

GRADUATE PROGRAMS IN EDUCATION

— SCHOOL OF ARTS —

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MISSION

GRADUATE PROGRAMS IN EDUCATION at Christian Brothers University aim to engage men and women in a self-reflective process of lifelong learning characterized by integrity, competence, compassion, creativity, and leadership. The goals of the graduate programs in education are to prepare individual educators to reflect the values and traditions of the Christian Brothers, to work effectively and collaboratively in rapidly changing schools and related settings, and to prepare educators and others for positions of leadership. Education programs at the graduate level include: the Master of Arts in Teaching (M.A.T.) for initial teaching licensure, with three concentrations; the Master of Education (M.Ed.) for advanced professional development, with eight concentrations; the Master of Science (M.S.) in Educational Leadership; and the LANCE program, a Catholic teacher-service program that combines graduate study, spiritual development, and community living for teachers in the Catholic schools. Non-degree programs at the graduate level also include post-baccalaureate teaching licensure, post-master's licensure in beginning and advanced school administration and supervision; second endorsement options; and the master's plus 30, a post-master's option for individuals wanting to take additional graduate credit hours to advance on their school's salary scale.

MASTER OF ARTS IN TEACHING (M.A.T.) PROGRAM

The Master of Arts in Teaching (M.A.T.) program is designed to provide initial teaching licensure at four basic levels, Elementary (K-6), Middle School (5-8), Secondary (7-12), and Special Education/Modified (K-12). The M.A.T. program admits only those individuals who wish to earn an initial teaching license and a graduate degree simultaneously. The degree program consists of a minimum of 36 graduate credit hours.

Candidates for both degree and initial teaching licensure face additional requirements because of licensure. Tennessee requires that all individuals seeking initial teaching licensure must provide evidence of a strong general education and mastery of a major in the arts or sciences earned at the undergraduate level. State and national standards for initial teaching licensure may mandate that an individual complete undergraduate deficiencies in either general education or a major area in the arts or sciences in addition to required graduate credit hours.

Licensure requirements include the successful completion of undergraduate or other content deficiencies, field experiences, and internal and external assessments, including the Praxis II tests. Completion of coursework for the degree must be complemented by successful completion of all licensure requirements before CBU recommends for the license.

COMMON REQUIREMENTS FOR ALL M.A.T. PROGRAM CONCENTRATIONS

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Classroom Techniques and Technologies, EDTC 610	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Portfolio and Practicum II, CIED 672	1 hour
Teaching Practicum III, CIED 673	3 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total for Common M.A.T. Requirements	18 hours

ADDITIONAL COURSES REQUIRED FOR THE ELEMENTARY EDUCATION CONCENTRATION

Child Development and Learning, EDFD 615	3 hours
Curriculum and Methods in Reading/Language Arts, K-8, CIED 623	3 hours
Children's Literature and Language Arts, K-8, CIED 625	3 hours
Concepts of Mathematics for Elementary Education, CIED 621	3 hours
Curriculum and Methods in Mathematics, K-8, CIED 622	3 hours
Curriculum and Methods in Science, K-8, CIED 611	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612	3 hours
Creative Expression in Elementary Schools, K-6	1 hour
Rhythmic Activities and Games	1 hour
School Health	1 hour
Total for Additional Elementary Concentration Courses	24 hours

ADDITIONAL COURSES REQUIRED FOR THE MIDDLE GRADES CONCENTRATION

Adolescent Development and Learning, EDFD 617	3 hours
Integrating Curriculum, CIED 626	3 hours
Middle School Strategies, CIED 627	3 hours
Curriculum and Methods in Reading/Language Arts, K-8, CIED 623	3 hours
Curriculum and Methods, choose two courses from CIED 611, 612, 622, 628	6 hours
Total for Additional Middle Grades Concentration Courses	18 hours

ADDITIONAL COURSES REQUIRED FOR THE SECONDARY CONCENTRATION

Adolescent Development and Learning, EDFD 617	3 hours
Curriculum and Assessment in Secondary Schools, CIED 630	3 hours
Reading and Writing Across the Curriculum, CIED 629	3 hours
Curriculum and Methods, choose one course from CIED 646, 647, 648, 649, 650	3 hours
Electives	6 hours
Total for Additional Secondary Concentration Courses	18 hours

ADDITIONAL COURSES REQUIRED FOR THE SPECIAL EDUCATION CONCENTRATION

Child or Adolescent Development and Learning, EDFD 615 or 617	3 hours
Inclusion Strategies, EDDL 631	3 hours
Curriculum and Methods in Reading/Language Arts, K-7, CIED 623	3 hours
The Challenged Reader, CIED 632	3 hours
Assessment and Exceptionality, EDDL 640	3 hours
Classroom and Behavior Management, CIED 638	3 hours
Consultation and Contexts, EDDL 651	3 hours
Total for Additional Special Education Concentration Courses	21 hours

MASTER OF ARTS IN TEACHING (M.A.T.) ALTERNATIVE LICENSURE OPTION

The alternative licensure options for the M.A.T. degree at Christian Brothers University are not available to all candidates for the M.A.T. The individual applicant for an alternative licensure program, as required by the State of Tennessee, is jointly selected for admission into the program simultaneous with an offer of employment as a teacher of record into a school district, system, or school with which Christian Brothers University has established a particular partnership. Those admitted to an alternative licensure program are part of a cohort and must proceed at the same pace as other cohort members to maintain eligibility for the program. The M.A.T. program for alternative licensure differs from the regular M.A.T. in that supervised field experience occurs over the whole of the program, rather than through a culminating experience. While all other common courses and requirements for a particular concentration are the same, M.A.T. candidates in an alternative licensure program complete three one-hour practica instead of CIED 673 (for 3 hours). These practica are: Alternative Licensure I (CIED 665), Alternative Licensure II (CIED 666), and Alternative Licensure III (CIED 667).

MASTER OF EDUCATION (M.ED.) PROGRAM

The Master of Education (M.Ed.) program is designed primarily for the advanced professional development of already licensed teachers. The Teacher Leadership concentration is offered in an accelerated cohort format. Other concentrations in the M.Ed. degree may also be used to achieve additional endorsements in several licensure areas. Additional endorsements blend core M.Ed. degree requirements with the specific coursework required for the endorsement. A minimum of 36 graduate credit hours is required to award the M.Ed. degree.

COMMON REQUIREMENTS FOR ALL M.ED. PROGRAM CONCENTRATIONS

Introduction to Graduate Study, EDFD 601	1 hour
The Teacher as Leader: Renewing the Profession, LEAD 601	3 hours
Professional and Portfolio Development, EDFD 602	1 hour
Inquiry Course, EDFD 640 or EDFD 641	3 hours
Capstone Planning, EDFD 671	1 hour

Capstone Project, EDFD 675 3 hours

TEACHER LEADERSHIP CONCENTRATION

Organizational and Policy Perspectives for Educators, LEAD 605 3 hours
 Strategies for Whole School Renewal, LEAD 615 3 hours
 Assessment of Learning and Practice, CIED 608 3 hours
 Curriculum Design and Development, CIED 610 3 hours
 Contemporary Classroom Methods, CIED 603,
 or Instructional Strategies, CIED 604 3 hours
 Inclusion Strategies, EDDL 631, or Teaching Diverse Learners, EDDL 632 3 hours
 Character Education, CIED 613 3 hours
 Technology Course, EDTC 610 or EDTC 621 3 hours

ADDITIONAL COURSES REQUIRED FOR ADDITIONAL ENDORSEMENTS

Additional courses for additional endorsements are selected from among licensure requirements used for the M.A.T. initial licensure concentrations and are chosen with respect to the teacher's previous coursework in professional education, professional goals, and the State of Tennessee's guidelines for additional endorsements. *Additional endorsement programs include the successful completion of content deficiencies, field experiences, and internal and external assessments, including the Praxis II tests. Completion of coursework for the M.Ed. must be complemented by successful completion of all additional requirements before CBU recommends for the additional endorsement.*

MASTER OF SCIENCE (M.S.) IN EDUCATIONAL LEADERSHIP

The Master of Science (M.S.) degree in Educational Leadership prepares individuals for roles in administration, supervision, and school leadership in K-12 settings. The courses and modules in this degree program are designed to meet standards for the Beginning Administrator License (BAL) in Tennessee. Courses and modules offered through this program may also be used for the Professional Administrator License (PAL) in Tennessee. The program leading to the M.S. degree in Educational Leadership requires a minimum of 36 credit hours. Years of experience and evidence of previous professional achievements will be evaluated for each individual in determining the required program of study leading to either the BAL or the PAL.

M.S. IN EDUCATIONAL LEADERSHIP

LEAD 605. Organizational and Policy Perspectives for Educators 3 hours
 LEAD 610. Exploring School Leadership 3 hours
 LEAD 615. Strategies for Whole School Renewal 3 hours
 LEAD 620 (or CIED 601. Analysis of Teaching).
 Supervision and Teacher Development 3 hours
 LEAD 625. Managing the Modern School 3 hours
 LEAD 630. Organizational Inquiry (or other inquiry/research course) 3 hours
 LEAD 640 through LEAD 659. Modules, chosen with advisor 10-12 hours
 Practica, Portfolio, Internship, and/or Seminar¹ 6-8 hours

¹ depending on whether the track for the BAL is "standard" or "internship"

technical perspective. This course studies the business dimensions of information technology (IT) such as strategic planning and development of operations along with the technical dimensions such as hardware, software, and networks as well as intersections between the two. Topics include leadership and strategic planning, managing information resources, managing information systems operations, managing the new universe of computing, and managing the IT organizational relationships. *Three credits*

MMPA. 695. GOVERNMENTAL FINANCE

The study of the budgeting process in governmental entities. Topics include the principles of taxation, governmental budgeting and the budget process, debt management, and the impact of intergovernmental flow of funds and its influence on state and local decision making. Additional topics will focus on the impact of government spending and tax decisions on the private sector of the economy. This will include topics such as public goods and externalities and the process of correcting for these problems. *Three credits*

MMPA 696. PUBLIC POLICY FORMATION, ANALYSIS AND PROGRAM EVALUATION

This course focuses on the techniques and rationale important in managing government bureaus and agencies. Among the topics covered will be the process of monitoring program operations, evaluating program impacts, and refining program objectives. Special topics such as privatization, public enterprises, deregulation, and cost-benefit analysis will also be discussed. The concepts of efficiency and equity are carefully defined and then used to evaluate policy and outcomes. Practical application of theoretical concepts is emphasized. Policy issues examined have included school choice, global warming, tax reform, welfare reform, health care issues, and social security. *Three credits*

MMPA 697 GOVERNMENTAL AGENCY ADMINISTRATION

This course focuses on the relationships between the various groups that are influenced by and influence the decision making process in the public sector. This includes covering such topics as theory of democracy, representative government, and federalism with the focus on some of the problems associated with these approaches to decision making. Various voting theories will also be covered. Additionally, the techniques and rationale important in managing governmental bureaus and agencies will be covered. *Three credits*

EDUCATION

Curriculum and Instruction in Education (CIED)

CIED 600. PROFESSIONAL FOUNDATIONS II

Students acquire background and skill in curriculum design and instructional strategies and methods, instructional planning and guidance, analysis of patterns of classroom dynamics, classroom assessment, and classroom inquiry in conjunction with perspectives on school reform, teacher leadership, and lifelong professional development. Restricted to students in the MAT program or by permission of instructor and program director. *Three credits*

CIED 601. ANALYSIS OF TEACHING (Formerly MED 601)

Students develop skill in analyzing patterns of classroom dynamics and become proficient in identifying specific instructional behaviors associated with specific learner outcomes. The student acquires perspective in observing and being observed in live classroom settings and is involved in real decision-making issues. These activities lead to the refinement of instruction and the improvement of learner performance. *Three credits*

CIED 602. CONTEMPORARY INSTRUCTIONAL GUIDANCE

Students investigate and implement best practices in classroom management and instructional guidance, focusing on the challenges of engaging learners in self-management and effective classroom participation. *Three credits*

CIED 603. CONTEMPORARY CLASSROOM METHODS (Formerly MED 636)

Students develop skill in decision-making in the K-12 classroom. Approaches to managing the classroom, selecting resources, creating sound instructional strategies, designing instructional units and lesson plans, and reaching decisions that orchestrate the complex implementation of effective learning are considered. *Three credits*

CIED 604. INSTRUCTIONAL STRATEGIES (Formerly MED 611)

Students identify, analyze, compare, and justify varied approaches to creating viable learning environments that successfully serve the needs of diverse learner populations. *One credit*

CIED 608. ASSESSMENT OF LEARNING AND PRACTICE (Formerly MED 608)

Students explore various means of acquiring data to determine learning progress among both groups and individuals, with emphasis on hard-to-measure dimensions of learning. Students consider standard measures of learning, standards-driven instruction, and emerging alternative approaches to developing and assessing authentic products, projects and performances. Students gain experience with traditional designs for evaluation and new assessment tools. *Three credits*

CIED 610. CURRICULUM DESIGN AND DEVELOPMENT (Formerly MED 610)

Students examine a variety of curriculum designs and the process of planned educational change, looking for evidences of the dimensions of learning in contemporary curricular models. Using a constructivist emphasis, students create curriculum based on current theories of design. Theoretically derived alternatives are also evaluated in terms of implementation and assessment within particular instructional environments. *Three credits*

CIED 611. CURRICULUM AND METHODS IN SCIENCE, K-8

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the sciences into the elementary and middle school science curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school science curriculum. *Three credits*

CIED 612. CURRICULUM AND METHODS IN SOCIAL STUDIES, K-8

(Formerly MED 658)

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the social studies into the elementary and middle school social studies curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school social studies curriculum. *Three credits*

CIED 613. CHARACTER EDUCATION (Formerly MED 614)

Students examine approaches to character education as currently practiced in K-12 schools in the United States. Various models are reviewed and evaluated for effectiveness. Research into programs currently in use in the Mid-South will be required. *Three credits*

CIED 615. RHYTHMIC ACTIVITIES AND GAMES

Students explore activities and games designed for elementary age students. *One credit*

CIED 616. CREATIVE EXPRESSION IN ELEMENTARY SCHOOLS, K-6

Required for elementary licensure. Integration of concepts of music, visual art, drama and dance into the elementary classroom. *One credit*

CIED 621. CONCEPTS OF MATHEMATICS IN ELEMENTARY EDUCATION

Candidates study number theories and systems, decimals and fractions, probability and statistics, data analysis and display, algebra, geometry, problem-solving, and quantitative reasoning skills with applications for teaching in the elementary classroom. Placement assessment determines whether course is required for graduation and licensure. *Three credits*

CIED 622. CURRICULUM AND METHODS IN MATHEMATICS, K-8

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of mathematics into the elementary and middle school mathematics curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school mathematics curriculum. *Three credits*

CIED 623. CURRICULUM AND METHODS IN LANGUAGE ARTS, K-8

(Formerly MED 655)

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the language arts into the language curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school language arts curriculum. Specialized instruction in teaching elementary and middle school students how to read is an integral part of this course. *Three credits*

CIED 624. CREATIVE EXPRESSION IN ELEMENTARY SCHOOLS, K-6

Candidates integrate concepts of music, visual art, drama, and dance into the elementary classroom. *One credit*

CIED 625. CHILDREN'S LITERATURE (Formerly MED 656)

Students engage in the study of literature written for children and learn how to integrate literature into the teaching of the language arts and literacy instruction in the elementary school. *Three credits*

CIED 626. INTEGRATING CURRICULUM (Formerly MED 609)

Students examine features of integrated curricula and review designs of quality work, including standards-driven instruction, essential elements of quality work, integration of content to strengthen transfer of knowledge, and frameworks for designing both integrated and interdisciplinary work. Students create original work for learners which includes a product focus, product standards, novelty and variety, choice, freedom from initial failure, and authenticity. A variety of performance-based and alternative assessments are included in the integrated framework. *Three credits*

CIED 627. MIDDLE SCHOOL STRATEGIES (Formerly MED 612)

Students review the elements of high performing middle schools and the characteristics of the young adolescent. Specific components include interdisciplinary teaming, flexible block-of-time scheduling, quality and authentic work designed to address needs of the adolescent, alternative assessment, teacher-based guidance, exploratory experiences, classroom/team management, and current middle school issues. Emphasis is given to the developing and changing roles and relationships of middle school teacher leaders. *Three credits*

CIED 628. ADOLESCENT LITERATURE

Students engage in the study of literature written for adolescents and learn how to integrate literature into the teaching of the language arts and literacy instruction in the middle school and the high school. *Three credits*

CIED 629. READING AND WRITING ACROSS THE CURRICULUM

Students planning to teach in the secondary school setting learn about the importance of teaching reading within the content areas and about using reading and writing strategies to strengthen student literacy and learning. *Three credits*

CIED 630. CURRICULUM AND ASSESSMENT IN SECONDARY SCHOOLS

Students planning to teach in the secondary school setting engage in curriculum design and development in their content areas and plan assessment strategies that encourage higher dimensions of learning and understanding in high school students. *Three credits*

CIED 632. THE CHALLENGED READER

Candidates master instructional strategies used to enhance the learning and instruction of K-12 students with reading disabilities in both the regular and special education classroom. Topics include assessment, modification of instruction, research-based instructional practices in reading, and technology. *Three credits*

CIED 645. SCHOOL HEALTH

Students learn about school health knowledge and skills required for teachers, including health services, healthful school living, health screening, home and school safety, health content skills and materials, and first aid with CPR. *One credit*

CIED 646. TEACHING MATHEMATICS, 7-12 (Formerly MED 637)

Students explore instructional techniques, curriculum, materials, and strategies for teaching mathematics in upper middle and high school. Standards-driven instruction, teaching for understanding, assessment, and integration of math concepts into other subject areas will be considered. *Three credits*

CIED 647. TEACHING SCIENCE, 7-12 (Formerly MED 638)

Students explore instructional techniques, curriculum, materials, and strategies for teaching the sciences in upper middle and high school. Standards-driven instruction, teaching for understanding, assessment, and integration of science concepts into other subject areas will be considered. *Three credits*

CIED 648. TEACHING ENGLISH/LANGUAGE ARTS, 7-12 (Formerly MED 648)

Students explore instructional techniques, curriculum, materials, and strategies for teaching English in upper middle and high school settings. Standards-driven instruction, teaching for understanding, assessment, and integration of the language arts into other subject areas will be considered. *Three credits*

CIED 649. TEACHING HISTORY/SOCIAL STUDIES, 7-12 (Formerly MED 649)

Students explore instructional techniques, curriculum, materials, and strategies for teaching history and the social studies in upper middle and high school settings. Standards-driven instruction, teaching for understanding, assessment, and integration of history and the social studies into other subject areas will be considered. *Three credits*

CIED 650. TEACHING FOREIGN LANGUAGE, K-12 (Formerly MED 647)

Students explore instructional techniques, curriculum, materials, and strategies for teaching foreign languages in K-12 settings. *Three credits*

CIED 653. INTERNSHIP (Formerly MED 653)

Under the guidance of an assigned cooperating or mentor teacher and a university supervisor, the graduate student assumes the responsibilities of a classroom teacher. During the internship, students must complete a portfolio representing their impact on student learning and their own professional development while in an initial licensure program. Students must also enroll in CIED 654, Professional Seminar. Restricted to students who entered under previous catalogs. *Three credits*

CIED 654. PROFESSIONAL SEMINAR (Formerly MED 654)

A weekly seminar for intern teachers. Students review professional development and resolve issues arising from the intern experience. Students must also be enrolled in CIED 653, Intern Teaching. Restricted to students who entered under previous catalogs. *One credit*

CIED 658. TEACHING PRACTICUM I

Students are placed in a K-12 classroom for a minimum of 30 clock-hours of observing and assisting a licensed teacher. *One credit*

CIED 663. TEACHING INTERNSHIP I

Students are assigned to a K-12 classroom with increasing levels of responsibility for a full semester and are required to attend a weekly one-hour seminar. During the Teaching Internship I, students not only improve their instructional and classroom methods, but they also become reflective and analytical about their professional practice, utilizing clinical methods, assessment strategies, and classroom inquiry techniques to learn about their impact on student learning. Students begin to compile a final portfolio to represent their total learning in the initial licensure program. Both university supervision and school-site mentoring is a part of Teaching Internship I. Restricted to students in the MAT program. Restricted to students in the M.A.T. program who entered under previous catalogs. *Three credits*

CIED 664. TEACHING INTERNSHIP II

Students are assigned to a K-12 classroom with increasing levels of responsibility for a full semester and are required to attend a weekly one-hour seminar. During the Teaching Internship II, as students continue to improve instructional and classroom methods, they complete a culminating classroom inquiry project with reference to the knowledge base in education and to data about their impact on student learning. Students also complete a final portfolio to represent their total learning in the initial licensure program. Both university supervision and school-site mentoring is a part of Teaching Internship II. Restricted to students in the MAT program. Restricted to students in the M.A.T. program who entered under previous catalogs. *Three credits*

CIED 665. ALTERNATIVE LICENSURE I

Students admitted to an alternative licensure program participate in a seminar during their first half-year of teaching in a K-12 environment and are coached in their performance, while developing the first phase of a teaching portfolio. *One credit*

CIED 666. ALTERNATIVE LICENSURE II

Students admitted to an alternative licensure program participate in a seminar during their second half-year of teaching in a K-12 environment and are coached in their performance, while developing the second phase of a teaching portfolio. *One credit*

CIED 667. ALTERNATIVE LICENSURE III

Students admitted to an alternative licensure program participate in a seminar during the first half of their second year of teaching in a K-12 environment and are coached in their perfor-

mance, while developing the third phase of a teaching portfolio. *One credit*

CIED 668. ALTERNATIVE LICENSURE IV

Students admitted to an alternative licensure program participate in a seminar during the second half of their second year of teaching in a K-12 environment and are coached in their performance, while completing their teaching portfolio. *One credit*

CIED 671. PORTFOLIO AND PRACTICUM I

Students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs acquire classroom experience while engaging in a first phase of required assessment activities leading to initial development of their portfolio. Must be taken during the first one-third of coursework in the M.A.T. or post-baccalaureate program. *One credit*

CIED 672. PORTFOLIO AND PRACTICUM II

Students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs acquire classroom experience while engaging in a second phase of required assessment activities leading to further development of their portfolio. Must be taken during the first two-thirds of coursework in the M.A.T. or post-baccalaureate program. *One credit*

CIED 673 TEACHING PRACTICUM III

Culminating semester-long experience of supervised teaching for students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs. During Teaching Practicum III, students are expected to improve their instructional methods and classroom management, to become more reflective and analytical about their own professional practice, and to utilize clinical methods, assessment strategies, and classroom inquiry techniques to investigate their impact on student learning. Students continue to compile their portfolio and are required to take CIED 674, Professional Seminar and Portfolio III, with CIED 673. *Three credits*

CIED 674. PROFESSIONAL SEMINAR AND PORTFOLIO III

Seminar accompanies CIED 673 and supports students in their experience of supervised teaching in the M.A.T. degree program or other post-baccalaureate teacher licensure programs. During the seminar, students complete the final components of required assessments for their licensure program, including their portfolio. *One credit*

CIED 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *Three credits*

Education of the Diverse Learner (EDDL)

EDDL 630. EDUCATING SPECIAL NEEDS LEARNERS (Formerly MED 630)

Students conduct a comprehensive survey of exceptionalities and disabilities among learners. Students learn to identify exceptionalities and become familiar with referral processes, classroom accommodations and interventions, and resources for facilitating services to exceptional learners. *Three credits*

EDDL 631. INCLUSION TECHNIQUES (Formerly MED 631)

Students explore classroom strategies and management techniques in dealing with exceptional students who are included in regular classroom settings. *Three credits*

EDDL 632. TEACHING DIVERSE LEARNERS (Formerly MED 632)

Students explore issues and themes in multicultural education, studying human diversity with its many faces and learning to develop culturally appropriate curricula, classrooms, and schools. *Three credits*

EDDL 633. LEARNING STYLES AND STRATEGIES (Formerly MED 633)

Students investigate the implications of learning style diversity for the practice of teaching and learning while identifying and examining their own learning styles from a variety of theoretical perspectives. Evaluating these perspectives in the light of recent research about teaching and learning, students examine and propose ways in which learning style theory can be used to improve differentiated instruction. *Three credits*

EDDL 634. DIFFERENTIATING INSTRUCTION

Students explore the special issues and challenges of differentiating instruction to meet the needs and utilize the gifts of individual learners, including modification of methods and strategies, adaptation of assessment techniques, and management of differentiated classrooms. *Three credits*

EDDL 638. CLASSROOM AND BEHAVIOR MANAGEMENT

Candidates learn about the vast array of behaviors associated with K-12 students with a wide variety of special needs and the impact of those behaviors in the classroom. Strategies for promoting positive behaviors and effective verbal and non-verbal communication strategies are highlighted in this course. *Three credits*

EDDL 640. ASSESSMENT AND EXCEPTIONALITY

Candidates gain an understanding of various formal and informal procedures for assessing K-12 students with a range of special needs. The candidate administers, scores, interprets, and reports scores from a battery of measurements. *Three credits*

EDDL 651. CONSULTATION AND CONTEXTS

Candidates learn that schools, families, and surrounding communities are important contexts for working with K-12 students with special needs. Collaboration with teachers, support personnel, families, and the broader community as well as their roles and responsibilities are considered. *Three credits*

EDDL 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *Three credits*

Foundations of Education (EDFD)**EDFD 600. PROFESSIONAL FOUNDATIONS I**

Students acquire background in the professional foundations of education, emphasizing perspectives on the profession of teaching, the teacher as a leader, the history of schooling, philosophies of curriculum, social and cultural influences on schools and classrooms, the diversity of student populations, and the politics, economics, and law of education. Restricted to students in the MAT program or by permission of instructor and program director. *Three credits*

EDFD 601. INTRODUCTION TO GRADUATE STUDY

Students learn to use the ERIC database to find high-quality literature and research studies and are introduced to basic teacher inquiry methods. Module serves as an orientation to the overall program of study and expectations of assessment and the capstone project for those pursuing advanced professional development. Restricted to students in the M.Ed. and M.S.E.L. programs for advanced professional development. *One credit*

EDFD 602. PORTFOLIO AND PROFESSIONAL DEVELOPMENT

Students in the advanced professional development programs analyze and assess their professional growth, review and update their professional portfolios, establish a professional and

development plan, and present this plan to the faculty. Restricted to students in the M.Ed. and M.S.E.L. programs for advanced professional development. *One credit*

EDFD 603. FOUNDATIONS OF EDUCATION (Formerly MED 643).

Students gain an overview of the philosophical, curricular, cultural, social, historical, legal, economic, and political foundations of education as necessary background for professionalism in teaching. Students reflect on the past and engage current issues to develop perspectives for professional practice. *Three credits*

EDFD 605. PHILOSOPHY AND ETHICS OF EDUCATION (Formerly MED 605)

Students explore the historical bases of educational philosophy and ethics, interpreting modern issues and problems through an ethical and philosophical perspective and with particular attention to the Lasallian tradition. Students also develop or refine their own reflective philosophies of education and ethical principles as a value component in educational decision-making. *Three credits*

EDFD 606. LEGAL AND SOCIAL ISSUES (Formerly MED 606)

Students examine the statutory and judicial influences upon education, both historical and current. Through exposure to social and cultural issues and dilemmas, students engage in dialogue about personal and professional rights and responsibilities as an educator. The student prepares position papers on the legally and socially appropriate roles of the educator in both private and public educational settings. *Three credits*

EDFD 607. SCHOOL, FAMILY, AND COMMUNITY (Formerly MED 607)

Students examine family, cultural, and community patterns in relation to the educator's roles and responsibilities to develop and foster strong educational partnerships. *Three credits*

EDFD 610. HUMAN DEVELOPMENT (Formerly MED 600)

Students acquire background in human development over the lifespan, investigate stages from childhood to adulthood with respect to physical, cognitive, and social development, and develop educational applications. *Three credits*

EDFD 612. ADVANCED EDUCATIONAL PSYCHOLOGY (Formerly MED 602)

Students explore applications of psychological principles and their potential role in instruction. Special attention is given to the application of psychological principles for the improvement of teaching and learning. Students are challenged to develop critical thinking skills and recognize their personal set of coherent views relevant to their own practice. Opportunities for conducting research in the application of educational psychology are provided. *Three credits*

EDFD 614. MORAL DEVELOPMENT AND EDUCATION (Formerly MED 614)

Students examine and critically assess several theories of moral development—classical, modern, and contemporary. The focus is on how human beings acquire morally responsible character traits and the ability to engage in moral reasoning. The ideas considered form the foundation for evaluating the appropriateness of various educational approaches to teaching values. *Three credits*

EDFD 615. CHILD DEVELOPMENT AND LEARNING

Students explore models and theories of child development and research-tested approaches in order to implement developmentally appropriate strategies of teaching, learning, and instructional guidance in the elementary and middle-level classroom and school. *Three credits*

EDFD 617. ADOLESCENT DEVELOPMENT AND LEARNING (Formerly MED 617)

Students examine the special nature of adolescence as a developmental stage, or set of stages, with respect to physical, cognitive, and social dimensions of the adolescent experience. Appli-

cations in developmentally appropriate educational practices for middle and high school are also considered. *Three credits*

EDFD 618. ADULT DEVELOPMENT (Formerly MED 618)

Students use a constructive-developmental perspective to focus on a sequence of adult stages and to examine the challenge of fostering ongoing adult development in educational settings. *Three credits*

EDFD 630. AMERICAN EDUCATION: PAST, PRESENT, FUTURE (Formerly MED 642)

Students examine the cultural, social, political, and economic forces that have influenced the history of American education, shaping the schools we have today. Particular attention is paid to various reform movements in the past and present and their power to change American education. Students analyze and evaluate current efforts to redesign schools, to rethink teaching and learning practice, and to shape a new future for American education. *Three credits*

EDFD 638. TEACHER INQUIRY AND ASSESSMENT

Students apply models of teacher inquiry and assessment of student learning to collect and analyze data about their own practice and student achievement from a classroom in which they are teaching. *One credit*

EDFD 640. EDUCATIONAL RESEARCH (Formerly MED 603)

Students acquire research skills in natural settings by pursuing questions and issues within a typical classroom or school building or relative to matters of educational policy and practice. The student designs, employs and evaluates investigations using both qualitative and quantitative approaches. This course is especially appropriate for students who are contemplating additional graduate work beyond the master's degree, who will undertake a thesis or dissertation, and who wish a broad preparation in inquiry skills for these purposes. *Three credits*

EDFD 641. INQUIRY FOR TEACHERS (Formerly MED 604)

Students acquire research skills appropriate for ongoing classroom research into practice as conducted by teachers. Engaging primarily qualitative methods, students learn to design and conduct classroom and school studies in the emerging tradition of teacher inquiry. This course is especially appropriate for students who are not contemplating additional graduate work beyond the master's degree and who will not write a thesis or dissertation during their foreseeable future careers. *Three credits*

EDFD 671. CAPSTONE PLANNING

Under the direction of an assigned advisor, students choose the topic for their Capstone Project (see EDFD 675), begin to research the literature related to it, and plan the overall progress and timeline for the Capstone Project. *One credit*

EDFD 675. CAPSTONE PROJECT (Formerly MED 675)

Under the direction of an assigned advisor, students design, implement, and evaluate a project relevant to a current issue or problem of practice, presenting their results in a public forum. Prerequisite: Completion of all other courses. *Three credits*

EDFD 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *Three credits*

Educational Technology (EDTC)

EDTC 610. CLASSROOM TECHNIQUES AND TECHNOLOGIES

Students experience the utilization of varied classroom technologies as part of the spectrum of

instructional techniques, including unit and lesson planning, classroom management strategies, and integration of telecommunications into the classroom environment. *Three credits*

EDTC 620. USING TECHNOLOGY IN INSTRUCTION (Formerly MED 620)

Students explore the potential of the computer and other technologies as an aid to teaching and learning in the classroom. Students become efficient users of information technology in terms of (1) understanding the role of the computers in the classroom, (2) evaluating a variety of software packages for instructional use, and (3) using the Internet as a resource in education. *Three credits*

EDTC 621. USING THE INTERNET IN INSTRUCTION (Formerly MED 621)

Students focus on the various capabilities of the Internet in education including interactive communication such as e-mail, chat sessions, discussion groups, and information gathering techniques. Students create a web page and incorporate a combination of video, audio, text, graphics, and animation. *Three credits*

EDTC 625. INTERNSHIP IN EDUCATIONAL TECHNOLOGY (Formerly MED 625)

This course is designed for students who are prepared to develop a solution to an educational problem through the use of technology. Interns receive direction from a supervisor currently working in the field of information technology. *Three credits*

EDTC 626. EDUCATIONAL TECHNOLOGY PROJECT (Formerly MED 626)

Students with good background in computer and information technology implement and assess an educational technology project under the guidance of an assigned professor. Permission of a professor and faculty advisor required. *Three credits*

EDTC 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *Three credits*

Education (EDUC)

Note: For students enrolled in a non-degree initial teaching licensure-only program at CBU, their practica and/or culminating experiences of practice teaching are conducted at the 500 level, rather than at the 600 level. This is because these individuals are not seeking a graduate degree from CBU. The applicable courses are EDUC 550, 551, 552, 553, 554. These courses do not count toward a graduate degree in education at Christian Brothers University.

The courses in this section may also be recommended to or required of individual students for the following reasons: (1) failure to successfully complete admissions requirements to an initial teaching licensure program; (2) need for remediation to meet the writing or speaking standards required for initial teaching or administrative licensure; (3) need for development and review of general knowledge; (4) difficulties with or desire to prepare intensively for Praxis II tests; and (5) lack of orientation to and participation in teacher education at CBU, the conceptual model, or required assessment processes. These courses, numbered at the 500 level rather than at the 600 level, do not count toward graduate degrees in education at CBU.

EDUC 500. ORIENTATION TO TEACHER EDUCATION

Students who have not attended required orientations for initial teaching licensure programs may be recommended to or required to take this course. *One credit*

EDUC 510. PPST WRITING WORKSHOP

Students who are having difficulty with the PPST Writing subtest may voluntarily take this workshop, or they may be required to take it if they have matriculated in an initial teaching



licensure program without success on this subtest. *One credit*

EDUC 511. PPST READING WORKSHOP

Students who are having difficulty with the PPST Reading subtest may voluntarily take this workshop, or they may be required to take it if they have matriculated in an initial teaching licensure program without success on this subtest. *One credit*

EDUC 512. PPST MATHEMATICS WORKSHOP

Students who are having difficulty with the PPST Mathematics subtest may voluntarily take this workshop, or they may be required to take it if they have matriculated in an initial teaching licensure program without success on this subtest. *One credit*

EDUC 513. PPST PREPARATION COURSE

Students who are having difficulty with the PPST test overall may voluntarily take this course, or they may be required to take this course if they have matriculated in an initial teaching licensure program without success on the PPST. *Three credits*

EDUC 520. PROFESSIONAL WRITING I

Students who are seeking initial teaching or administrative licensure whose writing skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in

consultation with a program director. *One credit*

EDUC 521. PROFESSIONAL WRITING II

Students who are seeking initial teaching or administrative licensure whose writing skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in consultation with a program director. *Two credits*

EDUC 522. PROFESSIONAL WRITING III

Students who are seeking initial teaching or administrative licensure whose writing skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in consultation with a program director. *Three credits*

EDUC 525. PROFESSIONAL SPEAKING I

Students who are seeking initial teaching or administrative licensure whose speaking skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in consultation with a program director. *One credit*

EDUC 526. PROFESSIONAL SPEAKING II

Students who are seeking initial teaching or administrative licensure whose speaking skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in consultation with a program director. *Two credits*

EDUC 527. PROFESSIONAL SPEAKING III

Students who are seeking initial teaching or administrative licensure whose speaking skills require improvement in order to meet State of Tennessee and national standards for educators may voluntarily take this course, or they may be required to take this course by advisors in consultation with a program director. *Three credits*

EDUC 537. TEACHER LEADERSHIP

Students seeking initial teaching licensure through Christian Brothers University who have not been adequately inducted into or oriented to CBU's conceptual model of teacher leadership will be required to take this seminar as part of the program of study. See description of LEAD 637 for content. *One credit*

EDUC 538. TEACHER INQUIRY AND ASSESSMENT

Students seeking initial teaching licensure through Christian Brothers University who have not been adequately inducted into or oriented to CBU's approach to teacher inquiry and teacher work sample methodology as a component of the assessment of K-12 student learning will be required to take this seminar as part of the program of study. See description of EDFD 638 for content. *One credit*

EDUC 540. GENERAL EDUCATION REVIEW I

Students seeking initial teaching licensure who have been identified by faculty, advisors, and program directors as having weaknesses in their general knowledge may be required to engage in review and research activities to remedy these deficits. *One credit*

EDUC 541. GENERAL EDUCATION REVIEW II

Students seeking initial teaching licensure who have been identified by faculty, advisors, and program directors as having weaknesses in their general knowledge may be required to engage

in review and research activities to remedy these deficits. *Two credits*

EDUC 542. GENERAL EDUCATION REVIEW III

Students seeking initial teaching licensure who have been identified by faculty, advisors, and program directors as having weaknesses in their general knowledge may be required to engage in review and research activities to remedy these deficits. *Three credits*

EDUC 543. GENERAL EDUCATION ASSESSMENT

Students seeking initial teaching licensure who have been identified by faculty, advisors, and program directors as having weaknesses in their general knowledge or who have completed EDUC 541, 542, or 543 engage in assessment and evaluation activities designed to provide evidence of adequacy in meeting the State of Tennessee standards for general education. *One credit*

EDUC 550. PRACTICUM I

Students are placed in a K-12 classroom for a minimum of 30 clockhours of observing and assisting a licensed teacher. See description of CIED 650. *One credit*

EDUC 551. PRACTICUM II

Students are placed in a K-12 classroom for a minimum of 60 clockhours of observing and assisting a licensed teacher. See description of CIED 651. *Two credits*

EDUC 552. PRACTICUM III

Students are placed in a K-12 classroom for a minimum of 90 clockhours of observing and assisting a licensed teacher. See description of CIED 652. *Three credits*

EDUC 553. INTERNSHIP

Under the guidance of an assigned cooperating or mentor teacher and a university supervisor, the candidate assumes the responsibilities of a classroom teacher. During the Internship, students must complete a portfolio representing their impact on student learning and their own professional development while in a licensure program. See description of CIED 653. *Three credits*

EDUC 554. PROFESSIONAL SEMINAR

A weekly seminar for intern teachers. Students review professional development and resolve issues arising from the intern experience. Students must also be enrolled in EDUC 553. See description of EDUC 553. *One credit*

EDUC 560. PLT PREPARATION COURSE

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Principles of Learning and Teaching Praxis II test while matriculated in a CBU initial teaching licensure program. *One credit*

EDUC 561. ELEMENTARY EDUCATION 011 TEST WORKSHOP

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing this Praxis II test while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Elementary licensure. *One credit*

EDUC 562. READING ACROSS THE CURRICULUM ELEMENTARY 201 TEST WORKSHOP

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing this Praxis II test while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Elementary licensure. *One credit*

EDUC 563. ELEMENTARY EDUCATION 014 TEST WORKSHOP

Students may voluntarily take this workshop, or they may be required to take it if they are

having difficulty in passing this Praxis II test while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Elementary licensure. *One credit*

EDUC 564. MIDDLE SCHOOL 146 TEST WORKSHOP

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing this Praxis II test while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Middle Grades licensure. *One credit*

EDUC 565. BIOLOGY TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Biology licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Biology 7-12 licensure. *One credit*

EDUC 566. BIOLOGY TEST REVIEW II

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Biology licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Biology 7-12 licensure. *Two credits*

EDUC 567. BIOLOGY TEST REVIEW III

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Biology licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Biology 7-12 licensure. *Three credits*

EDUC 568. CHEMISTRY TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Chemistry licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Chemistry 7-12 licensure. *One credit*

EDUC 569. CHEMISTRY TEST REVIEW II

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Chemistry licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Chemistry 7-12 licensure. *Two credits*

EDUC 570. CHEMISTRY TEST REVIEW III

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Chemistry licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Chemistry 7-12 licensure. *Three credits*

EDUC 571. ENGLISH TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for English licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking English 7-12 licensure. *One credit*

EDUC 572. ENGLISH TEST REVIEW II

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for English licen-

sure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking English 7-12 licensure. *Two credits*

EDUC 573. ENGLISH TEST REVIEW III

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for English licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking English 7-12 licensure. *Three credits*

EDUC 574. HISTORY TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for History licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking History 7-12 licensure. *One credit*

EDUC 575. MATHEMATICS TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Mathematics licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Mathematics 7-12 licensure. *One credit*

EDUC 576. MATHEMATICS TEST REVIEW II

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Mathematics licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Mathematics 7-12 licensure. *Two credits*

EDUC 577. PHYSICS TEST REVIEW I

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Physics licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Physics 7-12 licensure. *One credit*

EDUC 578. PHYSICS TEST REVIEW II

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Physics licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Physics 7-12 licensure. *Two credits*

EDUC 579. PHYSICS TEST REVIEW III

Students may voluntarily take this workshop, or they may be required to take it if they are having difficulty in passing the Praxis II content knowledge tests required for Physics licensure while matriculated in a CBU initial teaching licensure program. Restricted to students seeking Physics 7-12 licensure. *Three credits*

EDUC 598. MAT TEST PREPARATION

Students who are having difficulty with the Miller Analogies Test may voluntarily take this workshop, or they may be required to take it if they have matriculated in the Graduate Education Program without success on this test. *One credit*

EDUC 599. GRE TEST PREPARATION

Students who are having difficulty with the Graduate Record Examination may voluntarily take this workshop, or they may be required to take it if they have matriculated in the Gradu-

ate Education Program without success on this test. *One credit*

Leadership (LEAD)

LEAD 601. TEACHER AS LEADER: RENEWING THE PROFESSION

(Formerly MED 640)

Students analyze teacher leadership through multiple frameworks: the sociology of the teaching profession, organizational behavior in educational settings, reform and renewal efforts, adult development models, professional standards for teachers, and leadership strategies. Advocacy skills are developed through personal and collaborative plans for ongoing professional development. *Three credits*

LEAD 605. ORGANIZATIONAL AND POLICY PERSPECTIVES FOR EDUCATORS

(Formerly MED 641)

Students examine the organizational behavior of schools and school systems, analyzing the politics, economics, finance, and sociology of education, with special emphasis on the teacher's and principal's roles as professional leaders with perspective vision on schools and society. Students acquire in-depth understanding of the challenges of change and the moral exercise of power. *Three credits*

LEAD 610. EXPLORING SCHOOL LEADERSHIP (Formerly MED 670)

Students explore the roles and responsibilities of school leaders and assess their own capacity for leadership in a K-12 setting. The role of the principal in creating community in the school, the nature of skillful moral leadership in a rapidly changing world, and the art of reflection on the craft of administration are emphasized. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 615. STRATEGIES FOR WHOLE SCHOOL RENEWAL (Formerly MED 639)

Students explore strategies for renewing schools based on research into effective and ineffective practices for bringing about broad-based and whole-school change. Issues of school culture and context, leadership, and factors that resist change are investigated and engaged through case studies combined with principles for effective practice. *Three credits*

LEAD 620. SUPERVISION AND TEACHER DEVELOPMENT

Students examine varied approaches to supervision and teacher development in school settings, emphasizing the role of the supervisor as a facilitator of school improvement and as a collaborative partner in enhancing school curriculum and classroom practices. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 625. MANAGING THE MODERN SCHOOL

Students acquire background about the multiple management functions of schools and school leaders, including responsibilities for academic programs, student services, human and fiscal resources, facilities and technology, community and public relations, legally sound operations, and central office communications. Through a problem-based approach, students integrate these functions and experience the complexity of ethical leadership in the school environment. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 626. MANAGING THE PRIVATE SCHOOL

Students planning to lead a private school acquire background about the context for private school operations and the multiple management functions of private school leaders, including responsibilities for academic programs, student services, human resources, institutional ad-

vancement and development, fiscal management, facilities and technology, community, parent and public relations, and legally sound operations. Through a problem-based approach, students integrate these multiple functions and experience the complexity of leading in the private school environment. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 630. ORGANIZATIONAL INQUIRY (Formerly MED 665)

Students develop the art and science of conducting inquiry into organizational issues and problems, with the aim of improving schools and school systems. Using both quantitative and qualitative methods, students conduct evaluation studies about school effectiveness and academic achievement and in-depth inquiries into school culture, climate, systems, structures, and specific programs with a school-wide impact. *Three credits*

LEAD 635. COMMUNICATION SKILLS FOR LEADERS

Program participants improve writing, speaking, and conversational skills, focusing on the varied forms of verbal communication modes used by school leaders. *One credit*

LEAD 636. GRANT WRITING

Program participants acquire strategies for effective grant writing, including research for grant funds, writing of grant documents, and initial implementation of programs after awards. *One credit*

LEAD 637. TEACHER LEADERSHIP

Program participants learn about the role of teacher leadership in schools and develop strategies for collaboration with teaching colleagues to improve and renew schools. *One credit*

LEAD 640. DATA AND DOCUMENTATION

Program participants acquire knowledge about the features of data management and the role of documents and documentation in the work of the school leader and improve related skills. *One credit*

LEAD 641. SCHOOL IMPROVEMENT PLANNING

Program participants gain an overview of school improvement planning processes and engage in planning activities. *One credit*

LEAD 642. CONFLICT RESOLUTION AND NEGOTIATION

Program participants develop skill in managing conflict and in negotiating with parties to a conflict, focusing on communication skills and useful school-based programs. *One credit*

LEAD 643. INTERPERSONAL COMMUNICATION

Program participants work on face-to-face and small group communication skills and improve their handling of the variety of encounters typical of the work of the school leader. *One credit*

LEAD 644. SCHOOL CULTURE AND CHARACTER

Program participants gain understanding of the special features of a strong school character and culture and develop projects to improve this dimension of life in a school. *One credit*

LEAD 645. SCHOOL SAFETY AND SECURITY

Program participants acquire and develop background knowledge about current issues of school safety and security and develop plans for improving school safety and security. *One credit*

LEAD 646. HUMAN RESOURCE MANAGEMENT

Program participants gain knowledge about human resource management and best practice

personnel policies and procedures, including supervision of both certificated and non-certificated personnel. *One credit*

LEAD 647. FINANCE AND FUNDRAISING

Program participants acquire and develop conceptual knowledge about financing and managing schools, including budgets, audits, and fiscal management, and develop ideas for fundraising to supplement school budgets. *One credit*

LEAD 648. LAW FOR SCHOOL LEADERS I

Program participants acquire and develop conceptual knowledge about legal issues that impact schools and the legal environment of schools, develop awareness of and alertness to legal risks and responsibilities, conduct legal research, and consult with school leaders about legal problems and use of legal counsel. *One credit*

LEAD 649. ADMINISTRATIVE TECHNOLOGY

Program participants acquire practical skills in technology use and integration for school leaders and develop technology enhancement plans for a school, focusing on technological integration and utilization for faculty and staff. *One credit*

LEAD 650. FACILITIES MANAGEMENT

Program participants acquire conceptual knowledge about facilities management in schools and develop plans for facilities improvement and school design. *One credit*

LEAD 651. ADULT DEVELOPMENT IN SCHOOLS

Program participants acquire and apply knowledge about adult development and adult learning to the tasks of fostering and nurturing professional development in schools. *One credit*

LEAD 652. SUPERVISION AND ASSESSMENT OF INSTRUCTION

Program participants develop knowledge about a variety of supervision and evaluation strategies to use with teachers with the goal of improving instruction. *One credit*

LEAD 653. PROFESSIONAL DEVELOPMENT PROGRAMS

Program participants learn about evolving best practice professional development strategies and programs focused on school improvement, leadership development, and instructional enhancement. *One credit*

LEAD 654. INSTRUCTIONAL LEADERSHIP

Program participants focus on the role of the school leader, whether principal, supervisor, or facilitator, in improving and enhancing curriculum and instruction in the school. *One credit*

LEAD 655. COMMUNITY AND PUBLIC RELATIONS

Program participants acquire and apply knowledge about the important role of strong community and public relations for schools and develop skills and plans conducive to effective community and public relations. *One credit*

LEAD 656. PARENT AND COMMUNITY PARTNERSHIPS

Program participants learn approaches to building strong parent and community partnerships to improve a school, exploring a diversity of school settings. *One credit*

LEAD 657. VISION, VALUES, AND ETHICS

Program participants focus on an ethical and value-centered vision of the role of the school leader and the moral community of the school. *One credit*

LEAD 658. SHAPING THE POLICY ENVIRONMENT

Program participants focus on the responsibility of school leaders to be articulate advocates

for schools and children in the political arena and engage in projects that inform and influence civic and political leaders about the needs and aims of schools. *One credit*

LEAD 659. LEADING FOR LITERACY

Program participants focus on the role of the school leader in improving student literacy and in ensuring that strong programs to enhance student literacy exist throughout the school. *One credit*

LEAD 660. LAW FOR SCHOOL LEADERS II

Program participants engage in in-depth study of legal issues and problems in the school setting and extend their knowledge into a broad range of legal concerns. *One credit*

LEAD 671. LEADERSHIP PRACTICUM I

Program participants engage in a school-based cycle of participation, action, and reflection, guided by an on-site mentor and a faculty member. *One credit*

LEAD 672. LEADERSHIP PRACTICUM II

Program participants engage in a school-based cycle of participation, action, and reflection, guided by an on-site mentor and a faculty member. *One credit*

LEAD 673. LEADERSHIP PRACTICUM III

Program participants engage in a school-based cycle of participation, action, and reflection, guided by an on-site mentor and a faculty member. *One credit*

LEAD 674. ADMINISTRATIVE INTERNSHIP

After being selected for the internship by a school or school system, program participants engage in school- and system-based leadership activities supported by a mentoring team and university faculty. Enrollment restricted to those completing the internship route. *Three credits*

LEAD 675. PORTFOLIO I

The portfolio and overall professional development of the program participant is reviewed and assessed by a team of mentors and faculty members. *One credit*

LEAD 676. PORTFOLIO II

The portfolio and overall professional development of the program participant is reviewed and assessed by a team of mentors and faculty members. *One credit*

LEAD 677. PORTFOLIO III

The portfolio and overall professional development of the program participant is reviewed and assessed by a team of mentors and faculty members. *One credit*

LEAD 678. ADMINISTRATIVE SEMINAR

Program participants engage in a culminating integrative seminar to reflect on current issues in school leadership, analyze their strengths and weaknesses, and set professional development goals for themselves. *One credit*

LEAD 679. ADVANCED LEADERSHIP SEMINAR

Program participants seeking the PAL license engage in a culminating integrative seminar to reflect on current issues in school leadership, analyze their strengths and weaknesses, and set professional development goals for themselves. *Two credits*

LEAD 680-690. SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP

Special topic courses or directed studies in educational leadership, administration, and supervision approved by the Department of Education and the Director of the Educational Leader-

ship Program. *Three credits*

Religious Education (RLED)

RLED 620. PASTORAL FOUNDATIONS OF CATHOLIC EDUCATION

Students examine key dimensions of Catholic theology as a support for understanding the role and mission of Catholic education and to understand their responsibilities as leaders and teachers in Catholic schools. *Three credits*

RLED 625. CATHOLIC EDUCATION AND THE LASALLIAN TRADITION

Students explore the foundations of education from a Catholic perspective and in relation to the Lasallian tradition and mission. *Three credits*

RLED 630. CURRENT ISSUES IN CATHOLIC EDUCATION

Students analyze contemporary concerns in the Catholic school environment from historical, theological, and educational perspectives. *Three credits*

RLED 640. THE CATHOLIC TEACHER

Students examine the unique position of the Catholic school teacher as role model, catechist, inspiring intellectual, and spiritual mentor. *One credit*

RLED 645. THE CATHOLIC SCHOOL LEADER

Students examine the unique position of the Catholic school leader in its spiritual, instructional, community-building, and managerial dimensions. *One credit*

RLED 650. SPIRITUALITY AND EDUCATION

Students consider the spiritual dimensions of teaching and learning, the role of spiritual development in the life of the teacher and the community life of the school, and the curriculum and co-curriculum of the school. *Three credits*

RLED 651. CURRICULUM AND METHODS IN RELIGIOUS EDUCATION, K-6

Students explore appropriate curriculum and instruction for religious education programs and courses in the elementary school or at the elementary level. *Three credits*

RLED 652. CURRICULUM AND METHODS IN RELIGIOUS EDUCATION, 7-12

Students explore appropriate curriculum and instruction for religious education programs and courses in the secondary school or at the secondary level. *Three credits*

RLED 660. LASALLIAN STUDIES FOR EDUCATORS

Students study key documents from the Lasallian tradition of education and analyze the scope and substance of the Lasallian educational mission worldwide. *Three credits*

RLED 680-690. SPECIAL TOPICS IN RELIGIOUS EDUCATION

Special topic courses or directed studies in religious education or Catholic education approved by the Chair of the Department of Education and the Director of the Graduate Education Program. *Three credits*

ENGINEERING MANAGEMENT

MEM 601. ENGINEERING MANAGEMENT

Engineering's role in the firm; organization and structure; leadership and motivation; project management; concepts, methodologies, and procedures for engineering management. *Three credits*

MEM 602. ENGINEERING ACCOUNTING

Uses and limitations of accounting information; measurements, recording of economic events;