Department of Leadership, Technology, and Human Development

The Department of Leadership, Technology, and Human Development offers a broad range of programs that provide school/system-wide and student-oriented support services for traditional and alternative settings. A diverse selection of graduate programs prepare school and community agency personnel in the areas of school and clinical mental health counseling, educational leadership, higher education administration, instructional technology, and school psychology. A doctoral degree program in educational leadership is also offered by this department. In addition to degree programs, the department offers the teacher leader and online teaching and learning endorsements.

Leadership, Technology, and Human Development Degrees

Doctoral Degrees


Educational Specialist Degrees


Masters Degrees

- Counselor Education M.Ed. (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/counselor-education-med)
- Educational Leadership M.Ed. (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/educational-leadership-med)
- Higher Education Administration M.Ed. (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/higher-education-administration-med)
- Instructional Technology M.Ed. (Georgia ONmyLINE) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/instructional-technology-med-georgia-onmyline)

Leadership, Technology, and Human Development Certificates

- Educational Leadership Tier 1 Certification (Non-degree) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/educational-leadership-tier-1-certification-only)
- Instructional Technology Certification (Non-degree) (Online) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/instructional-technology-certification-non-degree-online)
- School Library Media Certification (Non-degree) (Online) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/school-library-media-certification-non-degree-online)

Leadership, Technology, and Human Development Endorsement

- Teaching and Learning (Online) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/online-teaching-learning-endorsement-online)
- Teacher Leadership Endorsement (Online) (http://catalog.georgiasouthern.edu/archive/2017-2018/graduate/education/leadership-technology-human-development/teacher-leadership-endorsement)

COUN 7131 Student Affairs in Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Covers the student services associated with divisions of student affairs in higher education settings. It is designed to trace the development of student services, to understand the philosophy, and to explore the issues that face student affairs professionals in higher education settings.

COUN 7132 Contemporary College Student
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines trends and changes in the characteristics of college students and institutions they attend (cohort changes), research issues related to college impact research (student change) and emerging theories and methodologies that address the consequences of attending college. It is intended to provide a broad introduction to research on students in a broad range of developmental and sociological areas.

COUN 7133 Administration and Leadership in Higher Education
Student Services
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Introduces student to the administrative aspects of student affairs. It will include an overview of organizational structures, organizational change, personnel issues, leadership, program planning and evaluation, selected legal and ethical issues, and basic budget information. It also includes strategies related to professional development.

COUN 7134 Ethical and Professional Issues in Student Services
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to inform students in some depth of ethical standards, laws, ordinances and statutes that govern professional behavior. Specific topics and cases explored will include professional practice and ethics involving professional responsibilities, confidentiality and violations. Also addressed will be licensure laws, as well as, parameters of related practice procedures.

Prerequisite(s): COUN 7131.

COUN 7231 Foundations of Clinical Mental Health Counseling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Provides an overview of clinical mental health counseling. Includes a survey of theoretical foundations, research and practice, and ethical and legal issues in clinical mental health counseling. Topics covered include the role of the clinical mental health counselor, prevention and education, client advocacy, referral practices, consultation, and the adaptation of clinical mental health counseling models in community mental health agencies.
COUN 7232 Addictions Counseling
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
Surveys aspects of a range of addictions and educates students about the process of addictions including skills and strategies needed to provide addictions counseling. Addresses the role counselors, teachers, and other professionals can play in prevention, treatment, and the recovery process including community resources.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7233 Family Counseling
3 Credit Hours.  3 Lecture Hours.  3 Lab Hours.
Examines the family through an ecological approach, including how clients exist within their various systems. Students' awareness of their own family's system is used as a base from which they can develop an approach for understanding and working with families. The use of family counseling techniques in a variety of settings will also be examined.
Prerequisite(s): A minimum grade of "C" in COUN 7332; Permission from the instructor is required for students not accepted into the COUN program.

COUN 7234 Counseling Psychodiagnosis
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses the nomenclature and criteria used in the assessment of mental health diagnoses from a mental health and wellness perspective. Students will develop an understanding of the professional identity and role of counselors as it relates to diagnosis and intervention. Students will develop a knowledge base for treatment planning and treatment documentation.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7235 Short Term Counseling Strategies
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course provides an in-depth look at the theory and practice of brief counseling therapies as applied to counseling practice. Students will be presented with models of short-term counseling interventions.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7236 Counseling and Sexuality
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
The course explores the interaction of biological, sociological, and cultural issues related to sexuality and counseling. This course examines the expression of human sexuality across the life span from a sex positive perspective, attitudes about sexuality, and possible counseling strategies and interventions.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7332 Theories of Counseling
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course explores a range of counseling theories, as well as the nature and process of counseling. Provides a foundation from which students can build a personal philosophy of counseling.

COUN 7333 Counseling Skills and Techniques
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course focuses on teaching students a variety of basic and advanced counseling skills through role play and other experiential activities.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7334 Group Counseling and Group Work
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses group development, group dynamics, and group counseling theories through role play and other experiential activities. Group counseling methods and skills used in group work are also addressed.

COUN 7335 Counseling Assessment and Appraisal
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses counseling tests and assessments including cognitive, personal, career, and clinical assessments. Students learn about test selection, administration, and interpretation from experiential activities.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7336 Career Counseling
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses the world of work from a counseling perspective. Students learn to facilitate career development based on knowledge of career theories, career assessments and strategies, and career-related resources.

COUN 7337 Multicultural Counseling
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses multicultural counseling models and fosters counseling skill development using a social justice and advocacy framework. Emphasis is placed on expanding self-awareness, knowledge, and skill development using experiential activities.
Prerequisite(s): Permission from the instructor is required for students not accepted into the COUN program.

COUN 7338 Life Span Development
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course addresses developmental theory and processes throughout the life span. Physical, cognitive, and social/emotional dimensions of human development are explored through a wellness, strengths-based lens.

COUN 7437 School Counseling Program Coordination and Curriculum
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course examines the organization of comprehensive, developmental school counseling programs in the elementary, middle and high schools, as well as the design and implementation of the school counseling curriculum for grades P-12. The counselor's role as program coordinator focuses upon needs assessments, curriculum planning and implementation, time and resource management, public relations, and program evaluation. Ethical and diversity issues are emphasized in designing curricula and delivery strategies to address the developmental needs of all students.
Prerequisite(s): A minimum grade of "C" in COUN 7445.

COUN 7445 Ethics and Foundations of School Counseling
4 Credit Hours.  4 Lecture Hours.  0 Lab Hours.
The course is designed to introduce students to the ethical standards that govern the school counseling profession. The course also is designed to introduce students to the profession of school counseling and a comprehensive, developmental school counseling program. The history and development of the profession, national associations, and standards for counselor preparation and credentials are examined as well as school counselor roles, functions and responsibilities. Special attention will be given to students' introduction to school systems through field observations, inclusive of the concepts of advocacy and social justice.
Prerequisite(s): Prior or concurrent enrollment in COUN 7332 with a minimum grade of "C".
COUN 7448 Leadership, Consultation and Intervention in the Schools  
3 Credit Hours. 4 Lecture Hours. 0 Lab Hours.  
This course provides a general framework for understanding and practicing various theories and models of consultation and potential interventions in P-12 systems. Designed to train school counselors how to intervene with children and adolescents presenting with learning disabilities and behavioral and emotional disorders at school, strategies are explored that counselors, teachers, and parents can use to prevent, recognize, and assist students at risk of developing emotional or behavioral barriers to learning connected to abuse, violence, addictions, childhood depression, suicide, etc. The role of leadership in school reform as it pertains to the issues and barriers which may affect student development and functioning are explored. This course is designed to be taken concurrently with Internship I as field experience is integral to the course work.  
Prerequisite(s): A minimum grade of "C" in COUN 7445 and COUN 7437, permission of the instructor.  
Corequisite(s): COUN 7738, COUN 7739.  

COUN 7449 Family/School/Community Collaboration  
4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.  
This course will serve as a culminating experience for the student's work in the school counseling program. Previous topics will be reinforced and integrated, providing the student with a comprehensive knowledge base in professional school counseling that will facilitate his or her transition into the field. A systemic perspective of schools and the counselor's role as a coordinator and change agent will be emphasized. Special attention will be given to the concept of advocacy and the priorities of creating a comprehensive, developmental school counseling program that meets the needs of all students. This course is designed to be taken concurrently with Internship II, as field experience is an integral component of the course work. As a capstone experience, students will present a cumulative portfolio of their work at the conclusion of this course.  
Prerequisite(s): A minimum grade of "C" in COUN 7445 and a minimum grade of "C" in COUN 7437 or COUN 7432.  

COUN 7737 Counseling Practicum  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
Areas covered in this course are application and critical evaluation of all counseling skills in practical situations with provision of clinical experiences under supervision for a total of 100 clock hours, 40 of which will be direct service work with clients. Individual and group counseling will be audio and/or video taped, critiqued and evaluated.  
Prerequisite(s): A minimum grade of "B" in COUN 7332 and COUN 7333.  

COUN 7738 Counseling Internship I  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on-the-job experience in a school, community, or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience.  
Prerequisite(s): A minimum grade of "B" in COUN 7332, COUN 7333, and COUN 7334.  

COUN 7739 Counseling Internship II  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on the job experience in a school, community or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience.  
Prerequisite(s): A minimum grade of "B" in COUN 7332, COUN 7333, and COUN 7334.  

COUN 7798 Internship I in Higher Education  
3 Credit Hours. 0 Lecture Hours. 3-6 Lab Hours.  
Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student and the field supervisor. COUN 7798 will be completed at the first site.  
Prerequisite(s): 27 semester hours of course work in the program.  

COUN 7799 Internship II in Higher Education  
3 Credit Hours. 1 Lecture Hour. 0 Lab Hours.  
Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student, and the field supervisor. COUN 7799 will be completed at the second site.  

COUN 7890 Directed Individual Study  
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.  
Permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in higher education student services. The study will be directed by the instructor.  
Prerequisite(s): 12 semester hours of course work in the program.  

COUN 8533 Professional Practice and Ethics  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Informs students of ethical standards, laws, ordinances, and statutes that govern professional behavior of counselors in schools and in community/mental health settings. Specific topics explored will include professional practice and ethics involving professional relationships, the impact of values, confidentiality, violations and licensure laws.  

COUN 8536 Counseling Advocacy and Systemic Change in a Diverse Society  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Designed to provide students with the knowledge about counseling advocacy and social change necessary for creating effective learning practices and environments. Students will acquire an understanding of the social, economic, and political factors which influence and shape the counselor's role in diverse institutional settings such as schools and community agencies. The course examines the role of the counselor as a change agent in eliminating systemic barriers that impede student and client success.  
Prerequisite(s): Admission to Ed.S. program or instructor's permission.  

COUN 8538 Advanced Group Development and Supervision  
3 Credit Hours. 2 Lecture Hours. 1 Lab Hour.  
Emphasis is placed on principles of group leadership and group processes at the theoretical and applied levels. Supervised practice in leading and/or co-leading groups in counseling is included.  
Prerequisite(s): A minimum grade of "C" in COUN 7345.  

COUN 8590 Selected Topics in Counseling  
1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.  
Participants examine selected topics in the areas of school, community, and college counseling. Course focuses on the specialized needs of Professional Counselors in public, school, community agency, and post-secondary educational settings.  

COUN 8737 Clinical Counseling Supervision  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
Advanced clinical experience in application of supervision theories, tools and techniques in counseling. Includes monitored experience in the supervision of counseling.  
Prerequisite(s): Permission of instructor.  

COUN 8839 Action Research  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
Each student will implement a research study based on the proposal prepared in the field based Educational Research class. The study should be related to a practical problem in a professional practice setting. An oral presentation of the study is required. Students are limited to register for this course twice during the program of study.
EDLD 7530 American Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs which impacted American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.
Prerequisite(s): Admission to M.Ed. program or permission of instructor.

EDLD 7430 History of American Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development which directly influences every aspect of higher education administration. Considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

EDLD 7532 Transformational School Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide an introduction to leadership through a comprehensive overview of the field of educational administration. Transformational leadership, as well as distributed and democracy-centered school leadership, will be studied as a means of leading schools in the 21st century. This course is aligned to the Georgia Board of Regents Principles, GAPSC Leadership Program Standards, and CAEP Standards.

EDLD 7531 Legal and Ethical Issues in School Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide candidates the opportunity to examine legal and ethical principles and professional norms by promoting the development of an inclusive school climate characterized by supportive relationships, a personalized culture of care, and an equitable and culturally responsive school environment. Candidates in the course will study legal and moral liability of school boards, administrators, and teachers. The goal is to provide school leaders awareness and understanding of the ethical and legal obligations in leading schools with a commitment to serving and providing access to schooling for all, including students, teachers, and parents. The school leader will examine issues concerning local, regional, state and federal laws and guidelines that may impact the educational leader's efforts to develop a legally sound and ethical educational institution. The Code of Ethics for Georgia Educators provides a core ethical system for democracy-centered school leaders. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7535 Utilizing Data in Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides educational leaders with knowledge, skills, and application of data in the school improvement process in order to promote robust and meaningful curricula and assessment programs and ensure effective and efficient management of the school or district to promote student social and academic learning. The 21st century accountability-driven, educational environment requires that educational leaders make conscious and informed adaptation of their practices to build meaningful educational practices to impact student outcomes. Among key competencies that educational leaders need to successfully harness, manage and implement educational change efforts leading to student outcomes is through the use of educational data. This course builds such competencies by equipping candidates with the knowledge, skills and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate school, district, state, and national educational databases appropriate in school development and improvement processes. Major topics to be covered, among others, include: accountability and leadership dilemmas in using data in leadership for learning; skills and strategies for building school and classroom data to engage and lead data analysis team; using data to identify trends in educational outcomes of students from disadvantaged backgrounds; integrating local, state and national data in school improvement process; and summarizing, reporting and communicating educational data with major partners and stakeholders. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.
EDLD 7536 Developing Professional Learning Communities  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course will provide candidates the opportunity to examine and apply theory and research relating to leadership, motivation, facilitating change, communicating effectively, team building, and creating and sustaining professional learning communities. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7539 Finance for Educational Leaders  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Participants promote the academic success and personal well-being of every student by ensuring effective and efficient management of the school's fiscal resources. Candidates examine essential business functions to include budgeting facilities finance, purchasing, and entrepreneurship as they relate to the day-to-day functions of the complex school organization. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7540 Politics of P-12 Public Education  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Candidates will examine organizational politics while considering organizational and community values and mission. In order to promote the academic success and personal well-being of their students and stakeholders, candidates will learn to advocate for policies and resources, build and sustain productive relationships, and promote understanding and appreciation for a diverse community. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7737 Supervised Field Experience I  
3 Credit Hours. 0 Lecture Hours. 100 Lab Hours.  
This 125-hour field experience provides significant opportunities for candidates to synthesize and apply the knowledge and skills of Entry-Level Leaders through substantial, sustained, standards-based work in authentic, embedded settings. This field experience is planned and guided cooperatively by faculty and school district personnel. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7738 Supervised Field Experience II  
3 Credit Hours. 0 Lecture Hours. 100 Lab Hours.  
In this 125-hour field experience candidates will complete a practicum in building- or district-level administration under the direction of a practicing administrator(s) and supervising faculty member. This course serves as a culminating experience for the Master's in Educational Leadership that includes experiences in the daily operations of schools. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 8135 Educational Planning  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course examines concepts and theories relating to various forms and approaches of planning at the school district and postsecondary educational levels. Emphasis is placed on specific skills to perform educational forecasting and management techniques to plan for future events.

EDLD 8230 Instructional Leadership  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Instructional leaders build consensus among all stakeholders of what students should know and do as a consequence of their participation in schools, as well as what it means for students to become well-adjusted, contributing members of society. In this course, leadership candidates will work to build such a vision that can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, these leaders will create a plan to implement, monitor, and evaluate impact to promote continuous and sustainable improvement.

EDLD 8231 Planning, Instruction, and Assessment through Transformational Leadership  
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.  
Transformational school leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In this course, leadership candidates will develop a plan that seeks to maximize student learning through authentic and differentiated planning and pedagogy, instruction and effective assessment strategies that inform practice. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 2 and LKES Standard 3.

EDLD 8232 Leading Human Capital  
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.  
Transformational school leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. In this course, leadership candidates will collaborate with other transformational leaders in building an effective staff with a focus on personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a learning community. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 3 and LKES Standard 5.

EDLD 8233 Cultivating School Climate  
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.  
Transformational school leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued, and empowered to reach their fullest potential. In this course, candidates will do so by supporting a culture defined by high expectations, trust and a collective sense of responsibility for the academic, social and emotional needs of all students. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standards 4 and LKES Standard 2.

EDLD 8234 Building Instructional Capacity  
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.  
Education leaders strive to ensure that staff have the requisite organizational resources, time, structures and roles to increase student learning and achievement. In this course, leadership candidates will use innovation in developing class schedules, student and teacher assignments, implementation of instructional technology in the classroom, and plans for allocation of time and space for staff to exchange ideas and collaborate via Professional Learning Communities (PLC). The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 5 and LKES Standard 6.

EDLD 8235 Engaging Stakeholders in School Improvement  
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.  
Transformational school leaders build and sustain productive relationships with families and other community partners in the government, non-profit and private sectors. In this course, leadership candidates will promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. In doing so, they will communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 6 and LKES Standard 8.
EDLD 8236 Managing Operations for Viability
3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.
Transformational school leaders are responsible for the effective, efficient, equitable and ethical management of schools and districts. In this course, leadership candidates demonstrate responsibilities that include acquiring and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standards 7 and LKES Standard 4.

EDLD 8431 Higher Education Law
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores basic legal precepts and their application to institutions of higher education, primarily using the case study method and discussion. Covers such topics as constitutional mandated due process and equal protection, non-discrimination in employment and educational programs, privacy openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

EDLD 8432 Higher Education Finance
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two- and four-year colleges, and universities.

EDLD 8433 Higher Education Governance
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the organizational dynamics of higher education institutions as well as traditional and emerging managerial patterns. The use of organizational models and paradigms enables participants to analyze a variety of contemporary issues and situations in higher education settings.

EDLD 8434 The Community College
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission.

EDLD 8435 Higher Education Policy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines policy-formation processes in higher education institutions. The skills of policy analysis and policy development, the identification of policy issues appropriate for study at these institutions, and the relationship of policy to all other areas of administration are considered.

EDLD 8436 Grant Development/Administration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Students will learn the methods and processes of project development, funding source development, and proposal writing. All grants and proposals developed during the course will be submitted to various foundations and/or government agencies for possible funding.

EDLD 8439 Politics of Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course explores the myth that politics and American higher education exist in separate worlds. Participants will examine the current “press” for institutional change and its political implications for two-year colleges, four-year colleges, and comprehensive universities. Manifestations of political influence systems at the federal and state levels will also be considered.

EDLD 8630 Planning for Change
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will serve as the introductory course to the Ed.S. Program in Educational Leadership. The course will focus on issues that democracy-centered leaders may face relative to high expectations and school/community relations as part of planning for change. While the focal point will be on how the democracy-centered leader plans for meaningful change in education, the change will be in context with human dynamics and relationships. Participants will examine cultural, ethical and interpersonal issues that affect school climate and resistance to significant change in a democracy-centered school culture. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management, (9) Leading Change, and (10) Relationship Development and ELCC Standards 1-5.

Corequisite(s): EDLD 8630.

EDLD 8631 Implementing Change
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will focus on leading change by having the participants apply change theory in initiating a change effort in the educational setting. After a review of structural and post-structural perspectives, candidates will identify a need with special attention given to the relationship of the change effort to the organizational vision. Candidates will be coached on tools and processes used in implementing change to address the need, as well as coached on how to monitor progress of the change initiative. Skills of leading change will be demonstrated through simulations and lab activities. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district/school level. This course is aligned to the Georgia Board of Regents Principles (7) performance Management and (9) Leading Change and ELCC Standards 1-5.

Corequisite(s): EDLD 8630.

EDLD 8632 Organizational Culture
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will focus primarily on components of organizational culture, including curriculum and instruction, the technical “core” of the school/district and leadership. Distributed leadership within the culture of high academic expectations will be examined, as well as school/district climate issues associated with “fluid leadership.” A major emphasis will be on conflict management and motivational strategies for students, faculty/staff. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (5) Organizational Culture and ELCC Standards.

Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631.

Corequisite(s): EDLD 8737.

EDLD 8633 Curriculum and Instructional Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed for the beginning principal/district level administrator to demonstrate best practices in leading curriculum and instruction in the democracy-centered educational setting. The candidates in the course will implement strategies to facilitate curriculum wisdom. Candidates will also identify research-based best practices and strategies in effective schools. Candidates will be immersed in instructional supervision of teaching and learning, including assessment for learning. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (1) Curriculum (2) Instruction and ELCC Standards 1.2.3, and 5.

Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737.

Corequisite(s): EDLD 8634 and EDLD 8738.
EDLD 8634 Managing Operations and Processes
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide candidates with an in-depth look at the essential day-to-day operational management of the school/system, as well as features of day-to-day processes that impact teaching and learning, such as attendance, parent volunteer programs, professional learning programs, the hiring process, staff scheduling, etc. Fiscal policies and procedures will be analyzed from the perspective of aligning resources with instructional priorities. The physical site, including grounds and buildings, will be analyzed from the perspective of state, system, and local school rules, policies, and procedures, as well as aligning the use of facilities with instructional priorities. The course will provide an overview of the safe, orderly and engaging learning environment, as it relates to day-to-day operations. Working conditions will be examined from a best practices perspective. The beginning principal/district office administrator will understand, practice, and implement strategies to facilitate professional learning in a high performing school, where teaching and learning needs define facilities and resource needs. Candidates will identify barriers and interventions to professional learning and development, especially as professional learning relates to operational procedures. The course will emphasize current problems in the management of the learning organization, including, but not limited to, diversity, ethical leadership, politics, and policy in today’s global society. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. The course is primarily aligned to Georgia Board of Regents Principles (B) Managing Operations and Processes and ELCC Standards 2, 3, 5.
Prerequisite(s): A minimum grade of “C” in EDLD 8630, EDLD 8631, and EDLD 8632.
Corequisite(s): EDLD 8633 and EDLD 8738.

EDLD 8635 Leading School Renewal
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course allows candidates to develop the knowledge, skills and disposition needed to implement successful school improvement and allow them to lead such process in their own school or school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited timeframe. Major topics to be covered, among others, include elements of successful school improvement process; benchmarking and correlates of successful schools; building the capacity for change through effective and focused program of staff development; leading the school improvement effort by engaging teachers, faculty, parents, and community members; dealing with barriers against the school improvement process; utilizing technology in school improvement process to improve student outcomes; assessing the school improvement process to identify progress and gaps in student learning; building appropriate school culture for sustainable and lasting school improvement process. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is primarily aligned to the Georgia Board of Regents Principles (1) curriculum (2) instruction (3) assessment and (4) data analysis and ELCC Standards 1, 2, 5, 6.
Prerequisite(s): A minimum grade of “C” in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of “S” in EDLD 8737 and EDLD 8738.
Corequisite(s): EDLD 8739 and EDUR 8434.

EDLD 8735 Higher Education Practicum
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

EDLD 8737 Residency I
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
In the EDLD EdS program, transformational school leaders will engage in innovative, performance-based practices aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. This course will include orientation to the EDLD EdS program, the GaPSC leadership Standards, the LKES standards, and an overview of field experience requirements (750 hours). Candidates will focus on the development of an electronic portfolio that is evidence-based to meet GaPSC criteria for certification under the guidance of the Leadership Candidate Support Team (LCST) including the Candidate, a trained and qualified Leadership Coach, a trained P-12 school or Local Unit of Administration (LUA) mentor, and an Educator Preparation Program (EEP) University representative. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 1-7 and LKES Standards 1-8.
Corequisite(s): EDLD 8230.

EDLD 8738 Residency II
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
In the EDLD EdS program, transformational school leaders will engage in innovative, performance-based practices aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. This course will include orientation to the EDLD EdS program, the GaPSC leadership Standards, the LKES standards, and an overview of field experience requirements (750 hours). Candidates will focus on the development of an electronic portfolio that is evidence-based to meet GaPSC criteria for certification under the guidance of the Leadership Candidate Support Team (LCST) including the Candidate, a trained and qualified Leadership Coach, a trained P-12 school or Local Unit of Administration (LUA) mentor, and an Educator Preparation Program (EEP) University representative. This course is aligned to the GaPSC Leadership Program Standard 1-7 and LKES Standards 1-8.
Prerequisite(s): A minimum grade of “S” in EDLD 8737.

EDLD 8739 Residency III
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
This Residency is required of all candidates seeking L-6 certification and/or the Ed.S Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards.
Prerequisite(s): A minimum grade of “C” in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of “S” in EDLD 8737 and 8738.
Corequisite(s): EDLD 8635, EDLD 8434.
EDLD 8830 Directed Study in Educational Leadership
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Participants propose and carry out an independent research project. Projects may be in the areas of P-12 or higher education administration and/or supervision. The approved project will address the specialized preserve/in-service needs of the participant.
Prerequisite(s): Instructor permission.

EDLD 8839 Directed Research in Educational Leadership
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Participants complete a fully formulated study in the area of education administration or supervision, and orally defend a written report descriptive of that study. Students are limited to register for this course twice during the program of study.
Prerequisite(s): A minimum grade of "C" in EDUR 7130, 8131, and EDUR 8434 or equivalent.

EDLD 9235 Contemporary Issues in Educational Administration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to educational administration, particularly in their (his/her) research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development.
Prerequisite(s): Admission to Advanced Doctoral Study (Tier II).

EDLD 9331 Building Leadership Capacity
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course focuses on building individual and district leadership for effective schools. Candidates will examine leadership behaviors and dispositions from theoretical perspectives to identify ways individual leadership contributes to the development of vision and accomplishment of mission in a school/district setting. Given that leadership is a values-laden profession, dispositions of leadership candidates will be assessed and examined. Effective leadership behaviors in promoting learning and high-performance schools will be considered in light of leadership selection, development, and succession planning. A major component of the course will require development of a personal action plan to guide candidates to implement distributed leadership model within a school/district.
Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9332 Organizational Behavior in Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
In this course, candidates will review theoretical assumptions and empirical studies in organizational behavior in education. Candidates will be able to describe how assumptions/empirical claims have led (or not led) to dominant structures in American schools (political, economic, and legal dimensions). From the study of three perspectives of organizational culture, including integration, differentiation, and fragmentation, candidates will explore the usefulness of the three-perspective approach in analysis of their school/district culture. In addition, candidates will understand organizational identity to acquire skills to lead school/district to adapt to problems, performance expectations, and global challenges from the external environment that affect culture. Finally, approaches to help manage and change organizational culture will be assessed for utility in school/district settings.
Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9333 Ethics in Educational Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to prepare school leaders to identify and analyze ethical issues in education, with emphasis given to the role of the school leader in fostering an ethos of social justice in diverse communities. The course includes a survey of ethical theories and models for ethical decision-making, with candidates identifying and resolving ethical dilemmas from their own professional experiences.
Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9432 Program Evaluation for School Leaders
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners to enhance organizational performance, address quality improvement, or improve school curricula by assessing the effectiveness of endeavors.
Prerequisite(s): Admission to Ed.D. cohort in Educational Leadership. Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership.

EDLD 9434 Transformative Educational Leadership Practice I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
In this course, candidates will examine transformative education and the vision, leadership, and drive that it takes to create innovative and transformative learning experiences. Candidates will briefly examine three major concepts: change, transformation, and creativity, and will spend the majority of time examining how to effectively plan a creative and transformative educational program or intervention at the micro/local level. Overriding questions to be addressed include how it works, what are the forces that facilitate or impede the process of innovation, and what values underlie the overall effort. This first in a series of two courses will introduce and define the nature of change and transformation in education, investigate changes strategies; and, review and refine theories regarding educational transformation.
Prerequisite(s): Admission to Tier II EdD cohort in Educational Leadership (P-12 Education).

EDLD 9435 Transformative Educational Leadership Practice II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
In this course candidates examine two critical concepts: Transformative Education and Enlivened Learning from a global, interdisciplinary perspective. Candidates will explore current transnational issues relevant to education in relation to how they inform practices of student learning/identity and everyday social relations (e.g., knowledge production, transnational organizations, study abroad, citizenship, media, language, power, and curriculum). In addition, candidates will explore these issues from different critical social justice theoretical perspectives namely anti-racism, post/anti-colonialism, Marxism, disability studies, feminist perspectives, and theories of intersectionality. Key questions in this course will be engaged most directly in relationship to issues of learning and education, while at the same time drawing on broad literature that examines globalization, the nation-state, imperialism, and other social justice issues related to inequities across broader society. Candidates will also examine the practices of critical self-reflexivity, resistance, and healing to pursue social change.
Prerequisite(s): Admission to Tier II EdD cohort in Educational Leadership (P-12 Education).
EDLD 9531   Educational Leadership in the 21st Century
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course is planned for current and prospective leaders who seek to
learn more about leadership in P-20 education in this new global era.
Students will study several theoretical perspectives that have gained some
credibility and research basis over the last several decades. Participants
will be asked to relate course material to their own current experience
and personal goals. The ultimate goal of the course will be to create a personal
knowledge base from which to create a plan for developing or refining
one’s own leadership outlook as a current or prospective professional in
higher education administration.
Prerequisite(s): Admission to Tier II EdD cohort in Educational
Leadership (Higher Education).

EDLD 9532   Higher Education Resource Allocation and Deployment
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
Emphasis on financial policies, planning, and budgeting; allocation;
financial analysis and management, patterns of expenditure, sources of
income including grantsmanship, philanthropy, and fundraising.
Relationships between educational objectives and resource allocation.
Prerequisite(s): Admission to Tier II EdD cohort in Educational
Leadership (Higher Education).

EDLD 9533   Globalization and Higher Education
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
Candidates will explore the social, educational, economic, and political
structures of globalization and the resulting impact on the mission and
vision for higher education. Candidates will review major works on how
higher education around the world has changed as a result of globalization
and how higher education in the United States will meet the challenge to
internationalize. Participants will focus on analysis of educational issues
on a worldwide basis with opportunities to focus on a particular country
and analysis of qualitative research methods as used in cross-cultural and
comparative education studies.
Prerequisite(s): Admission to Tier II EdD cohort in Educational
Leadership (Higher Education).

EDLD 9534   Emerging Pedagogical Approaches in Educational
Leadership
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course will explore and critically examine recent scholarly writing and
research on teaching and learning in higher education. Topics will include
recent developments in adult education theory, innovations in curriculum
design and delivery, best practices in college teaching, student support,
and assessment.
Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational
Leadership (Higher Education).

EDLD 9535   Executive Leadership in Higher Education
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course will examine the theoretical approaches that define and
describe various elements of academic and student affairs environments.
Emphasis will be placed on executive-level positions in academic
and student affairs administration in postsecondary institutions (e.g.,
department heads, deans, vice presidents) encompassing the knowledge
and skills for current and future leaders in higher education. This course
will include analysis and interpretation of research related to higher
education, with implications for application of findings for improvement of
colleges and universities.
Prerequisite(s): Admission to Tier II EdD cohort in Educational
Leadership (Higher Education).

EDLD 9631   Research Seminar I
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course, the first in a series of three, assists the doctoral student
with becoming a consumer as well as a creator of academic research.
Research Seminar I provides the doctoral candidate with an introduction
to the dissertation process to include research and academic writing, the
research process, conducting a library search, creating an annotated
bibliography, updating IRB certification, identifying a dissertation topic, and
writing the introduction to the dissertation.
Prerequisite(s): Admission to Tier II doctoral study in Educational
Leadership.

EDLD 9632   Research Seminar II
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
The second of a three-course sequence designed to culminate in a
comprehensive review of literature. In this second course, students
prepare a preliminary review of literature suitable for use (with requisite
adaptation) as the Background of the study for a pre-prospectus to include
the leadership framework that will guide the study.
Prerequisite(s): Minimum grade of “C” in EDLD 9631.

EDLD 9633   Research Seminar III
6 Credit Hours.  6 Lecture Hours.  0 Lab Hours.
The last in a three-course series, this course will provide students with
the opportunity to identify and develop the procedures to be used in their
dissertation research. Completion of a fully developed pre-prospectus will
be the culminating project. In addition, during this course students will
write the candidacy qualifying exam.
Prerequisite(s): Completion of EDLD 9631 and EDLD 9632.

EDLD 9999   Dissertation
1-7 Credit Hours.  0 Lecture Hours.  0 Lab Hours.
The objective of this course is to prepare and assist the graduate student
to successfully write and orally defend the Dissertation document.
Prerequisite(s): Admission to Tier III doctoral degree candidacy.

ESPY 7130   Professional School Psychology
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
A study will be made of the development of school psychology and its’
present status and trends. The professional responsibilities of the school
psychologist will be explored in the context of social, legal and ethical
issues that affect practice.
Prerequisite(s): Admission to School Psychology program or permission
of instructor.

ESPY 7131   Behavioral Interventions
3 Credit Hours.  3 Lecture Hours.  4 Lab Hours.
Prepares school psychologists, counselors and classroom consultants
to manage children with moderate to severe conduct problems so that
they can profit from classroom instruction. Includes symptoms, diagnosis,
treatment and management of children with conduct disorders that hamper
learning.
Prerequisite(s): Admission to School Psychology program or permission
of instructor.

ESPY 7132   Classroom-based Performance and Psychometrics
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course is designed to develop a basic understanding of
comprehensive psychoeducational assessment procedures for children
with learning or behavioral problems. The focus is basic multi-factor
assessment design and psychometrics. Training in multi-factored
assessment skills, particularly as they relate to classroom performance,
observation, interviewing skills, oral language tests, and achievement
tests.
Prerequisite(s): Admission to the School Psychology program.
ESPY 7133 Implications of Child Psychopathology in Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide graduate students with knowledge of childhood psychopathology and its implications in educational settings. Students will become aware of various mental health disorders in childhood and learn about a range of behaviors that differ from accepted social standards within our cultural institutions. Discussion will focus on the diagnostic criteria of various childhood mental health disorders and implications of childhood psychopathology for schools.

ESPY 7230 Developmental Diagnosis in Early Childhood
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course prepares school psychologists, counselors, social workers, special education personnel, and classroom teachers and consultants to develop awareness of theoretical foundations, research and practice relevant to the development of children birth through twenty-one.
Developmental diagnosis in early childhood is the focus, incorporating physical, cognitive, language, social-emotional, and adaptive development areas. Also included is discussion of symptoms, diagnosis, early intervention and treatment, IDEIA disability categories and eligibility, and management of children at-risk.

ESPY 8130 Curriculum-based Assessment and Response-to-Intervention
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide knowledge and skills in Curriculum Based Assessment (CBA), specific Curriculum Based Measures (CBM), problem-solving assessment, and response to intervention (RTI), as it relates to academic achievement. Specifically, the course will enable candidates to engage in early identification, determining the magnitude of deficits when they are present, develop academic goals and intervention plans, and monitor student progress toward academic goals.
Prerequisite(s): Minimum grade of "B" in ESPY 7132; admission to the School Psychology program.

ESPY 8131 Individual Intellectual Assessment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed for students majoring in School Psychology. It provides intensive experience in the administration, scoring, and score-based interpretation of individual psychological tests for educational purposes.
Prerequisite(s): Minimum grade of "B" in ESPY 7132; admission to the School Psychology program.

ESPY 8132 Addressing Diversity in School-based Conceptualization
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course builds on knowledge and skills in intellectual assessment that school psychology students gained in ESPY 8131. It provides experience in integrating all assessment data, interpreting test data, conceptualizing, and report writing. The focus of the course is to provide graduate students will a foundation of knowledge, awareness, and skills in multicultural issues related to school-based conceptualization. The course will cover theories, research, and practices associated with school-based conceptualization utilizing multicultural competence with emphases on within-group differences and the intersections of race, ethnicity, gender, religion, sexuality, social class, and disability/exceptionality.
Prerequisite(s): Minimum grade of "B" in ESPY 8131; admission to the School Psychology program.

ESPY 8133 Personality and Behavioral Assessment in the Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides school psychology students with extensive experience in administering, scoring, and interpreting personality and behavioral assessment measures. School psychology students will also learn to conduct a clinical interview and integrate information from various assessment sources to write an integrated report.
Prerequisite(s): Minimum grade of "B" in ESPY 8132.

ESPY 8135 Crisis Intervention and Prevention
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The course investigates exemplary crisis intervention and prevention programs that promote the mental health and physical well-being of ALL individuals (schools and communities). This course also examines the history and development of crisis intervention. A focus will be developing skills and knowledge required to effectively intervene and assist children, adults, and families (including teachers and administrators in schools) during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations. Criteria for determining empirically validated programs are discussed.
Prerequisite(s): Minimum grade of "B" in COUN 7332 or PSYC 7333.

ESPY 8136 School, Home, and Community Partnering
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed for students majoring in School Psychology. Graduate candidates develop skills in partnering with parents/guardians and community agencies/resources to improve the academic, behavioral, and social-emotional functioning of the Pre-K through 12 student.

ESPY 8230 Consulting in Educational Settings
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Consulting presents theories and develops skills needed to assist adults working with children at risk and with special needs in both rural and urban educational settings. Intervention during crises affecting children in schools will be presented.
Prerequisite: Admission to Ed.S. in School Psychology program or permission of instructor. Prerequisite(s): Admission to EDS in School Psychology program or permission of instructor.

ESPY 8631 Seminar in School Psychology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Provides a review of professional competency issues, legal/ethical issues, practice guidelines and practice applications for students entering the School Psychology Internship.
Prerequisite(s): Permission of instructor.

ESPY 8737 Practicum in School Psychology
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Experience with school children having learning problems will be provided. Complete child studies will be made and students will develop competence in working with children, teachers, educational specialists and parents under supervision.
Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "B" in ESPY 8133 or permission of instructor and proof of professional liability insurance.

ESPY 8738 School Psychology Internship I
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research.
Prerequisite(s): ESPY 8737, admission to EDS in School Psychology, and proof of professional liability insurance.

ESPY 8739 School Psychology Internship II
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research.
Prerequisite(s): ESPU 8738, admission to EDS in School Psychology, and proof of professional liability insurance.
ESPY 8839 Action Research in School Psychology
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Students will apply their knowledge of research skills by preparing and completing a research project related to a practical problem in school psychology or student services. Ethical and legal guidelines as appropriate for the project are to be followed. Format decisions will be made in consultation with appropriate faculty member. Students are limited to register for this course twice during the program of study.
Prerequisite(s): A minimum grade of "C" in EDUR 8434.

ESPY 8890 Directed Individual Study
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This course permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in school psychology or student services. The study will be directed by the instructor.
Prerequisite(s): Permission of advisor.

FRIT 7090 Selected Topics in Instructional Technology
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7090A Selected Topics in FRIT
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7090B Selected Topics in FRIT
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7090C Selected Topics in FRIT
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7090D Selected Topics in FRIT
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7231 Instructional Design
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders necessary for them to understand and apply a systematic process of instructional design to create effective technology-based instruction for learners with diverse needs.

FRIT 7232 Visionary Leadership in Instructional Technology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout educational organizations.

FRIT 7233 Selection and Development of Digital Tools and Resources
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Selection and Development of Digital Tools and Resources provides competence in the selection, production, utilization, and evaluation of various formats of instructional technologies. Basic techniques are provided through direct experiences in the design and production of instructional technologies.

FRIT 7234 Information Fluency and Inquiry Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides an in-depth exploration of digital learning models and relevant standards that focus on information fluency and inquiry learning. Emphasis is placed on the reflective use of technology to facilitate student learning through inquiry learning and the mastery of information fluency skills. Course assignments and activities focus on application of these concepts to the candidate’s field of initial certification through collaboration with other teachers, media specialists, and technology specialists.

FRIT 7235 Digital Learning Environments
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course focuses on the effective utilization of digital technology in the instructional process and on systematic processes for using new technologies to enhance learning. Course content will focus on the knowledge, skills, and dispositions needed to create, support, and manage effective digital learning environments.
Prerequisite(s): Minimum grade of "C" in FRIT 7231.

FRIT 7236 Technology-Based Assessment and Data Analysis
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Technology-Based Assessment and Data Analysis prepares candidates to model and facilitate assessments throughout the curriculum and to analyze and interpret the data generated by those assessments. The use of digital tools and resources to measure, collect, analyze, interpret, and report those data is stressed.

FRIT 7237 Evaluation of Educational Needs and Programs
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Evaluation of Educational Needs and Programs covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners how to assess the need for and the effectiveness of educational endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.
Prerequisite(s): Minimum grade of "C" in FRIT 7231.

FRIT 7330 The Internet in Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

FRIT 7331 Leadership of the School Library Media Program
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An introduction to the functions of the school library media center and the various roles of the school library media specialist. Topics include: program planning and development, budgeting, facility management, and public relations. Students will develop the skills necessary to strategically plan for innovation and continuous improvement of the school library media program.

FRIT 7332 The School Library Literacy Environment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An overview of the processes and procedures associated with developing, organizing, maintaining, and evaluating the school library media collection. Emphasis is placed on intellectual freedom, principles of selecting materials in all formats, and utilization of technology to access physical and virtual collections. This course will introduce students to instructional strategies designed to promote reading for learning, personal growth, and enjoyment.
FRIT 7333 Storytelling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is an introduction to the history, art, and techniques of oral storytelling. Techniques include the selection, adaptation, learning, and presentation of stories for all ages. Students will encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels.

FRIT 7335 Web Design and Development
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Focuses on the front-end aspects of web design: authoring, graphics production, and media development.
Cross Listing(s): ITEC 7335.

FRIT 7734 Practicum in School Library Media
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A culminating activity in the Instructional Technology program. Candidates are assigned specific experiences that implement content from the school library media certification program.
Prerequisite(s): Permission of advisor and completion of Transition Point #2.

FRIT 7739 Practicum in Instructional Technology
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This course is designed as a capstone experience where students demonstrate the skills, knowledge, and dispositions necessary to serve in instructional technology roles in various educational settings including P-12 settings. An extensive field experience is required.
Prerequisite(s): Permission of advisor and completion of Transition Point #2.

FRIT 7765 Clinical Practice in School Library Media
6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This course is a full-semester, culminating internship in Instructional Technology/School Library Media for non-certified candidates only. Candidates are assigned to a daily placement that implements content from the school library media certification program under the supervision of a school library media specialist.
Prerequisite(s): Advisor approval required.

FRIT 8435 Program Evaluation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects products, and processes. The course is designed to teach practitioners how to assess the effectiveness of endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.
Cross Listing(s): ITEC 8435.

FRIT 8532 Multimedia Tools and Applications
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects.