 Credit Hours)**

Enrollment is restricted to students in the Graduate Education program. Blending leading consultation approaches and ecological theory, this course provides an overview of the conceptual frameworks undergirding family/school community collaboration in schools.

*Outcomes:*

Students who take this course will leave with an enhanced ability to work effectively with families and communities across a wide spectrum of topics and opportunities

**CIEP 550 Seminar Educational & School Psychology (3 Credit Hours)**

This course is an overview of current topics in school and educational psychology with an emphasis given to the development of a plan for a program of scholarly activity.

*Outcomes:*

Students will write a research proposal as an entry point for a research program in a particular domain

**CIEP 556 Seminar: Problem Solving Thinking & Creativity (3 Credit Hours)**

This course focuses on the knowledge base related to human problem-solving, thinking and creating through the presentation of a variety of approaches as they relate to instructional design.

*Outcomes:*

Students will demonstrate an advanced theoretical understanding of current models of human problem-solving, thinking and creativity along with an understanding of how these approaches drive instructional interventions

**CIEP 557 Seminar Learning Theory & Teaching (3 Credit Hours)**

This course focuses on the analysis of advanced readings in behavioral and cognitive instructional technology.

*Outcomes:*

Students will have an enhanced ability critically examine the literature in behavioral and cognitive instructional technology

**CIEP 558 Seminar Theories of Intelligence (3 Credit Hours)**

No course description is available

**CIEP 559 Seminar Theories of Learning (3 Credit Hours)**

This course connects current learning theories with curriculum development, instruction, and assessment practices in the schools. Candidates examine school-based implications of theory and research in such areas as multiple intelligences, developmental stages, and ethical/moral development. This course is neither a methods course (focused on developing a repertoire of teaching and learning activities) nor an educational psychology course (focused on applying experimental research to instruction). It is a seminar in which students read the work of current theorists and practitioners in human learning and explore how knowledge of current of current research can impact educational decisions and instructional practice.

**CIEP 561 Practicum in Curriculum (3 Credit Hours)**

This practicum is intended to help students integrate theoretical and research coursework with practice and to reflect on their own development as researchers and practitioners. Students are encouraged to reflect on their experiences in their programs and use this to examine how they have changed as researchers, practitioners, and people. This course format is hybrid and seminar based, meaning course activities will occur both as a class, and one on one with the instructor. Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their work as a researcher and practitioner.

**CIEP 562 Student Teaching-Graduate Level (6 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 563 Graduate Special Education-Student Teaching (6 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 564 Student Teaching Graduate (1-3 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 571 School Discipline Workshop: Anti-Racism (0 Credit Hours)**

As part of the Restorative Justice course, you must participate in an intensive on-campus weekend seminar on equity, anti-racism, and restorative justice. This seminar offers you the opportunity to network with other professionals and engage in exercises and skills-building related to the core principles and practices of restorative justice.

*Outcomes:*

Apply the principles of restorative practices to address challenges your school or district is facing; Develop an action plan to implement prevention-oriented alternatives to exclusionary school discipline practices in your respective setting

**CIEP 586 Doctoral Internship: School Psychology (1 Credit Hour)**

In collaboration with ISPIC and APPIC, the student will complete an advanced doctoral level 12 month supervised internship of 2000 hours.

*Outcomes:*

Students will follow a prescribed doctoral level internship plan to show advanced competencies as a school psychologist under the direction of a licensed clinical psychologist and certified school psychologist

**CIEP 590 School Psychology - Supervision (0 Credit Hours)**

The purpose of this course is to provide supervised teaching or field based experiences to SPYCH GRAD students. Students will learn to apply essential skills effectively to serve children in a school based setting.

*Outcomes:*

Develop specific school-based skills, competencies and points of views needed by professionals in the field of School Psychology

**CIEP 595 Thesis Supervision (0 Credit Hours)**

To be registered for while working on an approved thesis project.

**CIEP 600 Dissertation Supervision (0 Credit Hours)**

To be registered for while working on an approved dissertation project.

**CIEP 605 Master's Study (0 Credit Hours)**

To be registered for while preparing a thesis proposal.

**CIEP 610 Doctoral Study (0 Credit Hours)**

This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal.

**CIEP 620 Legal Issues in School Discipline (2 Credit Hours)**

The course will address the Constitutional implications of school discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about "zero tolerance" policies, the role that school discipline plays in the "school-to-prison pipeline," and the discriminatory impact of school discipline policies.

*Course equivalencies:* X-CIEP 620/LAW 683

*Outcomes:*

Develop a solid understanding of the fundamental legal principles and law that guide school discipline practices in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law; Enhance understanding of the policy concerns that have arisen regarding school discipline practices and develop knowledge of alternative approaches

**CIEP 625 Restorative Justice in Schools (2 Credit Hours)**

This course begins with an immersion experience where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the immersion and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, connections between racial and restorative justice, and systems and structures to accommodate restorative practice within school life. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.

*Outcomes:*

Distinguish between restorative and punitive motivations, techniques, strategies, and outcomes; Define a restorative mindset within a trauma framework by explaining the components of repairing harm between individuals and within communities; Plan, facilitate, and reflect on proactive and responsive circles (including those focused on: community building, healing, understanding, peace and mediation, celebration); Plan, facilitate, and reflect on effective restorative conversations; Plan, facilitate, and reflect on generating effective restorative consequences through a restorative conversation; Describe the connection between anti-racism and racial justice with principles of Restorative Justice; Identify systems, structures, and stakeholders to support the implementation of restorative justice principles to achieve school or district wide culture change

## Educational Leadership & Policy Studies (ELPS)

**ELPS 400 Inquiry Into Educational Policy (3 Credit Hours)**

No course description is available

**ELPS 401 Documentary Research in Education (3 Credit Hours)**

Documentary research in the field of education introduces graduate students to archival research and addresses issues related to the role and use of documents and public and private records.

*Course equivalencies:* RMTD401 / ELPS401

**ELPS 402 Mission and Catholic School Leadership (3 Credit Hours)**

This course explores how mission must be central to leadership and how all activities must align with that mission. Students will explore inputs, transformation processes and outputs as they relate to Catholic Ed leadership and school improvement.

*Course equivalencies:* RMTD402 / ELPS402

**ELPS 403 Qualitative Research Methods in Education (3 Credit Hours)**

This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.

*Course equivalencies:* RMTD405 / ELPS403

*Outcomes:*

Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

**ELPS 404 Entrepreneurial Approaches to Catholic Education (3 Credit Hours)**

Mark Casson in his book *The Entrepreneurs: An Economic Theory*, says that the theory of entrepreneurship rests upon the following definition: "An entrepreneur is someone who specializes in making judgmental decision about the coordination of scarce resources." This could also be the definition of a Catholic school leader! Catholic education is the largest non-public education system in America. But it is also half the size it was in 1960. To stay relevant and thriving, Catholic education must become more innovative and entrepreneurial. We will investigate the process by which innovations are designed and will critically assess the efficacy of a wide range of innovations. What leads to innovation and how is it scaled effectively? We will read and talk to educators, entrepreneurs, and policy makers about design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools.

**ELPS 405 Introduction to Educational Policy Analysis (3 Credit Hours)**

This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.

*Outcomes:*

Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates

**ELPS 406 Foundations Using Data for Continuous Improvement (3 Credit Hours)**

This is the foundation course for data-based decision making within the principal preparation series. This graduate course provides skill sets to help future school leaders and administrators to access, interpret, and encourage the use of data to improve student educational outcomes. Restricted to graduate students in the School of Education. Students will learn how to organize, analyze, and synthesize data in order to interpret student and teacher assessment results.

**ELPS 407 Leading for Data-based Decision Making (3 Credit Hours)**

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students to accomplish educational outcomes. Restricted to graduate students in the School of Education.

*Outcomes:*

Candidates will examine data and the use of data in making decisions on several different levels

**ELPS 408 Leading for Diversity (3 Credit Hours)**

This course focuses on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. This course explores issues of second language and second culture acquisition and consider the relationship between identity construction and school success.

**ELPS 409 Fundamentals of Instructional Coaching (3 Credit Hours)**

The instructional coach provides instructional leadership by supporting evidence-based instructional practices with classroom teachers. This course focuses on developing the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management. In developing the role of the instructional coach, candidates will develop skill in building trusting relationships, facilitating support from administrators, and providing confidential, non-evaluative job-embedded professional development for faculty. Models of coaching will be explored as well as a focus on conferencing and facilitation skills.

**ELPS 410 Sociology of Education (3 Credit Hours)**

This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactive perspectives, and exposes students to major theoretical traditions in the discipline.

*Outcomes:*

Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools

**ELPS 411 Special Education in the Catholic School (3 Credit Hours)**

This course will examine moral and practical foundations of developing special education programs with the Catholic schools setting. This course will also explore the connection between Church documents and serving students with disabilities in This course is restricted to those enrolled in the Leading Inclusive Catholic Schools

**ELPS 412 Urban Education Policy (3 Credit Hours)**

This course uses a range of theoretical perspectives, theories and empirical research to analyze urban education policy. This course explores urban schools' and urban educational policy's evolution in response to changes in U.S. cities, urban teaching and school governance, and contemporary educational policies that are prevalent in urban school districts.

*Outcomes:*

1) Improved ability to critically evaluate ideas, arguments, and points of view regarding urban education policy; 2) Expanded knowledge of contemporary events, issues, movements and policies in urban education settings

**ELPS 413 Critical Social Theories (3 Credit Hours)**

This survey course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions: What is theory and who gets to define that?; What is social theory?; What is critical about critical social theories?; How is theory pertinent to practical, everyday educational practices?; How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?; and What is your relationship to critical social theory?

*Outcomes:*

This course has been designed to meet the following objectives: Students will: 1) Use prior knowledge to make real-world connections to critical social theories; 2) Understand and apply critical social theories to their personal and professional contexts; 3) Increase their reflexivity with regards to critical social issues; 4) Engage in aesthetic educational practices; 5) Embrace conflict as a necessary part of the learning process; 6) Examine the hidden curriculum of higher education through the application of critical social theories; 7) Explore with "play" as a necessary aspect of authentic learning; 8) Experience multimodal approaches to engaging the course content

**ELPS 419 Leadership in Higher Education (3 Credit Hours)**

This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of college students.

*Outcomes:*

Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development

**ELPS 420 Philosophy of Education (3 Credit Hours)**

This course examines the philosophical questions embedded in teaching, learning, and schooling.

*Outcomes:*

Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling

**ELPS 421 Theories of Knowledge and Education (3 Credit Hours)**

This course examines theories of knowledge and their implications for educational practice from a philosophic.

*Outcomes:*

Students understand different philosophic explanations of learning and knowledge and acquire the ability to interpret educational practices according to these explanations

**ELPS 422 Modern Theories of Education (3 Credit Hours)**

An examination of modern theories of education from a series of philosophical perspectives.

*Outcomes:*

Students develop a critical understanding of modern theories of education

**ELPS 423 Value Theory and Education (3 Credit Hours)**

Using various value theories, the course examines the practices of teaching, learning, and schooling.

*Outcomes:*

The student acquires familiarity with theories of value and is able to use them in critically examining the practices of teaching, learning, and schooling

**ELPS 424 Jesus the Teacher: A Theology of Education (3 Credit Hours)**

The course develops a theology of education based on the account of Jesus provided in the New Testament.

*Outcomes:*

The student is able to interpret the task of education in light of the life of Jesus

**ELPS 425 Foundations in Student Affairs (3 Credit Hours)**

This course provides an introduction to the college student affairs profession. Special attention is focused on historical and philosophical foundations, organizational structures, professional roles, functions, and services, and challenges, opportunities, and issues faced by professional staff.

*Outcomes:*

Students will be able to describe factors contributing to America's diverse system of higher education and its impact on the design and delivery of student affairs programs and services

**ELPS 426 Student Affairs Administration Higher Education (3 Credit Hours)**

No course description is available

**ELPS 427 Foundations in Higher Education (3 Credit Hours)**

The purpose of this new course is to provide a comprehensive examination of the foundations of higher education in the United States.

*Outcomes:*

This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents; Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns

**ELPS 428 The Junior and Community College (3 Credit Hours)**

This course introduces the two-year college and its role in American higher education, including a focus on historical origins, characteristics of students and faculty, curriculum development, governance and collective bargaining, and contemporary issues.

*Outcomes:*

Students will be able to describe factors influencing the development of the two-year college within the broader system of higher education in the United States, and understand the special role that the two-year institution serves in American society

**ELPS 429 Selected Topics in Higher Education (3 Credit Hours)**

This course will discuss special topics in higher education policy and practice.

*Outcomes:*

Students will be able to identify, review and critically analyze significant higher education policy and practice issues

**ELPS 430 Curriculum and Pedagogy in Higher Education (3 Credit Hours)**

This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy?; What has curriculum and pedagogy looked like in your schooling experiences?; What roles do curriculum and pedagogy play in the context of higher education & student affairs?; What are the explicit and implicit curricula of higher education & student affairs?; How is higher education & student affairs curriculum created, by whom, and for what purpose?; What is your own understanding and experiences with curriculum and pedagogy in your own life?

*Outcomes:*

This course aims to model effective curricular design course activities, assignments, readings, and relationships; While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful

**ELPS 431 Evaluation in Higher Education (3 Credit Hours)**

This course examines evaluation and assessment philosophy, approaches, models, and practice in higher education with focus on institutional accountability and assurance of quality programs.

*Outcomes:*

Students will gain an appreciation for the importance of evaluation and assessment of educational programs in higher education and understand strategies employed by institutions to achieve their goals and objectives; Students will also gain an understanding of the range of quantitative and qualitative tools available to measure student learning and developmental outcomes

**ELPS 432 Multiculturalism for Social Justice in Higher Education (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education practice.

*Outcomes:*

Understand social justice conceptual foundations and the various ways in which oppression influences individuals, institutions, and the broader society

**ELPS 433 Student Development in Higher Education (3 Credit Hours)**

This course introduces cognitive and psychosocial research and theory focused on the maturation and development of traditional aged college students, particularly in the domains of identity, cognition, and moral reasoning.

*Outcomes:*

Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching

**ELPS 434 American College Student (3 Credit Hours)**

This course explores who goes to college, and the affects of cultural background and campus environments on college student experiences.

*Outcomes:*

Students will be able to explain how campus environments influence student learning and identity including analyzing the experiences of different students and student groups using anthropological and sociological constructs

**ELPS 435 Enrollment Management in Higher Education (3 Credit Hours)**

This course examines research and theory focusing on student demand for higher education, college choice, recruitment and marketing, public aid policy, retention and student success, and best practices related to enrollment management.

*Outcomes:*

Students will demonstrate factors influencing both demand for higher education and student choice of institutions, with focus on the role of public financial aid policy in access and choice

**ELPS 436 Women in Higher Education (3 Credit Hours)**

This course explores issues unique to women as academic leaders and administrators in higher education. It examines the history and challenges that women have faced as students in higher education institutions, exploring the factors that have affected their participation, matriculation, and completion of programs, over time and today. Last, this course will explore gender and expanding issues around identification and sexual orientation, as related to institutional inclusiveness and student supportive services.

**ELPS 437 Today's Community College Students (1 Credit Hour)**

No course description is available

**ELPS 438 Designing Effective Community College Courses (1 Credit Hour)**

No course description is available

**ELPS 439 Assessing Student Learning in Community Colleges (1 Credit Hour)**

No course description is available

**ELPS 440 Community College Students as Learners (1 Credit Hour)**

No course description is available

**ELPS 441 Community College Teaching (3 Credit Hours)**

This course examines the curriculum and programs offered within community colleges and the instructional philosophies and strategies used to encourage student success. It will examine the heterogeneous population of students who attend these institutions and their learning needs and preferences. The course will also require students to understand the curricular issues faced in today's colleges including elimination of developmental education, use of early college courses, articulation agreements and expanding offerings to include topics germane to diverse students.

**ELPS 442 Humanistic Foundations of Education (3 Credit Hours)**

No course description is available

**ELPS 443 Educational Classics (3 Credit Hours)**

Analysis of selected works of major importance in the development of educational theory.

*Outcomes:*

Student acquires an advanced understanding of the thinking of some persons who have made a major contribution to educational theory

**ELPS 444 American Schooling and Social Policy: A Historical Perspective (3 Credit Hours)**

A historical analysis of the economic, political, cultural and social factors that helped to shape educational policy and schooling in the United States.

*Course equivalencies:* X-ELPS444/HIST454

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education

**ELPS 445 US and Canadian Education 20th Century (3 Credit Hours)**

A historical analysis of US education in the twentieth century with special emphasis on the forces and movements affecting American education examined through comparison with educational change in selected other countries.

*Course equivalencies:* X-ELPS445/HIST456

*Outcomes:*

Students will be able to explain changes in educational practice and educational knowledge over the twentieth century

**ELPS 446 Historical Foundations of Western Education and Social Policy (3 Credit Hours)**

This course examines the development of Western education through an examination of changing concepts of what it means to be an educated person and the intellectual movements and socio-cultural contexts within which such notions have emerged.

*Course equivalencies:* X-ELPS446/HIST437

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of Western education

**ELPS 447 History of Modern European Education (3 Credit Hours)**

An examination of the development of national systems of education across Europe since the nineteenth century and an analysis of the development of cross-European educational initiatives in the context of the European Union.

*Course equivalencies:* X-ELPS447/HIST438

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of nationally specific and regionally focused educational policies and schooling systems

**ELPS 448 International Higher Education (3 Credit Hours)**

This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization.

*Outcomes:*

Students will understand how IHE's respond to challenges of internationalization, massification, scholar & student exchange, access challenges, accountability demands, as well as international trade agreements on the exchange of educational goods & services

**ELPS 450 Finding the Jesuit Jesus: Preparing for Prof. Life - Living Spiritual Exercises of St. Ignatius (3 Credit Hours)**

An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy @JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.

*Course equivalencies:* ELPS 350/ELPS 450

*Outcomes:*

To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

**ELPS 453 Legal Aspects of American Higher Education (3 Credit Hours)**

This course examines complex sources of law that impact higher education with a special focus on the student-institution and faculty-institution legal relationship.

*Outcomes:*

Students will demonstrate a heightened awareness of the key role that the law serves in its relationship with higher education administration and policy; Students will critically evaluate and implement preventative legal strategies on the campus and understand the ethical and social justice implications of such work

**ELPS 454 Budgeting and Finance in Higher Education (3 Credit Hours)**

This course examines finance-related issues and trends in higher education and reviews budgeting techniques used by colleges and universities.

*Outcomes:*

Students will demonstrate skills in analyzing higher education financial statements and other fiscal documents, and understand current patterns of higher education finance and their strengths and limitations

**ELPS 455 Comparative Education (3 Credit Hours)**

The application of historiographic and social scientific theories and methods to understanding international issues of education.

*Outcomes:*

Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures

**ELPS 456 Education & Democratization (3 Credit Hours)**

This course will explore some of the conceptual underpinnings of democracy as they relate to contemporary education policy. Texts read include books by Richard Rorty, John Dewey, Cornell West, Claudia Rankine and other contemporary writers who work on democracy and education. Themes to be addressed include citizenship education, identity politics, hyper-partisanship, and new nationalisms.

**ELPS 457 Comparative Theory (3 Credit Hours)**

*Pre-requisites:* ELPS 455 or consent of instructor

A course in the philosophy and sociology of comparative education knowledge.

*Outcomes:*

Students will demonstrate a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education

**ELPS 458 International Education (3 Credit Hours)**

This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arab Spring periods. Students will spend time exploring and understanding how these many 'post-contexts and settings' are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

**ELPS 459 Organization & Governance in Higher Education (3 Credit Hours)**

This course examines the organizational and governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.

*Outcomes:*

Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

**ELPS 460 School Administration (3 Credit Hours)**

This course serves as an introduction to the administration and governance of American public schools. The course provides an overview of educational administration and the systemic forces that impact upon its functioning.

*Outcomes:*

Students will be able to apply a systems model approach to school leadership; Students will be able to articulate how to transform school inputs into successful school outputs that build positive will and capacity in order to accomplish the school's vision and mission

**ELPS 461 Issues in School Law (3 Credit Hours)**

An in-depth examination of current legal issues and their educational implications for district leaders. Emphasis is given to legal issues in personnel practices and district-wide compliance with state and federal laws and regulations. State standards affecting school administration are also examined.

*Outcomes:*

Students will become familiar with and be able to address school law decisions within the context of school leadership; Students will be able to lead district-wide compliance with state and federal laws and regulations

**ELPS 462 The Principalship (3 Credit Hours)**

Study of the leadership and administrative responsibilities of elementary and secondary school principals. Topics include: creating a learning community, team-building, school improvement planning, budgeting, staffing, scheduling, and ethical and operational issues in decision-making.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies relevant to the ethical and operational issues in decision-making inherent in the leadership role of the school principal as they pertain to various leadership tasks

**ELPS 463 School Leadership and the Law (3 Credit Hours)**

Provides prospective administrators with an overview of the legal system as it impacts school operations. Intended as a first course in school law, topics include: constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations, and implications for administrative practice.

*Outcomes:*

Students will be able to demonstrate understanding of an overview of the legal system as it impacts school operations including constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations from the lens of the educational leader

**ELPS 464 Workshop: Superintendency (3 Credit Hours)**

This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences in District Leadership offices. This course provides students with the opportunity to develop skills, understandings, and dispositions required of a superintendent - collaborating with boards of education, citizens of the community, and other relevant stakeholders. Restricted to LUC Graduate students.

*Outcomes:*

Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs; Understand and can monitor and evaluate district management and operational systems

**ELPS 465 Workshop (Variable Topics) (3 Credit Hours)**

These workshops focus on specific areas of educational leadership such as: Instructional Leadership, Equity and Justice; Collective Bargaining; Research in Educational Leadership; Instructional Leadership, Cultural Context for Informed Decision Making; The Superintendency.

*Course equivalencies:* X- CIEP 473/ ELPS 465

*Outcomes:*

Students will be able to demonstrate understanding of and leadership competencies in the relevant workshop area

**ELPS 466 School Finance and Budgeting (3 Credit Hours)**

Study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of building and district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning. This course is intended as a first course in school finance.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies pertinent to the school leader's role in building, maintaining, and managing the school budget while addressing issues of need and equity

**ELPS 467 School Law & Government (3 Credit Hours)**

The legal basis of public education in the United States, with special reference to Illinois major court decisions and statutes are reviewed through the lens of the district-wide leader. Due process, special education, multi-cultural differences, school board relations and other related legal matters will be examined through the role of the superintendent. This course is intended as a second course for a law minor.

*Outcomes:*

Students will be able to demonstrate an understanding of due process, special education, multi-cultural differences, school board relations and other related school legal matters through the lens of the superintendent

**ELPS 468 Problems in Finance and Business Management (3 Credit Hours)**

Examination of the social justice issues inherent in developing and evaluating state and local school finance policy, including equity, adequacy, the social and ethical issues associated with allocating resources and relating school costs to achievement. Selected problems of school district financial management are studied, including central office organization, financial management and control, securing and accounting for grant funds, debt financing, insurance and support services management. This course covers topics especially pertinent to district administrators and superintendents.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies relevant to district level leadership in financial management, control, and allocation through the lens of social justice issues

**ELPS 469 Human Resources in Educational Organizations (3 Credit Hours)**

This course explores various facets of human resource administration in educational organizations. Topics covered include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal, discipline, and an introduction to unionism.

*Outcomes:*

Students will be able to create a strategic plan from recruitment through continual employment for both certified and classified personnel that supports the school's mission and promotes educational excellence for all

**ELPS 470 School Supervision (3 Credit Hours)**

This course is designed to examine school formative and summative school supervision and its role in improved teaching and learning.

*Outcomes:*

Students will be able to demonstrate understanding of the nature of teaching and learning, develop the skills for conducting the pre-conference, classroom observation, and post-conference of the clinical supervision model, and develop the capacity to facilitate action research, study teams and cooperative supervision

**ELPS 471 MTSS for Instructional Leaders (3 Credit Hours)**

The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes.

**ELPS 472 Administration of Special Education and Pupil Services (3 Credit Hours)**

An exploration of legal provisions governing the most current legal issues related to special education and No Child Left Behind, including state rules, regulations and case law. Also examined are the practical issues, such as administering fiscally and ethically responsible service delivery models at the local level. Leadership dimensions necessary to enhance the learning process in an inclusive setting are a special concern.

*Outcomes:*

Students will be able to demonstrate an understanding of legal provisions of special education and No Child Left Behind, as well as the practical issues, such as administering fiscally and ethically responsible inclusive service delivery models at the local school building level



**ELPS 473 Problems in School Supervision (3 Credit Hours)**

This course focuses on the critical skills of leading supervision for school leaders within districts and schools. Upon completion of this course, candidates will practice supervision and evaluative skills related to the delivery of curriculum and student outcomes.

**ELPS 474 Curriculum Development for Instructional Leaders (3 Credit Hours)**

This course focuses on the critical skills of leading curriculum development within schools. Upon completion of this course, candidates will practice leadership skills related to the delivery of curriculum.

**ELPS 475 Human Resource Administration for the School District Leader (3 Credit Hours)**

Within this course, students explore various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

*Outcomes:*

Students will demonstrate an understanding of: strategic planning, human resources' system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining

**ELPS 476 Technology in School Administration (3 Credit Hours)**

A laboratory-based course on the issues and uses of technology and the related skills of applying technology to problem solving in school administration. This includes design of information systems, networks and data bases, software selection and use, instruction, student testing and program evaluation, scheduling, communications and managing school support services. This course includes examining issues with an emphasis on data based decision-making.

*Outcomes:*

Students will be able to examine school leadership issues through the use of technology in order to make data-driven decisions

**ELPS 480 Residency Seminar for MEd Administration & Supervision (3 Credit Hours)**

This course is part of a sequence of courses for students in the Master's Principal Preparation Program. Restricted to students in M.Ed. Administration and Supervision. Students will meet with their assigned university coach to make progress in completing the electronic onboarding plan.

**ELPS 481 Mission Driven Leadership for Principals (3 Credit Hours)**

This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions with particular attention given to data-driven decision making to improve student outcomes.

*Outcomes:*

Candidates will gain an understanding of various leadership theories, adult learning theory and professional practice, and applying leadership theory to improve student outcomes

**ELPS 482 School Supervision for Principals (3 Credit Hours)**

This course is designed to examine the broad concept of supervision as well as formative and summative school supervision and its role in improved teaching and learning.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions for supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student

**ELPS 483 Human and Fiscal Resource for Principals (3 Credit Hours)**

This course explores various facet of human and fiscal resource management in educational organizations through theory and practical application.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions necessary to take a strategic approach to resource management in educational organizations

**ELPS 484 School Law, Policy Formation, and Community Involvement (3 Credit Hours)**

This course covers school law and policy formation designed for candidates seeking to become building leaders in schools.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions necessary to understand school law and ethical decision making with particular attention given to building safety, current legal "hot topics," understanding the governance of the local school board and working with the various communities associated with a school

**ELPS 485 Instructional Leadership: Equity and Justice (3 Credit Hours)**

This course is a required course for ISBE Superintendent Endorsement.

This course is online with a combination of synchronous, asynchronous class sessions and field experiences. Students study community engagement, board relations development, cultural and community context through the lens of district instructional leadership. Scope: Access, equity and ethical leadership. Restricted to LUC Graduate students.

*Outcomes:*

Develop appropriate procedures and relationships for working with local governing boards; Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs

**ELPS 490 Introduction to Educational Policy Studies (3 Credit Hours)**

This policy analysis course examines the general conceptual, ethical, and empirical issues related to educational policy-making at both the macro (national, regional, and state) and micro (local and institutional) levels.

*Outcomes:*

Students will be able to demonstrate a knowledge of educational policy analysis strategies

**ELPS 491 Issues in Educational Policy (3 Credit Hours)**

Analysis of selected case studies of important policy issues from various levels of education.

*Outcomes:*

Students will be able to identify, review, and critically analyze significant educational policy issues

**ELPS 498 Independent Study (1-3 Credit Hours)**

*Pre-requisites:* consent of instructor

No course description is available

**ELPS 499 Directed Research (1-3 Credit Hours)**

*Pre-requisites:* consent of instructor

No course description is available

**ELPS 500 Seminar in Current Educational Literature (3 Credit Hours)**

Overview of methods and techniques of bibliographic research related to students' research material.

**ELPS 501 Leadership / Capacity Building Organizations (3 Credit Hours)**

M.Ed. IEPE Cohort: Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy. Emphasis will be placed on organizational cultures and organizational learning. Restricted to IEPE Cohort.

*Outcomes:*

Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy; Emphasis will be placed on organizational cultures and organizational learning

**ELPS 502 Fundamentals in College Teaching and Course Design (3 Credit Hours)**

Students will assess their experiences in the IHE program based on the tenets of the Jesuit Examen. Students will write a culminating final capstone paper which they will present at a School of Education mini-conference. Students will write a final culminating paper that identifies experiences, people, and places in the program that have impacted them personally and professionally; Students will analyze their successes, failures, and mediocrity as students in the program and articulate the major takeaways from their learning.

*Outcomes:*

Students will reflect upon their IHE program experience utilizing the principles of the Jesuit Examen

**ELPS 503 Critical Perspectives on the Internationalization of Higher Ed (3 Credit Hours)**

In this course, students will examine the following question, "What does meaningful, socially responsible internationalization look like?" The course will expose students to a diversity of approaches to internationalization and to prepare them to make informed decisions about internationalization strategies that are 1) congruent with their institutions' mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.

*Outcomes:*

Upon completion of this course, students will be able to articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide; reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level; critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings

**ELPS 505 Seminar in Leadership Theory (3 Credit Hours)**

This course is designed to provide grounding in leadership theory and research. Critical perspectives will be used to examine the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, and pedagogy for teaching and learning about leadership.

*Outcomes:*

Students will be able apply critical perspectives to the deconstruction and reconstruction of leadership in professional practice

**ELPS 506 Strategic Executive Leadership in Higher Education (3 Credit Hours)**

This course examines strategic executive leadership in higher education and in particular leader role performance in complex organizational structures. This exploration is grounded in the rich, interdisciplinary body of knowledge on leadership theory and complemented by the infusion of critical perspectives.

*Outcomes:*

Students will be able apply and engage in executive leadership from a perspective grounded in social justice

**ELPS 510 Seminar in the Sociology of Education (3 Credit Hours)**

This course is an advanced seminar that will focus on a specific topic in education that incorporates sociological perspectives and research literature. Students will read in depth on the course topic (reading both theoretical literature and case material), will develop their understanding of texts and the topic through intensive seminar discussion, and will conduct independent research leading to a thorough literature review or empirically-based research paper on a topic related to the course theme.

*Outcomes:*

Students who complete this course will greatly expand their familiarity with and command of research literature, theory and contemporary cases related to the course theme

**ELPS 512 Sociology of Teaching (3 Credit Hours)**

This course investigates the practice and profession of teaching of teaching from a sociological perspective. Empirical data and social theory will guide students' learning about the practice and profession of teaching and how different demographic, professional, organizational, and political factors shape them. Students will expand their factual knowledge about the historical and contemporary topics related to the sociology of teaching, and will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching.

**ELPS 514 The School as Organization (3 Credit Hours)**

This course will expose students to organization theory and its application to understanding the operation, performance, and effectiveness of educational organizations.

*Outcomes:*

Students will become familiar with foundational literature in organization theory and organizational behavior, and will develop their ability to apply concepts from organization theory and organizational behavior to their analysis to educational organizations

**ELPS 515 Seminar in Education Policy (3 Credit Hours)**

This course is an advanced seminar that will focus on a specific education policy topic. Students will read in-depth on the course topic (reading both theoretical literature and case material) and will develop their understanding of texts and the topic through intensive seminar discussion. Student develops an advanced understanding of the seminar topic and knowledge of the research literature related to it.

**ELPS 520 Seminar in the Philosophy of Education (3 Credit Hours)**

An in-depth examination of a topic in educational theory.

*Outcomes:*

Student develops an advanced understanding of the ways in which an educational issue can be analyzed

**ELPS 525 Practicum Higher Education I (1-3 Credit Hours)**

Required Field experience in Higher Education setting.

**ELPS 526 Practicum Higher Education II (1-3 Credit Hours)**

Required Field experience in Higher Education setting.

**ELPS 527 Higher Education Capstone (3 Credit Hours)**

ELPS 527 will be offered in both Fall and Spring semesters for all Higher Ed students. This course is a culminating seminar course that facilitates broad conversations, audits and guidance about values discernment, job search process, critical considerations for job fit and placement -successful transition to Higher Ed job market and Higher Ed work communities.

**ELPS 528 Internship Higher Education II (1-3 Credit Hours)**

Required Internship Experience for graduate Higher Education programs.

**ELPS 529 Seminar in Higher Education (3 Credit Hours)**

*Pre-requisites:* consent of instructor

This course is a topical seminar, typically for doctoral students, addressing one or more historical and/or contemporary topics or issues within higher education.

*Outcomes:*

Students will demonstrate a deepened understanding of one or more topics or issues and the ability to critically analyze these topics/issues using research and theory

**ELPS 530 Proseminar: Higher Education (3 Credit Hours)**

This course is restricted to Higher Education Doctoral Students

**ELPS 540 Seminar in the History of Education (3 Credit Hours)**

*Pre-requisites:* Previous history of education coursework, or permission of instructor

An in-depth examination of a selected topic or area of research in the history of education.

*Course equivalencies:* X-ELPS540/HIST560

*Outcomes:*

Student develops an advanced understanding of the seminar topic, knowledge of the scholarly literature on it, and the methods of historical inquiry that can be used to study it

**ELPS 550 Seminar on Globalization and Education (3 Credit Hours)**

This advanced comparative education seminar examines globalization (economic, social and cultural) both as something that has a profound impact on schooling and as something that education produces. The course will focus on how globalization can be productively theorized and studied by social scientists.

*Outcomes:*

Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization

**ELPS 555 Seminar Comparative Education (3 Credit Hours)**

In-depth, cross-national analysis of a special topic in Comparative Education. As topics change, ELPS 555 is repeatable as long as a repeat is not on a topic covered previously.

*Outcomes:*

Students will demonstrate a sound grasp of the social, economic, and political forces shaping educational systems as they relate to the topic

**ELPS 560 Seminar in School Administration (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program  
This course provides specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. Students will analyze their current organizational culture and core beliefs through the reframing process.

*Outcomes:*

Using Wiggins and McTighe (2005 backwards-design model, students will create a needs assessment to gather data on one of their current organization's core beliefs; From this data, students will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization

**ELPS 561 Seminar in Current Issues in Administration (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program  
This course is intended to provide future and practicing administrators with a mindful framework for raising the questions to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration.

*Outcomes:*

Using professional obligations as a framework for dialogue, students will examine the philosophies of utilitarianism, deontology and ethic of care as they pertain to human resource management in schools; Based on these three ethical lenses, students will create their own professional code of conduct and apply it to resolve multiple ethical dilemmas surrounding human resource management and leadership in schools

**ELPS 562 Practicum School Administration (3 Credit Hours)**

*Pre-requisites:* consent of program director and must be either the last course or next to last course of a student's program  
Required of all students seeking administrative certification, i.e. Illinois Type 75 Principal or Superintendent. This course involves students in leadership activities to be carried out at a work site under the supervision of the university instructor and a cooperating administrator at the work site. Students must complete a minimum of 100 hours of approved leadership activities. Students are required to attend an orientation session during the semester prior to the semester in which they enroll in the practicum. Practicum is offered only in the fall and spring semesters.

*Outcomes:*

Students will be able to demonstrate competencies in a myriad of leadership and administrative areas relevant to the leadership role appropriate to the certification sought, the school principal or the school superintendent

**ELPS 563 Administrative Internship (3-6 Credit Hours)**

This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

**ELPS 564 Education Policy Internship (3 Credit Hours)**

*Pre-requisites:* ELPS 405 & ELPS 410

This course provides Cultural & Educational Policy Studies graduate students with an engaged learning opportunity that integrates coursework with professional practice in the context of education policy information, analysis, implementation and/or evaluation and research. Students develop and refine professional skills as well as identify and reinforce connections between graduate coursework and professional experiences.

**ELPS 565 International Education Internship (3 Credit Hours)**

Supervised experience with an international governmental or non-governmental agency approved by the Director or Associate Director of the Center for Comparative Education.

*Outcomes:*

Students will demonstrate working knowledge of an internationally oriented organization whose activities are related to their area of scholarship

**ELPS 566 Principal Internship One (3 Credit Hours)**

This is the first of four courses (four semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 567 Principal Internship Two (3 Credit Hours)**

This is the second of four courses (four semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

**ELPS 568 Principal Internship Three (3 Credit Hours)**

This is the third of four courses (four semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 569 Principal Internship Four (3 Credit Hours)**

This is the fourth of four courses (four semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 570 Supervision Seminar (3 Credit Hours)**

Provides students with an in-depth examination into a special topic. Topics vary by section. Course may be repeated.

**ELPS 571 Seminar in Current Issues in School Supervision (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program

This course is designed to examine current issues in supervision and their impact on providing instructional leadership directed toward school improvement and reform.

*Outcomes:*

Students will be able to demonstrate a critical examination of issues in the differentiated model of supervision, develop the skills for developing collaboratively a learning organization that frames, analyzes, and resolves problems in instructional improvement, and develop the capacity to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development, and to ensure that professional development activities focus on improving student outcomes

**ELPS 580 Residency Seminar for Doctoral Students in Administration and Supervision (4 Credit Hours)**

A non-credit series of seminars taken over the two consecutive semesters to address the interests and needs of students during their doctoral residency. The topics include preparation for the comprehensive examination, planning and writing the dissertation and other topics planned by the students and faculty.

*Outcomes:*

Students will be able to demonstrate understanding of the various seminar topics presented

**ELPS 595 Thesis Supervision (0 Credit Hours)**

This course is a Thesis Research and Writing course. Student is engaged in thesis writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and thesis student. Culminating project is Thesis and thesis defense. Completion of all forms required for thesis completion are the responsibility of SOE graduate student.

**ELPS 600 Dissertation Supervision (0 Credit Hours)**

This course is a Dissertation Research and Writing course. Student is engaged in dissertation writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and dissertation student. Culminating project is Dissertation and Dissertation defense. Completion of all forms required for Dissertation completion are the responsibility of SOE graduate student.

**ELPS 605 Master's Study (0 Credit Hours)**

This is Master's study course designed for in-depth study, writing and research.

**ELPS 610 Doctoral Study (0 Credit Hours)**

Restricted to School of Education Doctoral students (PhD & EdD). This course can only be taken two times during a doctoral student's career.

**ELPS 620 Dissertation Research (3 Credit Hours)**

Conducting research is a complex, demanding, and time-consuming task. The instructor suggests that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003). Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, "Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback" (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations. The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

**ELPS 661 Internship in School Business Management I (3 Credit Hours)**

This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional capacities related to ethical school business management. Approval of ADSU Program Director. Limited to 6 students per semester.

*Outcomes:*

Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

**ELPS 662 Internship in School Business Management II (3 Credit Hours)**

This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional related to ethical school business management. This course completes the state's required two semesters of CSBO Internship. Approval of ADSU Program Director. Limited to 6 students per semester.

*Outcomes:*

Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

**Research Methods (RMTD)****RMTD 400 Introduction to Research Methodology (3 Credit Hours)**

This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.

*Course equivalencies:* RMTD400 / CIEP495

*Outcomes:*

Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects

**RMTD 401 Discourse Analysis and Documentary Research (3 Credit Hours)**

This research methods course will examine a number of different discourse analysis techniques. It will also prepare students to conduct historical documentary research, all with a special emphasis on how these methods can be applied to educational research and policy analysis projects.

*Course equivalencies:* RMTD401 / ELPS401

*Outcomes:*

Students in the course will be able to critically evaluate the diverse range of approaches used to analyze discourse and conduct educational research using documentary sources

**RMTD 402 Comparative Analysis (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD402 / ELPS402

**RMTD 403 Survey Research (3 Credit Hours)**

This course provides an introduction to the design and analysis of survey research, and the psychological foundations of questionnaire design.

*Course equivalencies:* RMTD403 / CIEP494

*Outcomes:*

Students will be able to develop a survey or questionnaire, design a study using a survey or questionnaire, gather and record data from a survey or questionnaire, analyze the resulting data from a survey or questionnaire, and present and interpret the results in oral and written form

**RMTD 404 Introduction to Educational Statistics (3 Credit Hours)**

This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.

*Outcomes:*

Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

**RMTD 405 Qualitative Research (3 Credit Hours)**

This course explores the discipline and practice of qualitative research through the examination of various theories, genres and components of this form of inquiry.

*Course equivalencies:* RMTD405 / ELPS403

*Outcomes:*

Students will be able to recognize and discuss theories and components of qualitative research, to analyze various qualitative studies in terms of design, validity and meaning orally and in written critiques, to conceptualize, design and write a proposal for a small qualitative study, to collect, code and analyze data appropriate to a qualitative study, and to write up a small qualitative study including conceptual framework, research question, methods and collected data

**RMTD 406 Educational Evaluation (3 Credit Hours)**

The course will focus on the theories, models, strategies and practices that are germane to educational evaluation, including the history of evaluation studies in the social sciences, the various roles of the evaluator in the development and assessment of programs, evaluation theory and social policy.

*Course equivalencies:* RMTD406 / CIEP496

*Outcomes:*

Students will be able to state the purposes, benefits and importance of evaluation research, describe the history and culture associated with evaluation in the US, to read and critique a range of evaluation proposals and reports, to compare and contrast different approaches to evaluation, to develop a proposal for a program evaluation including writing measurable program objectives, planning data collection methods and presenting results to consumers

**RMTD 407 Introduction to Evaluation Theory (3 Credit Hours)**

This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.

*Outcomes:*

Students will engage major theoretical concepts of the field - methods, use, values, and practice - from the perspectives of various evaluation theorists; Throughout course readings, discussion and assignments, students will have the opportunity to critically reflect on understandings of social justice, implicitly and explicitly, evident in the evaluation theories

**RMTD 408 Evaluation and Evidence in Cross Cultural Contexts (3 Credit Hours)**

M.Ed. IEPE Cohort: Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders. Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence. Enrollment Restrictions: M. ED. Online Cohort IEPE.

*Outcomes:*

This course focuses on the writing, presentation and publication dimensions of evaluative work; Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders; Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence

**RMTD 410 Communicating Research Findings (3 Credit Hours)**

This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.

*Outcomes:*

Students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing

**RMTD 411 Introduction to Human Performance Technology (3 Credit Hours)**

This course introduces students to the models, practices and competencies associated with field of Human performance improvement.

*Outcomes:*

Students will be able to apply the practices associated with the roles of an HPT professional; Students will conduct an analysis of an organizational problem and plan an appropriate intervention and change management strategy

**RMTD 412 Needs Assessment (3 Credit Hours)**

In this course, students will learn the principles of needs assessment to improve programs and organizations. Needs assessments are a systematic set of procedures to identify within an organization a set of priorities to improve programs and/or organizations.

*Outcomes:*

Students will plan a needs assessment, develop data collection tools and conduct a practice assessment

**RMTD 415 Practicum in Organizational Evaluation (3 Credit Hours)**

This practicum course is intended to help candidates integrate theoretical and research coursework with the practice of organizational evaluation and to reflect on their own development as professionals in the service of social justice. The practicum project involves the planning, conducting and reporting results of an evaluation, human performance improvement, or needs assessment project.

*Outcomes:*

During the course of the practicum candidates are expected to complete a practicum project

**RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Methods (3 Credit Hours)**

*Pre-requisites:* RMTD 400 or equivalent

This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.

*Outcomes:*

Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

**RMTD 421 Educational Research II: Building a Body of Evidence With Quantitative Methods (3 Credit Hours)**

This course introduces students to the theories, traditions and components of quantitative research in the social sciences, integrating basic design principles of quantitative research with commonly used statistical methods for analyzing data from these designs.

*Outcomes:*

Students will be able to recognize and discuss various epistemologies, designs, theories and ethical issues in quantitative research, to critique quantitative studies in terms of design, methodology, validity, statistical analysis, results, ethics and conclusions in oral and written critiques, to apply statistical methods to quantitative data using a statistical analysis computer program, to understand and discuss the theoretical basis and underlying assumptions of various statistical methods in the context of common quantitative study designs, and to analyze, interpret and present the findings of a data analysis

**RMTD 422 Single Subject Design (3 Credit Hours)**

*Pre-requisites:* RMTD 400

This course will introduce students to single-case experimental designs as they apply to research and practice in special education and other educational settings. Methods for single-case experiments are applicable to monitoring response to intervention as well as research on low-incidence conditions. Students will learn to critique single-subject experimental research studies and to design studies to monitor treatment interventions in educational settings.

**RMTD 430 Psychological Measurement (3 Credit Hours)**

This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.

*Course equivalencies:* RMTD430 / CPSY430

*Outcomes:*

Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument

**RMTD 432 Item Response Theory (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD432 / CPSY488

**RMTD 440 Mixed Methods Research (3 Credit Hours)**

*Pre-requisites:* RMTD 420 and RMTD 421; Enrollment is restricted to Graduate Education Students

The course addresses the theory and practice of mixing inquiry methodologies in educational and social inquiry. The course covers selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. Students will develop a historical understanding of mixed methods and various frameworks for mixed methods, as well as basic competencies in mixed methods practice.

**RMTD 470 Case Study Research (3 Credit Hours)**

*Pre-requisites:* RMTD 420

This course in an in-depth study of a qualitative research methodology: case study. This course allows students to carry out a case study, as well as engage issues common across qualitative research methodologies, such as the flexibility in research design, the ethical dimensions of qualitative research, and qualitative data analysis. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices.

**RMTD 481 Advanced Educational Statistics (3 Credit Hours)**

This course covers statistical inference, hypothesis testing, estimation of power, factorial analysis of variance, multiple regression and selected non-parametric statistical techniques.

*Course equivalencies:* RMTD481 / CPSY490

*Outcomes:*

Students will be able to identify and justify the use of particular statistical techniques for a given research question, to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to critique the assumptions and limitations of statistical techniques in a given analysis

**RMTD 482 Introduction to Linear Models (3 Credit Hours)**

This course covers simple/multiple regression, one- and two- way analysis of variance (ANOVA) followed by multiple comparisons, and analysis of covariance (ANCOVA). Knowledge of basic algebra is required; knowledge of calculus is not required.

*Course equivalencies:* RMTD482 / CPSY493

*Outcomes:*

Students will be able to identify and justify the use of particular univariate statistical techniques for a given research question, to analyze quantitative data using SPSS, and to interpret the results of a statistical analysis in written and oral presentations

**RMTD 483 Multivariate Statistics (3 Credit Hours)**

*Pre-requisites:* RMTD 421 (B or Better)

This course covers multiple regression, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), repeated MANOVA, discriminant analysis, canonical correlation and possibly principal components/factors analysis. Knowledge of basic algebra and univariate inferential statistical techniques is required; knowledge of calculus is not required.

*Course equivalencies:* RMTD483 / CPSY492

*Outcomes:*

This course equips students with knowledge and hands-on experience for conducting valid quantitative research focusing on multivariate statistics; Students will be able to identify and justify the use of particular multivariate statistical techniques for a given research question, to analyze multivariate data using SPSS, and to interpret and communicate the results of a statistical analysis in written and oral presentations

**RMTD 484 Hierarchical Linear Models (3 Credit Hours)**

This course examines the conceptual, substantive, and methodological issues in analyzing multilevel data (i.e., on individuals in organizational settings such as schools, corporations, hospitals, communities) using methods for hierarchical linear models.

*Course equivalencies:* RMTD484 / CPSY491

*Outcomes:*

Students will be able to identify and justify the use of hierarchical linear models for a given research question, to analyze multilevel data using a statistical computing package, to interpret and communicate the results of a hierarchical linear model in written and oral presentations, and to critique the assumptions and limitations of the use of hierarchical linear models in a given analysis

**RMTD 487 Factor Analysis (3 Credit Hours)**

No course description is available

**RMTD 488 Meta-Analysis (3 Credit Hours)**

This course introduces statistical methods in the design and analysis of quantitative research syntheses.

*Outcomes:*

Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results

**RMTD 520 Research Seminar I (3 Credit Hours)**

This course will provide doctoral students with an intro to their PhD/EdD program as well as an intro to the dissertation process. The course will focus on methods and processes involved in developing a prospectus and review of literature for a dissertation.

*Outcomes:*

Students will develop a plan of study for their degree as well as prospectus for their dissertation

**RMTD 530 Seminar in Tests & Measurements (3 Credit Hours)**

Educational and psychological tests are commonly used to measure latent traits (e.g., knowledge, aptitude, achievement, attitude, and personality), often with the goal of making inferences on individuals or groups of individuals. Item response theory (IRT) measurement models are useful tools in examining the quality of the data that arises from the administration of such tests, which in turn allows us to make judgements about the validity of the test scores (or latent trait estimates) and the quality of the tests (are the items confusing and/or are they biased).

This course will introduce students to commonly used IRT models for analyzing dichotomous (e.g., 0=incorrect and 1=correct) and polytomous (0=never, 1=sometimes, 2=always) test data. While much of the course will be application oriented, some technical details that facilitate the understanding of the IRT and highlight the advantages of it over classical test theory (CTT) will be provided. Knowledge of basic algebra, linear modeling, and CTT is required.

*Course equivalencies:* RMTD530 / CPSY590

**RMTD 580 Selected Topics (3 Credit Hours)**

What is the role of qualitative critical research when the need for social justice has never been greater? (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

**RMTD 590 Seminar:Advanced Mixed Methods (3 Credit Hours)**

*Pre-requisites:* RMTD 420, 421

This course explores the theory and practice of mixed methods research in program evaluation and applied social science research.

*Course equivalencies:* RMTD590 / CPSY580

*Outcomes:*

Students will become familiar with selected roots of the contemporary interest in mixed methods research and evaluation, as well as various approaches to mixing research paradigms, purposes, designs, analyses, methods, and so on; Students will develop knowledge for identifying and critiquing mixed method research; They will also be able to develop a mixed methods study

## Teaching, Learning & Leading (TLSC)

**TLSC 400A Professional Learning Communities (0 Credit Hours)**

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners' discussing and making meaning of all learning and experiences in schools and communities.

*Outcomes:*

Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions

**TLSC 400B Professional Learning Communities (1 Credit Hour)**

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners' discussing and making meaning of all learning and experiences in schools and communities.

*Outcomes:*

Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions



**TLSC 401 Language, Learning & Development Theories in Practice (2 Credit Hours)**

Students will learn key principles and stages of language acquisition, developmental and learning theories through clinical experiences with children from birth to grade 12. Field experiences provide opportunities to explore ways in which physical characteristics, communication skills, cognitive capacities, and the social-emotional needs of children are used to understand theory and inform adult-child interaction and developmentally appropriate practice.

*Outcomes:*

Students will explore the ways in which social, cultural, and environmental contexts shape language, development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

**TLSC 402 Community Immersion (1 Credit Hour)**

This module is designed to engage teacher candidates in an authentic exploration of the inherent relationship between schools and the surrounding community. Teacher candidates are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities.

*Outcomes:*

Teacher candidates will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

**TLSC 403 Teaching for Social Justice and Equity (3 Credit Hours)**

This module targets candidates' understandings of the School of Education's mission of professionalism in service of social justice, the core tenets of culturally responsive pedagogy, and the applications via backwards design and Universal Design for Learning. Candidates will explore their own identities as future teachers and consider how teachers' identities and experiences transfer into and influence instructional practice with students.

*Outcomes:*

Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc

**TLSC 404 Constructive Learning Environments for Diverse Students (3 Credit Hours)**

This module is designed for candidates to discern and utilize students' needs and design classroom environment and instruction to support learning and development. In this module, candidates hone knowledge and skills for working with students with special needs, specifically taking the lens on social, emotional, and behavioral needs.

*Outcomes:*

Candidates will demonstrate learning through the completion of a functional behavioral analysis (FBA) of one student within the specific environmental and instructional classroom context

**TLSC 405 Analyzing Culturally Responsive Classroom Instruction (3 Credit Hours)**

This module builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning.

*Outcomes:*

Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching

**TLSC 406 Educational Policy for Diverse Students (3 Credit Hours)**

This module specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs).

*Outcomes:*

Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

**TLSC 407 Individualized Assessment and Instruction for Diverse Students (3 Credit Hours)**

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.

*Outcomes:*

Through the use of case study research to collect individualized, authentic language and literacy assessments, candidates will apply learning through work a labeled English learner

**TLSC 410 Language, Culture and Pedagogy in Bilingual Classrooms (3 Credit Hours)**

This module deals with bilingual education, schools, classrooms and learners with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism.

*Outcomes:*

Candidates will engage with parents, families and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities

**TLSC 420 Teaching Mathematics in Elementary Grade Classrooms (2 Credit Hours)**

This module introduces teacher candidates (students) to developmentally appropriate instruction in mathematics in the elementary grades and how to use assessment data to inform instruction.

*Outcomes:*

Teacher candidates will develop, teach, and reflect upon mathematics instruction that develops conceptual understanding, targets the use of Specialized Content Knowledge, guides student problem solving through extended response questions, builds mathematical knowledge, strategies and explanation

**TLSC 421 Teaching Science in Elementary Grade Classrooms (2 Credit Hours)**

*Pre-requisites:* Graduate Education Students Only

This module introduces candidates to the discipline of science, providing them experiences engaging in the teaching and learning of elementary science, and specifically works to help candidates integrate literacy into their science instruction. Candidates develop knowledge and skills needed to teach science through an inquiry approach and integrate literacy into their science teaching.

*Outcomes:*

Candidates will set and work towards professional development goals related to science content, science pedagogy, and science assessment; They will compile a portfolio of evidence to show they have worked towards their goals and reflect on how their understanding of science teaching and learning has shifted throughout the module

**TLSC 422 Teaching Social Studies in Elementary Grade Classrooms (2 Credit Hours)**

*Pre-requisites:* Graduate School of Education Student Only

This module introduces candidates to the disciplines of the social studies, providing them experience in the teaching and learning of elementary social studies, and specifically helps candidates integrate literacy into their social studies instruction. Candidates develop knowledge and skills needed to teach social studies through an inquiry approach and integrate literacy into their social studies teaching.

*Outcomes:*

Teacher candidates will develop and implement an interdisciplinary social studies unit over the course of the module and will develop an essay of demonstrating their understanding of role social studies plays in the elementary school curriculum

**TLSC 423 Foundations of Teaching Literacy (2 Credit Hours)**

The purpose of this graduate foundations course is to provide pre-service teacher candidates with a solid foundation for effective literacy instruction in elementary and middle grade classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

*Outcomes:*

Teacher candidates will develop the knowledge and skills base required for effective core curriculum based literacy instruction

**TLSC 425 Teaching Internship in Informal Education Settings (3 Credit Hours)**

The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences, digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

**TLSC 426 Informal Science Education Seminar (3 Credit Hours)**

This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.

*Outcomes:*

Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

**TLSC 430 Typical and A-Typical Development (2 Credit Hours)**

This module further develops and deepens candidates' understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.

*Outcomes:*

Teacher candidates will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

**TLSC 431 Significant Disabilities and Life Planning (2 Credit Hours)**

This module further develops and deepens candidates' understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.

*Outcomes:*

Teacher candidates will apply information related to students with significant support needs within individualize education plans

**TLSC 432 Assistive and Adaptive Technology (2 Credit Hours)**

This module further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.

*Outcomes:*

Teacher candidates will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

**TLSC 433 Transition Planning (2 Credit Hours)**

This module further develops and deepens candidates' understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.

*Outcomes:*

Teacher candidates will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

**TLSC 440 Language and Literacy (3 Credit Hours)**

This module introduces candidates to the foundational knowledge for effective literacy instruction, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Candidates develop the knowledge and skills required for core curriculum based literacy instruction, then apply these skills and knowledge while designing and teaching lessons focused on supporting linguistically diverse students language and literacy development through the use of research based literacy strategies.

*Outcomes:*

Teacher candidates will learn to design and teach lessons, focusing on standard-based reading skills to linguistically diverse students through use of research based reading strategies

**TLSC 441 Using Classroom Data in a Collaborative Environment (1 Credit Hour)**

This module develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs.

*Outcomes:*

Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

**TLSC 442 Disciplinary Literacy (3 Credit Hours)**

This module supports candidates in developing their knowledge and skills related to literacy in discipline specific contexts, with an emphasis on culturally responsive texts, evidence based strategies, data based decision making skills, and new literacies to target all students' literacy needs, including those with linguistically diverse backgrounds. Additionally, teacher candidates will collect, represent, and analyze classroom data, and use this analysis to adjust literacy instruction for students, as well as target individual students' needs. Teacher candidates will design and teach disciplinary literacy lessons using data based decision making, as well as technology during lesson delivery.

*Outcomes:*

Teacher candidates will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts; They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

**TLSC 443 Adolescent Literacy Instruction (3 Credit Hours)**

This course focuses on developing effective instructional practices that promote the ongoing development of adolescent literac(ies) including essential reading skills, critical literacy skills, multimodal literacy skills, and disciplinary literacy skills. Foundational in the premise that all adolescents have and can develop a variety of literacies that facilitate reading the word to read the world, teacher candidates will develop a repertoire of strategies for building essential reading skills and developing academic language informed by CCSS and WIDA standards. They will also learn how to bring together their content knowledge, understandings of academic language and literacy, criticality, and the importance of using multimodal texts to create lessons that address the needs of all learners, including emerging bilinguals.

*Outcomes:*

Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity)

**TLSC 450 Teaching and Learning in an Area of Specialization (3 Credit Hours)**

This module further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12 students in a particular curricular area.

*Outcomes:*

Teacher candidates will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

**TLSC 451 Teaching and Learning with a Global Framework (3 Credit Hours)**

Teacher candidates will work with PreK-12 teachers to develop and implement a trans-disciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates for teaching in schools that offer an International Baccalaureate program.

*Outcomes:*

Teacher candidates assess their instruction using a global framework in this module and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

**TLSC 455 Secondary Content Methods: Curriculum, Instruction and Assessment in Secondary Content Areas (6 Credit Hours)**

This 6-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas.

*Outcomes:*

This course module focuses on current bodies of knowledge in the field of Science Education; Candidates must demonstrate understanding of A Framework for K-12 Science Education and the Next Generation Science Standards], as well as current literature; They will also critically evaluate curriculum, instructional and assessment practices in a variety of diverse classroom and community settings, with a focus on equity

**TLSC 456 Language & Literacy in the Secondary Content Area (3 Credit Hours)**

This 3-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas - language and Literacy.

**TLSC 460 Developing Rigorous and Relevant Instruction and Assessment (2 Credit Hours)**

This module requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.

*Outcomes:*

Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

**TLSC 461 Designing and Implementing Rigorous and Relevant Instruction (3 Credit Hours)**

This module requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.

*Outcomes:*

Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

**TLSC 470 Student Teaching for Change (7 Credit Hours)**

This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

*Outcomes:*

Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

**TLSC 470A Student Teaching for Change (1-6 Credit Hours)**

This module represents the candidates full-time student teaching experience. It serves as the culmination of candidates full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

*Outcomes:*

Candidates will complete part of the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter

**TLSC 470B Student Teaching for Change (1-6 Credit Hours)**

This module represents the candidates' full-time student teaching experience. It serves as the culmination of candidates' full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

*Outcomes:*

Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

**TLSC 471 Curriculum Processes in the IB Primary Years Programme (3 Credit Hours)**

This course focuses on developing an understanding of the International Baccalaureate Organization and its curriculum with a particular focus on the Primary Years Programme.

*Outcomes:*

Candidates will create a presentation focusing on how the PYP curriculum supports and promotes aspects of the International Baccalaureate learner profile

**TLSC 472 Teaching and Learning in the IB Primary Years Programme (3 Credit Hours)**

This course focuses on unit and lesson planning within the International Baccalaureate Primary Years Programme curriculum.

*Outcomes:*

Candidates will be able to design and carry out transdisciplinary global instruction for diverse learners

**TLSC 473 Assessment and Learning in the IB Primary Years Programme (3 Credit Hours)**

*Pre-requisites:* TLSC 471 & 472

In this course, candidates examine a PYP unit and the summative assessment used to assess students' understanding of the central idea and PYP essential elements.

*Outcomes:*

Candidates will develop an assessment plan using the PYP unit planner

**TLSC 474 Professional Learning IB Primary Years Programme (1 Credit Hour)**

*Pre-requisites:* TLSC 471 & 472

In this course, candidates implement an IB Impact on Student Learning project in which they implement a PYP unit.

*Outcomes:*

Candidates carry out their instructional unit and evaluate their teaching based on post-assessment results

**TLSC 475 Curriculum Processes in the IB Middle Years Programme (3 Credit Hours)**

This course focuses on developing an understanding of the International Baccalaureate Organization and its curriculum with a particular focus on the Middle Years Programme.

*Outcomes:*

Candidates will create a presentation focusing on how the MYP curriculum supports and promotes aspects of the International Baccalaureate learner profile

**TLSC 476 Teaching and Learning in the IB Middle Years Programme (3 Credit Hours)**

This course focuses on unit and lesson planning within the International Baccalaureate Middle Years Programme curriculum.

*Outcomes:*

Candidates will be able to design interdisciplinary global instruction for diverse learners

**TLSC 477 Assessment in the IB Middle Years Programme (3 Credit Hours)**

In this course, candidates analyze the MYP community project and the MYP personal project. Candidates become familiar with the DP Theory of Knowledge, Creativity, Arts & Service, and the extended essay.

*Outcomes:*

Candidates develop an assessment plan using the MYP unit planner

**TLSC 478 Professional Learning IB Middle Years Programme (1 Credit Hour)**

*Pre-requisites:* TLSC 475 and TLSC 476

In this course, candidates conduct an IB Impact on Student Learning project in which they implement the MYP unit designed in TLSC 476 and TLSC 477. Candidates carry out their instructional unit and evaluate their teaching based on post-assessment results.

**TLSC 480 Teaching for Change Field Seminar (1 Credit Hour)**

This module introduces teacher candidates' to learning and development through observation, investigation, and analysis of teaching practice and student learning in secondary-level classrooms. Candidates will complete a classroom profile assignment and develop a related action plan for enhancing a constructive classroom environment. Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment; (5F) Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)

*Outcomes:*

EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence; (3H)