

# MASTER OF EDUCATION (MEd)

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/index.html> (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/>)

## Mission

The Graduate Program is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. The goal is to ensure that all pre-service and in-service educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

The Graduate Program is primarily designed to provide regular and special education teachers with experiences that will directly improve instructional practice. The Department of Education also seeks to support the professional development of teachers who wish to pursue licensure for educational leadership. The goal is to nurture educational leaders whose chief and abiding concern is the improvement of instruction and who believe that administrative principles and procedures exist to facilitate instruction.

## Program Description

The Department of Education offers graduate courses and clinical experiences for educators wishing to pursue the Master of Education degree. Teachers may also enroll in graduate courses to work toward additional teaching endorsements, licensure renewal, or professional development. Teachers holding a master's degree may enroll in coursework leading to recommendation for licensure-only in programs indicated below, without completing a second master's degree. Candidates do have the option to earn more than one master's degree in Education.

Students may pursue the MEd in:

### **Advanced Licensure Programs**

- Special Education
  - High Incidence K-6
  - High Incidence 6-12
- Building Leadership (not accepting students during 2025-2026)
- Reading Specialist (not accepting students during 2025-2026)

### **Licensure-Only/Advanced Programs**

Students holding a master's degree from a regionally accredited institution may pursue licensure-only in:

- Special Education High Incidence (K-6 or 6-12)
- Educational Studies
- Building Leadership (not accepting students during 2025-2026)
- District Leadership (not accepting students during 2025-2026)
- Reading Specialist (not accepting students during 2025-2026)

### **Curriculum and Instruction**

- Educational Technology Emphasis (not accepting students during 2025-2026)
- Literacy Emphasis (not accepting students during 2025-2026)

## Reading/ESOL Specialist

The graduate Reading/ESOL Specialist program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading and writing as well as working with second language learners. The recipient of this degree has the competencies necessary to act as a Reading and ESOL Specialist in Pre-Kindergarten through 12th grade classrooms. This program fulfills the standards set forth by the Kansas Department of Education for licensure as a Reading Specialist and ESOL endorsement and with the recommendations and guidelines of such professional groups as the International Literacy Association.

Students seeking the MEd in reading/ESOL must complete a thirty-one hour graduate program which includes a core curriculum of graduate courses and twenty-five credit hours of specialized coursework in reading/ESOL. Students apply for a school specialist license and ESOL endorsement upon completion of the MEd. All degree-seeking students must complete a capstone experience. See the advisors for details.

### **Student Learning Outcomes for MEd - Reading/ESOL Specialist**

At the conclusion of the Reading Specialist program, candidates are expected to have:

- Acquired the ability to understand theories of the reading process and the variables that may impact students engaged in the reading process.
- Demonstrated the ability to select, administer, analyze, and use data from all forms of assessment instruments to understand the learner's literacy strengths and challenges.
- Acquired extensive knowledge of current, research-based instructional practices and interventions in literacy and be able to select and use them appropriately in meeting all struggling readers' needs.
- Demonstrated the ability to create and implement appropriate plans for all learners who struggle with reading and writing (P-12) and to monitor for student progress towards literacy goals, and adjust instruction as necessary.
- Developed the ability to provide staff development for teachers, paraprofessionals, administrators, school boards, parents, the community, the media, and others who need to be informed about research and instructional practices in literacy.
- Acquired the tools and the desire to continue to grow professionally and to serve as a literacy leader.

## Special Education

Washburn University offers a Master's Degree in Special Education High Incidence, K-6 and 6-12. The requirements for provisional endorsement by the Kansas State Department of Education may be met prior to completion of the Master's Degree. An added endorsement is granted following successful completion of the approved sequence of courses.

Provisional licensure may be obtained with the completion of nine specified hours of graduate credit, including an appropriate practicum experience and admission to the Graduate Program.

The Licensure-Only Program in Special Education is available for teachers with an elementary, secondary, or P-12 teaching license who wish to pursue a teaching license in special education high incidence without earning a master's degree. Candidates who already have a master's degree or those not interested in obtaining a master's degree will be required to submit:

1. an application to the Department of Education,
2. a copy of their current teaching license,
3. submission of a University/Professional Reference form,
4. declaration of graduate program form and
5. complete a plan of study with their advisor. Licensure-only candidates can earn a provisional license which will be good for two years and can reapply for a second provisional license with successful completion of coursework. Candidates completing all coursework can apply for an added endorsement in special education high incidence. Candidates who are pursuing licensure-only can opt to apply for the master program no later than the date at which they apply for the second provisional license. All degree-seeking students must complete a capstone experience. See the advisors for details.

## Student Learning Outcomes for MEd – Special Education

At the conclusion of the Special Education High Incidence Program, candidates are expected to have:

- The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.
- The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.
- The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessments, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.
- The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.
- The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.
- The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.
- The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS)

framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

- The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

## Building Leadership

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten – 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.

The Licensure-Only Program in Building Leadership is designed for students who already hold a Master's degree in other disciplines. To be eligible for admission to the Building Leadership program, applicants must hold a Master's degree from a regionally-accredited institution and a teaching license. Three years of teaching experience as a licensed teacher must be earned prior to the completion of the Licensure Program. All degree-seeking students must complete a capstone experience. See your advisor for details.

## Student Learning Outcomes for MEd - Leadership

At the conclusion of the Leadership Program, candidates are expected to have:

- The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community.
- The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.
- The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.
- The building level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## Curriculum and Instruction

The Master's Degree in Curriculum and Instruction is designed for classroom teachers and other educators wanting to increase discipline

specific knowledge and skills. As such, the Curriculum and Instruction degree offers a number of course options. Students may choose from three emphasis options: educational technology, literacy, or educational studies. A total of 36 credit hours is required for program completion. Students complete a graduate core of courses of 12-15 credit hours, and select the remaining hours in consultation and approval of an advisor. All degree-seeking students must complete a capstone experience. See your advisor for details.

## Student Learning Outcomes for MEd – Curriculum & Instruction

Candidates completing a Curriculum and Instruction program, upon graduation, are expected to have:

- Developed the ability to demonstrate the use of the central concepts, tools of inquiry, and structures of the specific discipline area to create meaningful learning opportunities for all students.
- Developed the ability to provide learning opportunities within the discipline that address different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
- Developed the ability to plan effective instruction based upon the knowledge of all students, community, subject matter, and curriculum outcomes.
- Acquired the ability to understand the role of technology within the discipline, and be able to demonstrate skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
- Acquired the ability to understand and use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

## Advising

All graduate students will be assigned to a faculty advisor. The purpose of advising is two-fold:

1. to provide professional guidance and
2. to assist in academic course selection. Students are required to consult with their advisor about course selection to ensure that the departmental requirements of their program will be met.

## Grades

The symbols used in grading are as follows:

Grade	Description	Grade Points
A	Excellent	4 points
B	Above Average	3 points
C	Average	2 points
D	below average, but passing	1 point
F	Failure	0 points
I	Incomplete	

In graduate courses in Education, a mark of an Incomplete does not automatically convert to a grade of F. Incompletes must be completed

by the end of two consecutive semesters which excludes the summer session, otherwise a grade of “F” will be recorded; however, all degree requirements must be completed within a six-year time limit.

A student who has earned a cumulative grade point average of 3.80 or better in a graduate degree program in Education is designated as a Stoffer Scholar at Commencement. Graduate students with a 3.80 cumulative grade point average in program course work will also receive the Graduate Reflective Educator Award.

## Academic Status

### Full-Time Graduate Student

Graduate students enrolled for 9 or more semester hours are considered to be full-time students.

## Department of Education Scholarships

Students in the graduate program are eligible to apply for a department scholarship. Scholarship application forms are available online at our department website: <https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/scholarships.html>. Applications are due February 1st for the next academic year.

## Admission to Graduate Programs

Students should meet with either the advisor or the department chairperson as soon as they decide they would like to begin a program of study in the Department of Education.

Before enrolling in any graduate courses, the student must:

1. hold a bachelor's degree from a regionally-accredited institution, and
2. complete the online degree-seeking application for admission to Washburn University. A link to the form can be found on the Graduate Education (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/graduate/>) webpage. In addition, a Washburn University senior within six hours of graduation may apply to take graduate courses.

All requirements for formal admission to an advanced degree or licensure program must be completed no later than the completion of the first nine (9) semester hours of graduate course work taken at Washburn University.

## Application Procedures

Admission requirements are subject to change. Candidates for advanced degree and licenses must check with their Graduate Program Advisor for requirements in effect at the time of admission to the Graduate Program. At the time of publication of this catalog, the requirements for formal admission to graduate degree and licensure programs were:

1. Submit the University online graduate application admission form.
2. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
3. Have a cumulative grade point average of 3.0 or better in graduate coursework or in the last 60 hours of undergraduate college coursework from accredited institutions.
4. Submission of a University/Professional Reference.
5. Sign and submit the Professional Conduct and Dispositions form.
6. Provide a copy of current teaching license if appropriate.

The Graduate Program Committee carefully considers each application and makes the decision to formally admit or deny applicants. Students may reapply when all admissions criteria have been met. The student is notified in writing of the committee's decision. Students may appeal any adverse decision by submitting a written petition to the Chairperson of the Department of Education. Upon receipt of such a petition, the committee will review the case and inform the student of their decision.

## Transfer Credit

A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received.

## MEd - Reading Specialist Program Requirements

(not accepting students during 2025-2026)

Code	Title	Hours
RD 628	Linguistics, Language Development, and Assessment	3
ED 650	Graduate Seminar (Methods and Cross-Cultural Comm)	3
RD 610	Literacy/ESOL Instructional Approaches	3
RD 622	Literacy/ESOL Instructional Strategies	3
RD 684	Literacy Instruction in the Middle and Secondary Content Areas	3
RD 612	Literature for Children, Adolescents, and Young Adults	3
ED 665	Introduction to Educational Research	3
RD 616	Teaching Writing in Classrooms	3
RD 620	Literacy and ESOL Assessment	3
RD 626	The Literacy/ESOL Specialist	3
RD 630	Literacy/ESOL Practicum	3
RD 6xx	Action Research Capstone	1
<b>Total Hours</b>		<b>34</b>

## MEd - Special Education Program Requirements

Code	Title	Hours
<b>Core Courses</b>		
ED 665	Introduction to Educational Research	3
ED 668		3
RD 622	Literacy/ESOL Instructional Strategies	3
Subtotal		9
<b>Special Education Professional Courses</b>		
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
SE 620 or SE 622		3
SE 630 or SE 632		3

SE 635	Conferencing and Consulting in Special Education	3
SE 640	Individual and Group Management for Children and Youth with Mild-Moderate Disabilities	3
SE 656 or SE 658	Special Education Practicum I (Pre-Elementary) Special Education Practicum I (Middle/Secondary)	3
SE 657 or SE 659	Special Education Practicum II (Pre-Elementary) Special Education Practicum II (Secondary)	3
SE 660 or SE 662	Assessment in Special Education (Pre-Elementary) Assessment in Special Education (Middle/Secondary)	3
SE 680	Resources for Families with Disabilities	3
Subtotal		27
<b>Total Hours</b>		<b>36</b>

## MEd - Leadership Program Requirements

(not accepting students during 2025-2026)

Code	Title	Hours
<b>Core Courses</b>		
ED 665	Introduction to Educational Research	3
ED 682	Leadership in Technology	3
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
ED 672	Issues in Modern American Education	3
ED 698	Action Research Capstone	1
Subtotal		13
<b>Building Leadership Professional Courses</b>		
ED 663	Advanced Social Studies	3
EA 664	Creating and Evaluating the Instructional Program	4
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
<b>Total Hours</b>		<b>26</b>

## Licensure - Only Building Leadership Program Requirements

Code	Title	Hours
<b>Core Courses</b>		
Applicants must show evidence of completion of or enroll in the following core courses:		
ED 672	Issues in Modern American Education	3
ED 665	Introduction to Educational Research	3
ED 682	Leadership in Technology	3
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
Subtotal		12
<b>Building Leadership Professional Courses</b>		
ED 663	Advanced Social Studies	3

EA 664	Creating and Evaluating the Instructional Program	4
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
Subtotal		13
<b>Total Hours</b>		<b>25</b>

## Licensure - Only District Level Leadership Program Requirements

*Eligible candidates must hold a Building Level License*

Code	Title	Hours
EA 673	Creating a Systemic District Learning Culture	4
EA 675	Creating and Evaluating a Systemic Instructional Program	4
EA 676	District Level Management	4
EA 677	Building a Systemic Collaborative District Environment	4
<b>Total Hours</b>		<b>16</b>

## MEd - Curriculum and Instruction

*(not accepting students during 2025-2026)*

### Educational Technology Emphasis

The Curriculum and Instruction program with an emphasis in Educational Technology is designed for educators interested in gaining knowledge about technology integration to support teaching and learning. The primary mission of the program is to develop educational leaders (teachers, administrators, and other educators) who are able to enhance curriculum and empower students using appropriate and effective instructional technologies. The program focuses on the appropriate, effective, and creative integration of technologies in all content areas and at all levels. Graduate students in the program develop skills and knowledge in the use of technology resources to support student learning. They examine how technology is changing the face of education and how those technologies can address diverse learners and learning situations. Current and emerging technologies demand that educators be reflective in the choice of methods, materials, technologies, and assessments to enhance and improve the teaching and learning process. The program provides a broad range of experiences for developing the skills, attitudes, and values of a reflective professional. All degree-seeking students must complete a capstone experience. See the advisors for details.

### Educational Technology Program Requirements

Code	Title	Hours
<b>Core Courses</b>		
ED 672	Issues in Modern American Education	3
ED 660	Advanced Educational Psychology	3
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
or ED 669	Curriculum Development and Evaluation - Secondary Education	
Subtotal		12

### Required Educational Technology Courses

ED 685	Issues in Educational Technology	3
ED 680	Integrating Technology in Curriculum <sup>1</sup>	3
Subtotal		6

### Elective Courses

Recommended Electives:		18
ED 684	Multimedia in the Classroom	
ED 686	Integrating Internet Into Instruction	
ED 687	Emerging Technologies in Education	
ED 682	Leadership in Technology	
Others approved by advisor		
Subtotal		18

A capstone experience is required for all Curriculum and Instruction graduates.

**Total Hours 36**

<sup>1</sup> ED 680 Integrating Technology in Curriculum requires a field experience that allows students to apply their skills and knowledge in a school or classroom setting.

## Literacy Emphasis

The Curriculum and Instruction program with an emphasis in Literacy is designed for educators interested in gaining knowledge and skills about literacy to enrich classroom teaching and learning. Students pursuing this program may select between two strands: Literacy, and Literacy for National Board Certification (NBC). Students selecting the second strand would be working toward National Board Certification along with the MEd in Literacy. Courses would support students pursuing national certification using NBC Standards in Literacy. All degree-seeking students must complete a capstone experience. See the advisors for details.

### Literacy Program Requirements

This program design is tailored to the specific needs of a student pursuing a Master's Degree in literacy. Students select courses approved by their program advisor to round out the 36 hour program. Independent Study topics must be approved by the program advisor and Department Chair.

Code	Title	Hours
<b>Core Courses</b>		
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
or ED 669	Curriculum Development and Evaluation - Secondary Education	
Subtotal		6
<b>Area of Concentration</b>		
Electives - must be approved by advisor (p. 5)		30
Subtotal		30
<b>Total Hours</b>		<b>36</b>

### Area of Concentration

Electives to complete a total of 36 hours - must be approved by advisor.



Code	Title	Hours
RD 610	Literacy/ESOL Instructional Approaches	3
RD 612	Literature for Children, Adolescents, and Young Adults	3
RD 616	Teaching Writing in Classrooms	3
RD 684	Literacy Instruction in the Middle and Secondary Content Areas	3
RD 620	Literacy and ESOL Assessment	3
RD 622	Literacy/ESOL Instructional Strategies	3
RD 628	Linguistics, Language Development, and Assessment	3
ED 672	Issues in Modern American Education	3
ED 680	Integrating Technology in Curriculum	3
ED 684	Multimedia in the Classroom	3
ED 686	Integrating Internet Into Instruction	3
ED 687	Emerging Technologies in Education	3
ED 674	Special Topics/Education	3
ED 697	Independent Study in Education	3

## Educational Studies Emphasis

The Curriculum and Instruction program with an emphasis in Educational Studies is designed for educators and others interested in studying education from multiple perspectives. This online program provides opportunities to develop an understanding of major issues influencing educational environments through the lenses of a broad range of discipline specific areas of education. Educational Studies in Education is appropriate for teachers and other school personnel who are not interested in an advanced teaching license, but who would like to focus on the interdisciplinary nature of education at the graduate level. All degree-seeking students must complete an Action Research project on an educational issue of their choosing, from an interdisciplinary perspective. The Educational Studies emphasis requires 31 credit hours. All courses listed are required. *Prerequisite: Graduate standing.*

## Educational Studies Program Requirements

Code	Title	Hours
<b>Core Courses</b>		
The following seven semester hours are required:		
ED 672	Issues in Modern American Education	3
ED 665	Introduction to Educational Research	3
ED 698	Action Research Capstone	1
Subtotal		7
<b>Additional Courses</b> <sup>1</sup>		
<i>Literacy Courses</i>		
The following six semester hours are required:		
RD 610	Literacy/ESOL Instructional Approaches	3
RD 622	Literacy/ESOL Instructional Strategies	3
<i>Technology Courses</i>		
Select six credit hours from the following:		
ED 680	Integrating Technology in Curriculum	
ED 684	Multimedia in the Classroom	
ED 686	Integrating Internet Into Instruction	
<i>Special Education Courses</i>		
The following six semester hours are required:		

SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
SE 680	Resources for Families with Disabilities	3
<i>English for Speakers of Other Languages Courses</i>		
The following six semester hours are required:		
ED 651	Language Problems of non-English Speakers	3
ED 671	ESOL Teaching and Learning	3
Subtotal		24
<b>Total Hours</b>		<b>31</b>

<sup>1</sup> The courses listed below are recommended. However, other courses may be substituted with the permission of the student's advisor.

## Degree and Licensure Requirements

To receive the Master of Education degree and/or license, the student must complete the approved Program of Study subject to the following conditions:

- All course work must be completed within six (6) calendar years.
- A cumulative GPA of 3.0 must be maintained in all graduate work.
- A maximum of six (6) semester hours of "C" credit may be counted.
- Any grade below C will not be accepted.
- Correspondence courses will not be accepted.
- A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received. At least three-fourths of the semester hours required for the degree must be earned at Washburn University.
- A maximum of three (3) semester hours of Independent Study credit may be counted.
- A minimum of twenty-one (21) semester hours of courses must be at the 500 level or above.
- Licensure candidates must have three years of full-time licensed employment to obtain Institutional Recommendation for licensure.
- Degree candidates must complete one of the following capstone experiences: written comprehensive examination, thesis, portfolio, comprehensive paper, or action research project.

## Course Offerings

*Courses at the 600 level are open only to graduate students.*

### Education

#### ED 601 Adult Learning Theory and Practice (3)

This is a stand-alone course for individuals who seek to develop and/or deepen their knowledge of Andragogy (method of practice of teaching adult learners) to effectively teach adults through the use of Best Teacher Practices. This course will provide and/or strengthen a teaching foundation for individuals who are currently, or will soon to be, professional educators.

**ED 614 Guidance in Elementary/Secondary Schools (3)**

Role of the classroom teacher and administrator in guidance and counseling program of the elementary/secondary school. Emphasis on unique needs of elementary children in regular, mainstream, and special classes. Prerequisite: Permission of the instructor.

**ED 621 Educational Planning (3)**

Introduction to programming, planning and scheduling procedures to structure the learning environment for students with learning and behavioral problems. Emphasis on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. The Individual Educational Planning (IEP) process and training in development of computerized IEP included. Prerequisites: SE 610

**ED 633 Advanced Child Development (3)**

Advanced course in theory and basic concepts of child development. Topics include assumptions and principles of five major approaches: normative-maturation, psychoanalytic, social learning, cognitive-development and behavior analysis. Includes historical background of developmental theory and cross cultural perspectives. Prerequisites: Graduate standing.

**ED 641 Language and Literature Development in Early Childhood Education (3)**

Students identify speech and language behaviors which are developmentally appropriate for young children birth to age eight. Students identify and practice methods and techniques necessary to foster listening, speaking, pre-writing, pre-reading, and pre-math skills in children birth to five years of age.

**ED 644 Art in Elementary/Middle School (3)**

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Relates various art experiences to students' developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom.

**ED 645 Introduction to Craft Techniques (3)**

Lectures and demonstrations covering a variety of craft materials utilized in the elementary, middle, and secondary schools. Includes experience and practice with block printing, fabric art, casting and molding techniques, and safety standards associated with the craft production.

**ED 647 PreKindergarten and Kindergarten Methods (3)**

Focus on methods and materials that support physical, emotional, social and intellectual needs of the kindergarten and pre-kindergarten child.

**ED 650 Graduate Seminar (3)**

This course serves as an orientation to the Washburn Teacher Education Program as well as an exploration of the teaching profession for students pursuing an initial teaching license at the graduate level. Students will be introduced to the social, historical, and philosophical foundations of education, as well as a variety of teaching models, and the planning and assessment practices expected of all teachers. A review of influences on P-12 students' individual family, and community characteristics on the teaching and learning process will also be explored. The process for developing the education department required professional portfolio is included. A minimum of a 35 hour school/community field experience is required. Prerequisite: Concurrent enrollment in ED 660.

**ED 651 Language Problems of non-English Speakers (3)**

Emphasis on practical methods of teaching ESL and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. May be taken for undergraduate credit and EN 499 for graduate credit.

**ED 652 Cognitive & Language Development (3)**

Emphasizes study of two essential areas of human development as they apply to early childhood teaching and learning: theoretical perspectives and research on cognitive and language development and instructional knowledge which provides understanding of teaching and learning that demonstrate instructional strategies grounded in theory and research.

**ED 653 Assessment & Evaluation in Early Childhood Education (3)**

Students learn ways in which young children's development is assessed and evaluated. Typical assessment procedures appropriate to children to age eight are studied. Techniques are developed to record children's behavior individually and in group settings. Prerequisite: Graduate standing.

**ED 660 Advanced Educational Psychology (3)**

Explores advanced topics in educational psychology as they apply to teacher practice. Topics include learning theory, child and adolescent psychology, theories of motivation and achievement, and social and cultural influences on learning and development. Part of the graduate core curriculum. Prerequisite: Consent of instructor.

**ED 661 Exceptional Infants & Young Children (3)**

Survey of exceptionalities including etiology, curriculum, identification, adaptation of materials and environments, play, referral and development of an individual educational plan (IEP). Prerequisite: ED 343 or equivalent course in child development.

**ED 662 Methods of Teaching English-Secondary (4)**

Study of and practice in the methods of teaching literature, language, and writing in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students' progress in reading and writing. Students participate in a field-based experience at various secondary schools. Prerequisite: Admission to the Professional Teacher Education Program or consent of instructor.

**ED 663 Advanced Social Studies (3)**

Advanced survey and analysis of issues and practice of social studies education in elementary/middle school. Innovative approaches for teaching history, social issues, psychology, political science, anthropology, and/or philosophy in the classroom are explored. Emphasis on the content and materials of a variety of topics within the social science field. May be taken for undergraduate or graduate credit.

**ED 665 Introduction to Educational Research (3)**

Introduces graduate students to basic information needed to understand processes to plan, conduct, and report research on education-related issues and problems. Focus on increasing students' appreciation of the field of educational research, while increasing their ability to interpret and evaluate published research studies. Both qualitative and quantitative research methodologies are reviewed. Part of the graduate core curriculum.

**ED 667 Curriculum Development and Evaluation - Elementary Education (3)**

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice.

**ED 669 Curriculum Development and Evaluation - Secondary Education (3)**

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice.

**ED 670 Curriculum Development and Evaluation - Middle/Secondary School (3)**

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice. May be taken for undergraduate or graduate credit.

**ED 671 ESOL Teaching and Learning (3)**

This course will provide an overview of curriculum and instruction as it relates to ESOL learners. Candidates will learn appropriate teaching strategies and subject matter content relevant to this population. An emphasis will be placed on understanding language and literacy acquisition and working with students with special needs.

**ED 672 Issues in Modern American Education (3)**

Critical analysis of contemporary problems and issues in American education. Consideration of historical, sociological, and philosophical foundations affecting problems and issues included. This course is part of the graduate core. Prerequisites: Consent of instructor.

**ED 674 Special Topics/Education (0-3)**

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 674 may be repeated for credit. Prerequisites: Permission of Department Chairperson and the instructor.

**ED 678 Organization & Administration of Early Childhood Education Program (3)**

Organization and administration of early childhood programs. Emphasis on supervision of volunteers and paraprofessionals. Introduces the student to techniques for organizing staff as an instructional Early Childhood Education team.

**ED 680 Integrating Technology in Curriculum (3)**

Presents students with principles underlying selection and use of technology to enhance learning. Examines software and multimedia technologies contributing to the instructional process. Prerequisites: ED 667 or ED 669.

**ED 682 Leadership in Technology (3)**

Provides guidance regarding varying aspects of technology implementation, including software/hardware acquisitions, funding, and staff development. Prerequisite: Graduate standing.

**ED 684 Multimedia in the Classroom (3)**

Multimedia gives teachers and students powerful new tools for teaching and learning by combining technologies such as video, audio, graphics, interactivity and text. Students in this course will learn how to identify, choose, plan for, produce and integrate multimedia into instruction.

**ED 685 Issues in Educational Technology (3)**

Critical exam of historical, sociological, philosophical foundations and implications of the implementation and use of technology in an educational setting.

**ED 686 Integrating Internet Into Instruction (3)**

The Internet is providing many educational opportunities for the connected classroom. This course will investigate the various components of the Internet such as the World Wide Web, telecommunications and other resources for use in the classroom. Students will learn to find, identify, evaluate and utilize Internet resources for instruction.

**ED 687 Emerging Technologies in Education (3)**

Technology is a constantly changing and ever evolving process. Many new emerging technologies hold promise for application for learning in the classroom. Students in this course will explore new technologies, evaluate them and determine their applicability for the classroom.

**ED 688 Using Technology with Special Needs Students (3)**

Using technology, including computers to enhance education of students with exceptionalities. Prerequisite: ED 300, Graduate standing, and either ED 302, or SE 476.

**ED 690 Tests and Measurements (3)**

Evaluation procedures as an integral part of the teaching/learning process. Involves identifying and defining intended learning outcomes, writing educational objectives, constructing and selecting various evaluation instruments, and interpreting and using test results to improve instruction. Emphasis on criterion and norm-referenced tests of ability and achievement as well as tests of individual assessment. May be taken for undergraduate or graduate credit.

**ED 694 Philosophy of Education (3)**

Historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy. Emphasis on relationship between educational philosophy and practice. May be taken for undergraduate or graduate credit.

**ED 696 Thesis (3-6)**

Research design and analysis of action research or library research study. Culminating activity for graduate students interested in research or advanced study. Professional lab experiences in child study, innovative problems constitute the typical projects for thesis designs. Prerequisite: ED 665 and permission of Education chair.

**ED 697 Independent Study in Education (1-3)**

Independent research for graduate students investigating a special problem in a specific areas. Prerequisite: Chair consent.



**ED 698 Action Research Capstone (1-2)**

ED 698 Action Research Capstone (1-2) Students will identify a question about their own teaching or school practices, review the current research literature, develop a plan to collect data, collect and analyze their data, identify emergent themes, write an action research paper, and present their project and findings to the faculty committee. The objectives of the action research project are to help students understand the research process in an educational setting; provide students with the opportunity to study and improve their own teaching through an action research project; and to show students how research can have a positive effect on school improvement and change. Prerequisites: Admission to the graduate program, successful completion of at least 18 credit hours of course work and successful completion of ED 665 Educational Research.

**Educational Administration****EA 663 Building a School Learning Culture (4)**

This course is designed as a foundational course for aspiring Building Level Administrators. The course will provide building leaders information to develop a school vision and to build an environment for a successful school learning culture. Course assignments will help future building administrators learn how to create and sustain a collaborative school vision, how to assess and encourage a healthy learning culture, and how to develop and maintain a rigorous and coherent instructional program. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental Permission.

**EA 664 Creating and Evaluating the Instructional Program (4)**

This course will prepare aspiring school building administrators to develop and revise curriculum and instruction within the building, including the differentiation of instruction to meet the needs of all students. Learning how to provide supports for all students will be an essential element of this course. Teacher evaluation models will be explored along with how professional development can improved and enhance teacher performance. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 666 Building Level Management (4)**

This course is one of the four courses required for building level leadership licensure. The course will cover topics regarding the management of a school building, including budgeting, facility management, instructional scheduling, building wide discipline management, and capacity for building leadership. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 667 Leading and Engaging a Collaborative Environment (4)**

This course deals with communication within the school and the greater school community, including parents and community partners. Building relationships and practicing distributed leadership concepts are also a part of this course. All aspects of school improvement will be explored including the professional responsibility and ethics within the school community. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 673 Creating a Systemic District Learning Culture (4)**

This course is designed as a foundational course for aspiring District Level Administrators. The course will provide district leaders information to develop a district vision and to build an environment for a successful district learning culture. Course assignments will help future district administrators learn how to create and sustain a collaborative district vision, how to assess and encourage a healthy learning culture, and how to maintain and support a rigorous and coherent instructional program. The course will include a one-credit hour practicum where the district level candidate will practice and implement the course objectives in a real life setting. Prerequisite: Departmental permission

**EA 674 Spec Topics In Ed Admin (1-3)**

Topics vary each semester & are announced in advance. May be repeated. Prerequisite: Chair & instructor consent.

**EA 675 Creating and Evaluating a Systemic Instructional Program (4)**

This course will prepare aspiring district administrators to review, evaluate, and lead revision of curriculum and instruction at a district level, including the differentiation of instruction to meet the needs of all students. District level supports of all students through special education, general education intervention, behavior interventions, and other supports will be addressed. Teacher and principal evaluation models will be explored along with how professional development can improved and enhance teacher and principal performance. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 676 District Level Management (4)**

This course is one of the four courses required for district level leadership licensure. The course will cover topics regarding the management of a school district, including district finances and budgeting, facility management and maintenance, human resources, and policies for district welfare and safety. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 677 Building a Systemic Collaborative District Environment (4)**

This course deals with communication with the school district and the greater school community, including parents, community partners, and school board relations. A particular focus on district improvement plans and the involvement of district leadership in this process will be an essential element of this course. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

**EA 681 Basic Concepts of Educational Administration (3)**

Introduction to basic concepts underlying school building administration. Theory and practice of educational administration is analyzed and major concepts of formal organization, motivation, authority, leadership, decision making, conflict in organization, and organizational change are analyzed. Prerequisite: Graduate standing.

**EA 683 School Supervision and Staff Development (3)**

Improves the instructional competencies of teachers and to help those in supervisor positions develop competencies necessary to help others improve instructional performance. Topics include the characteristics of effective instruction, alternative instructional strategies and alternative supervisory models. Prerequisite: Graduate standing.

**EA 684 School Finance & Business Administration (3)**

Describes forms of school revenue including ad valorem tax and bonded indebtedness; appropriate school accounting methods according to the Kansas Department of Education; and models for effective business management. Prerequisite: Graduate standing.

**EA 686 School Law and Ethics (3)**

The legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, pupils, and adults are addressed. A focus is also placed on the basic principles of ethical behavior established by legal and professional organizations, moral and legal consequences of decision making in schools, and the relationship between ethical behavior, school culture, and student achievement. Prerequisite: Graduate Standing

**EA 688 Elementary/Middle School Principalship (3)**

Role and responsibility of the principal in organizing, administering, and supervising the elementary school. Examines the multifaceted role of the building administrator. Prerequisite: Graduate standing.

**EA 689 The Building Leader (3)**

The role and responsibility of the school principal in organizing, administering, and supervising the pre-K-12 school. This course examines the multifaceted role of the building administrator. Prerequisite: Graduate standing.

**EA 692 School Community Relationships (3)**

Development of effective skills in communication, group facilitation, interpersonal relations, climate-building, conflict resolution, and relationships to the publics served. Prerequisites: Graduate standing.

**EA 694 Practicum I Educational Administration (3)**

Series of structured, field-based experiences in elementary, middle or secondary school to demonstrate competency in such administrative areas as: discipline, scheduling, counseling, financial management, line/staff relationships, professional personnel and other leadership skills. Prerequisite: Permission of instructor.

**EA 695 Practicum II in Educational Administration (3)**

Supervised field-based experience for the superintendent candidate to demonstrate competencies identified through the NCATE/ELCC categories. Field candidates will demonstrate competency in the area of finance, facilities, human resources, curriculum leadership, and other designated leadership skills. Candidates will develop an experience portfolio to validate job skills. Prerequisite: Building level licensure/certification.

**EA 696 Human Resources Management (3)**

This course deals with personnel policies and issues in the following areas of human resources: teacher recruitment, orientation, evaluation, promotion, termination, tenure, retirement, and related areas. Included will be an emphasis on adherence to legal aspects of the personnel function as well as dealing with professional organizations. Prerequisite: Building Level Licensure/Certification.

**EA 697 School Planning/Facility Management (3)**

This course is designed for aspiring school superintendents and central office leaders. This course will prepare school leaders to be proactive in developing educational specifications for school buildings thereby enhancing the educational process. This course includes the planning procedures for new buildings, remodeling and/or retrofitting buildings. Community and school surveys, site selection, design and maintenance and operations of school buildings are also components of the course. Prerequisite: Building Level Licensure/Certification.

**EA 698 The District Leader (3)**

This course is designed for individuals who wish to become central office administrators. The course emphasizes sound administration of financial, material, and human resources as necessary for optimal realization of the goals of the school district. Effective public school administrators must understand the systems principles and leadership potential which are found in the area of central office administration. Relationships with the board, community, staff, and students are a major focus. Prerequisite: Building Level Licensure/Certification.

**Reading Specialist****RD 610 Literacy/ESOL Instructional Approaches (3)**

This course is designed to investigate theories and practices of reading instruction with the goal of improving literacy instruction in the classroom. Students learn various current theories of the reading and writing processes as well as the internal and external variables that affect the acquisition of literacy skills. From these theories students are encouraged to adopt a personal view of the literacy process upon which instructional decisions as critical and reflective professionals in classrooms with diverse cultural and learning needs can be made. Current literacy research that supports instructional decision-making for native English speakers and ESOL learners will be infused throughout the course. Theory, which forms the basis for the course, is balanced with concern for practical applications in the classroom. Prerequisite: Graduate Standing.

**RD 612 Literature for Children, Adolescents, and Young Adults (3)**

This course examines literature across P-12 levels with an emphasis on how literature can be used in the development of literacy skills, including with learners whose native language is not English. Students will explore a variety of literature, including multicultural books, picture books, award winning books, poetry, and non-fiction books. Students will explore trends and issues in literature, including censorship, gender bias, cultural representation, as well as others. Prerequisite: Graduate Standing.

**RD 614 Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I (3)**

This course provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application are supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6, and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards.

**RD 615 Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles II (3)**

This course provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application are supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6, and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards. Prerequisites: RD 614

**RD 616 Teaching Writing in Classrooms (3)**

Current approaches to teaching writing based on whole language philosophy across a K-9 curriculum. Instructional strategies for improving writing skills through a writing workshop and methods of evaluating writing including portfolio assessment will be emphasized. Explores current issues and recent research findings relating to teaching writing.

**RD 618 Integrating Language Arts in Classrooms (3)**

Current approaches to teaching communication skills based on whole language philosophy across a K-9 curriculum. Instructional strategies for developing oracy and literacy skills are based on an integrated language arts perspective and include the development of thematic planning and reading workshop. Explores current issues and recent research findings relating to teaching language arts.

**RD 619 Literacy for Young Adults (3)**

Study of books read by young adults between 12 and 18. Covers history of young adult literature, the relationship between children's and young adult literature, censorship and selection, and teaching methods.

**RD 620 Literacy and ESOL Assessment (3)**

Principles and techniques of assessment of literacy skills of learners whose native language is English and in ESOL settings. Students will examine purposes for assessment, types of assessments (including formal and informal assessment procedures), analyzing assessment data, and evaluating learners' strengths and areas of need to determine goals for instruction. Prerequisite: Graduate Standing.

**RD 622 Literacy/ESOL Instructional Strategies (3)**

The scope of this course includes the principles and techniques of literacy instruction for learners whose native language is English and for ESOL learners with diverse learning needs. Current research in literacy provides the basis for understanding the needs of learners and the best strategies for assisting them. Focus on learning will be on making critical and reflective decisions in selecting the most appropriate strategies, resources, and materials for readers who exhibit specific strengths and challenges in reading. Prerequisite: Graduate Standing.

**RD 624 Practicum in Reading (3)**

Supervised clinical experience with learners who exhibit reading problems. Students administer tests, analyze data, determine reader's strengths and weaknesses, develop an instructional plan, select and implement appropriate strategies and materials, and assess progress towards instructional goals. Prerequisites: RD 610, RD 620, and RD 622.

**RD 626 The Literacy/ESOL Specialist (3)**

A seminar in the role of the literacy specialist and ESOL specialist in elementary, middle, or secondary school settings with emphasis on the knowledge and skills necessary to think and act as a literacy/ESOL professional with students, teachers, paraprofessionals, administrators, professional colleagues, and the community. This course will focus on federal, state, and local literacy/ESOL programs, current research and curricular practices, historical and current trends and issues in the field of literacy and ESOL, and organizations which support and advocate for literacy, ESOL learners, and literacy/ESOL specialists.

**RD 628 Linguistics, Language Development, and Assessment (3)**

Principles of the processes of language development including factors which affect language development, the stages of language acquisition, and the relationship between oral language and literacy. Focus on developing assessment procedures and instructional strategies to facilitate language development. The course also focuses on language and linguistics in ESOL settings, including first and second language acquisition processes; English phonology, morphology, syntax, and discourse; and implications for teaching English language learners. Prerequisite: Graduate Standing.

**RD 630 Literacy/ESOL Practicum (3)**

A supervised clinical experience in which students work with learners to improve their literacy skills. Students administer assessments, analyze data, determine learners' strengths and weaknesses, develop instructional plans, select and implement appropriate strategies and materials, and assess progress towards instructional goals using skills developed as critical and reflective professionals. Appropriate conduct is maintained with parents and classroom teachers with oral or written reports as deemed appropriate. Prerequisites: RD 610 and RD 612 and RD 620 and RD 622 and RD 628

**RD 656 Advanced Children's Literature (3)**

Advanced survey and analysis of the literature written for children through middle school. A variety of literary forms are explored. Emphasis on evaluation and development of specific strategies to enhance reader comprehension and appreciation. Emphasis also on incorporating children's literature in instruction across the curriculum.

**RD 684 Literacy Instruction in the Middle and Secondary Content Areas (3)**

A study of the specific literacy skills relating to the various disciplines found in middle and secondary schools. Emphasis is given to the importance of text complexity and readability, academic vocabulary acquisition, comprehension skills, use of text-based evidence, critical & analytical reading and writing, reading strategies (both universal and discipline specific), and working with ESOL learners. Prerequisite: Graduate Standing.

**Special Education****SE 610 Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities (3)**

Social, cognitive, behavioral, educational, medical aspects of development to establish etiology, characteristics, and best practice interventions for children and youth with learning and behavioral problems and theories of the causes of learning and behavioral problems. Emphasis on identifying disabilities according to state guidelines, utilizing appropriate assessment data, engaging in multi-disciplinary planning, and developing appropriate interventions. Prerequisite: ED 302

**SE 621 Educational Planning (3)**

Introduction to programming, planning and scheduling procedures to structure the learning environment for students with learning and behavioral problems. Emphasis on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. The Individual Educational Planning (IEP) process and training in development of computerized IEP included. Prerequisite: SE 610

**SE 631 Methods & Materials (3)**

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular classroom. Prerequisites: ED 302 or SE 610.

**SE 635 Conferencing and Consulting in Special Education (3)**

Introduction of counseling and communication skills to develop multidisciplinary approaches to work with parents and other professionals to secure supportive school/home environments for exceptional children. Prerequisite: ED 302 and SE 610.

**SE 640 Individual and Group Management for Children and Youth with Mild-Moderate Disabilities (3)**

Principles and applications of individual and group management techniques for youth with mild/moderate disabilities. Methods of targeting behaviors through positive management procedures stressed, various theoretical approaches and practical techniques.

**SE 655 Special Education Practicum (4)**

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include elementary age children. Prerequisite: Admission to Student Teaching.

**SE 656 Special Education Practicum I (Pre-Elementary) (2, 3)**

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include pre-school/elementary age children. Prerequisite: SE 610, SE 621 (or concurrent).

**SE 657 Special Education Practicum II (Pre-Elementary) (2, 3)**

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisite: SE 656 and 18 hours of graduate coursework.

**SE 658 Special Education Practicum I (Middle/Secondary) (2, 3)**

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include middle school and secondary age children. Prerequisite: SE 610, SE 621 or concurrent.

**SE 659 Special Education Practicum II (Secondary) (2, 3)**

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisite: SE 658 and 18 hours of graduate coursework.

**SE 660 Assessment in Special Education (Pre-Elementary) (3)**

Survey and analysis of individual tests, curriculum-based and ecological measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis on development of individual portfolios through data collection, administration and interpretation of multi-sources educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of Individualized Educational Plans. (Fee may be assessed to cover the cost of consumable materials.) Prerequisite: SE 610, SE 621, and consent of instructor.

**SE 662 Assessment in Special Education (Middle/Secondary) (3)**

Survey and analysis of individual tests and curriculum-based measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis on developing individual portfolios through data collection, administration and interpretation of multi-sourced educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (Fee may be assessed to cover the cost of consumable materials.) Prerequisite: SE 610, SE 621, and consent of instructor.

**SE 663 Exceptionals in Early Childhood Education (3)**

Focuses on children with disabilities ages birth through grade 3. Emphasis is placed on understanding assessment, uses of technology, working with families, development of IEP.

**SE 674 Special Topics in Special Education (3)**

Topics vary from semester to semester and will be announced in advance. ED 674 may be repeated for credit. Prerequisites: Permission of Department Chairperson and Instructor.

**SE 676 Psychology of the Exceptional Student (3)**

Historical and current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis on procedure and strategies for teaching exceptional students in the classroom. Prerequisite: Graduate Standing.

**SE 680 Resources for Families with Disabilities (3)**

Study of the local, state and national resources available to assist children with disabilities and their families. Structural characteristics of families is presented to assist students in understanding the needs of individuals with disabilities. Prerequisite: ED 302 or graduate standing.