

EA 581 Basic Concepts of Educational Administration (3)

An introduction to the basic concepts underlying school building administration. The 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 583 Supervision and Staff Development in Schools (3)

This course has two purposes: to improve the instructional competencies of teachers and to help those in supervisory positions develop those competencies necessary to help others improve their instructional performance. Major topics include the characteristics of effective instruction, alternative instructional strategies, and alternative supervisory models. Prerequisite: Graduate standing.

EA 584 School Finance and Business Administration (3)

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

EA 586 School Law (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. Prerequisite: Graduate standing.

EA 589 The Principalship (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 590 Building Level Internship (1)

Supervised practical experience within a school building environment. Candidates are expected to demonstrate skills which are required for professional licensure as a District Level Administrator (P-12). Prerequisite: Conditional licensure as a Building Level Administrator. May be repeated.

EA 592 School-Community Relationships (3)

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

EA 594 Practicum in Educational Administration I (3)

A series of structured, field-based experiences in an 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 595 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, facilitates, 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 596 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 emphasis on adherence to legal aspects of the personnel function as well as dealing with professional organizations.

Prerequisite: Building Level licensure/certification.

EA 597 School Planning and Facilities Management (3)

This course is designed for aspiring school superintendents and central office leaders. The 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 598 The Superintendent (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, the community, staff, and students are a major focus. Prerequisite: Building Level licensure/certification.

EA 599 District Level Internship (1)

Supervised practical experience within a school district environment. Candidates are expected to demonstrate skills which are required for professional licensure as a District Level Administrator (P-12). Prerequisite: Conditional licensure as a District Level Administrator. May be repeated.

EA 674 Special Topics in Educational Administration (1-3)

Topics vary from semester to semester and will be announced in advance. EA 674 may be repeated for credit. Prerequisite: permission of Department Chairperson and Instructor.

ED 405 Classroom Management (1) Various methods of managing classrooms and student behaviors within diverse learning environments. Prerequisite: taken concurrent with student teaching.

ED 441 Language & Literacy Development in Early Childhood Education (3)

Students will identify speech and language behaviors which are developmentally appropriate for young children birth - eight. Students will 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. Prerequisite: graduate standing.

ED 444 Art in the Elementary/Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Correlates various art experiences with the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. Prerequisite: permission of the instructor.

ED 445 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. Prerequisite: permission of the instructor.

ED 447 Pre-Kindergarten and Kindergarten Methods (3)

The primary focus of this course is on methods and materials that support physical, emotional, social and intellectual needs of the kindergarten and pre-kindergarten child. Prerequisite: graduate standing.

ED 450 Language Problems of Non-English Speakers (3)

Emphasis on practical methods of teaching English as Second Language and strategies for working with speakers of other languages. Includes a review of resource materials for non-English speakers. Prerequisite: permission of the instructor.

ED 472 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.

ED 474 Special Topics in Education (1-3)

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 474 may be repeated for credit. Prerequisite: permission of Department Chairperson and the instructor.

ED 486 Issues in Educational Technology (3)

Critical examination of historical, sociological, philosophical foundations and implications of the use of technology in an educational setting. Prerequisites: ED 250 and graduate standing.

ED 494 Philosophy of Education (3) An 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. The relationship between educational philosophy and practice will be emphasized. Prerequisite: permission of the instructor.

ED 518 Supervision of Student Teachers (3)

An analysis of problems, issues, and strategies of student-teacher supervision. Different perspectives and approaches to supervision are addressed. Issues of teacher education as they apply to supervision are explored. Designed for cooperating teachers and supervisors of student teachers.

ED 560 Advanced Educational Psychology (3)

The purpose of this course is to explore 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. This course is part of the graduate core curriculum.

ED 565 Introduction to Educational Research (3)

The purpose of this course is to introduce graduate students to basic information needed to understand processes used to plan, conduct, and report research on education related issues and problems. The course focuses 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. This course is part of the graduate core curriculum.

ED 568 Curriculum Development & Evaluation (3)

An examination of social and psychological influences upon curricula design and implementation. Emphasis is placed upon study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers of effective implementation of innovative curricula, and systematic evaluation of educational programs. Students learn to review the process of curricular modification from a perspective which integrates theory and practice.

ED 580 Integrating Technology in Curriculum (3)

Presents students with principles underlying selection and use of technology to enhance learning. The class examines software and multimedia technologies as they contribute to the instructional process. Prerequisites: ED 300, ED 568.

ED 582 Leadership in Technology (3) This course will provide guidance regarding varying aspects of technology implementation, including software/hardware acquisitions, funding, and staff development. Prerequisites: ED 300 and graduate standing.

ED 588 Using Technology with Special Needs Students (2)

Students will learn to use technology, including computers to enhance the education of students with exceptionalities. Prerequisites: ED 300, ED 302 or SE 476 and graduate standing.

ED 596 Thesis (3-6)

Research design and analysis of action research or library research study. This project is the culminating activity for the graduate student interested in research or advanced study. Professional laboratory experiences in child study, innovative problems constitute the typical projects for thesis designs. Prerequisite: ED 565 and permission of Chairperson of the Department of Education.

ED 597 Independent Study in Education (1-3)

Independent research for graduate students investigating a special problem in a specific area.

Prerequisite: permission of Chairperson of the Department of Education.

ED 674 Special Topics in Education (1-3)

Topics vary from semester to semester and will be announced in advance. May repeat for credit. Prerequisite: permission of Department Chairperson and Instructor.

RD 420 Literature for Young Adults (3)

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

RD 484 Teaching Reading in the Content Areas (3)

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. Addresses the philosophy that the effective content teacher includes the teaching of reading as an essential element for mastery of the content. Emphasis is given to the importance of pre and post assessment of student's reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials, and collateral reading. Required for all middle school and secondary school majors in the State of Kansas.

RD 510 Classroom Reading Instruction (3)

Theories of the reading process, current approaches to instruction, and instructional practices across a K-2 curriculum. The focus is on improving instruction through appropriate and thoughtful decision-making which supports the development of process, content, and attitude goals in a total reading curriculum.

RD 512 Literature for Literacy Instruction (3)

Survey of literature across P-12 levels with an emphasis on how literature can be used in the development of readers and writers, and learners within all content fields. A variety of literary genre and text types will be explored. Students will learn strategies as well as create and implement plans for using literature within a broad context of instructional and learner needs.

RD 516 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. Course content will explore current issues and recent research findings relating to teaching writing.

RD 518 Integrating Language and Literacy Through Inquiry and Assessment (3)

An inquiry approach to integrating language and literacy across the curriculum. Emphasis is on the use of literature and technology as springboards to motivate and sustain student-centered inquiry. Instruction in language and literacy skills is integrated within purposeful learning.

RD 520 Assessment Procedures in Reading (3)

Principles and techniques of assessment of reading for the classroom or clinic. Current trends in naturalistic assessment procedures which emphasizes the use of portfolios is included along with traditional assessment procedures which emphasize administering various assessment instruments, analyzing diagnostic data, and evaluating strengths and weaknesses to determine goals for instruction.

RD 522 Instruction for Readers at Risk (3)

Principles and techniques of instruction for at-risk readers including the mildly handicapped student in classroom or clinic. Current trends in applying strategies grounded in whole language philosophy is included along with more traditional strategies. The focus is on selection of appropriate approaches, strategies and materials for readers who exhibit specific strengths and weaknesses. Prerequisite: reading methods course or RD 510.

RD 526 The Reading Specialist (3)

Seminar in the role of the reading specialist as an instructional leader for students, parents, teachers, administrators, professional colleagues and the community.

Prerequisite: Admission to the Graduate Program in Reading.

RD 528 Language Development and Assessment Development (3)

Principles in the process of language development including the social and cultural factors which affect language acquisition, the stages of language development, and the relationship between oral language and literacy. The focus is on developing assessment procedures and instructional strategies to facilitate development for language challenged and language different learners.

RD 530 Literacy Practicum

Supervised experience with learners who exhibit reading problems. Emphasis is on administering tests, analyzing data, determining a reader's strengths and challenges, developing instructional plans, selecting and implementing appropriate strategies and materials, and assessing a reader's progress toward goals. Prerequisites: RD 510, 512, 520, 522, and 528.

RD 550 The Reading Specialist Internship (1)

A supervised internship within a school context as a reading specialist (P-12). Prerequisite: Conditional Licensure as a Reading Specialist (P-12). May be repeated.

RD 674 Special Topics in Reading Education (1-3)

Topics vary from semester to semester and will be announced in advance. RD 674 may be repeated for credit. Prerequisite: permission of Department Chairperson and Instructor.

SE 456 SPED Practicum I (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 460 Exceptionalities in Early Childhood (3)

This course focuses on children with disabilities ages birth through grade three. Emphasis is placed on understanding assessment, uses of technology, working with families, development of IEP's/IFSP, legal and historical foundations, curriculum, and collaboration with school personnel.

SE 476 Psychology of the Exceptional Student (3)

Historical and current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis placed on procedure and strategies for teaching exceptional students in the regular classroom. Prerequisite: ED 200 or equivalent.

SE 510 Learning and Behavior 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 or SE 476.

SE 520 Educational Planning for Children and Youth with Mild-Moderate Disabilities--Preschool/Elementary (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed 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 510.

SE 522 Educational Planning for Children and Youth with Mild-Moderate Disabilities--Middle/Secondary School (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for middle and secondary school students with learning and behavioral problems. Emphasis placed on establishment of procedures for regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. Prerequisite: SE 510.

SE 530 Methods & Materials for Teaching Mild-Moderate Disabled Children & Youth (Preschool/Elementary School) (3)

Implementation of comprehensive Individualized Education Program (IEP). 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 education classroom. Prerequisite: SE 510 and Consent of Instructor.

SE 532 Methods & Materials for Teaching Mild-Moderate Disabled Children & Youth (Middle School/Secondary) (3)

Implementation of comprehensive Individualized Education Program (IEP). 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 education classroom. Prerequisite: SE 510 and Consent of Instructor.

SE 535 Conferencing and Consulting in Special Education (3)

An 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. Prerequisites: ED 302 or SE 476 and SE 510.

SE 540 Individual and Group Management for Children and Youth with Mild-Moderate Disabilities (3)

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

SE 556 Special Ed. Practicum I (Preschool/Elementary School) (3)

When interrelated settings are unavailable which include children classified as Early Childhood Handicapped, Educable Mentally Handicapped, Learning Disabled, and/of Behavioral Disordered, teaching experience in more than one setting may be arranged. Prerequisites: SE 510, SE 520, and Consent of Instructor.

SE 557 Special Education Practicum II (Preschool/Elementary School) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisites: SE 556 and 18 hours graduate course work.

SE 558 Special Education Practicum I (Middle School/Secondary School) (3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include middle school and secondary age children. When interrelated settings are unavailable which include children classified as Educable Mentally Handicapped, Learning Disabled, and/or Behavioral Disordered, teaching experience in more than one setting may be arranged. Prerequisites: SE 510, SE 520, and Consent of Instructor.

SE 559 Special Education Practicum II (Secondary) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisites: SE 558 and 18 hours graduate course work.

SE 560 Assessment in Special Education (Pre-School/Elementary School) (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 is 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 individual educational plans. (A fee may be assessed to cover the cost of consumable materials.)

Prerequisites: SE 510, SE 520, and Consent of Instructor.

SE 562 Assessment in Special Education (Middle School/Secondary School) (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 in on development of 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. (A fee may be assessed to cover the cost of consumable materials).

Prerequisites: SE 510, SE 520, and Consent of Instructor.

SE 580 Resources for Families with Disabilities (3)

A study of the local, state and national resources available to assist children with disabilities and their families is the focus of this course. Structural characteristics of families is presented to assist students in understanding the needs of individuals with disabilities. Through an inquiry of community resources and the understanding of family needs, students will be prepared with the knowledge to assist families find community resources. Students will develop a handbook of services and information for dissemination to families. Prerequisites: SE 510 and graduate standing.

SE 674 Special Topics in Special Education (3)

Topics vary from semester to semester and will be announced in advance. SE 674 may be repeated for credit.

Prerequisite: permission of Department Chairperson and Instructor.