EDU 520. Educational Leadership: Theory and Practice. (3 Credits)
this course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits
Prerequisite: None

EDU 530. Organizational Theory in Educational Settings. (3 Credits)
this course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations, particularly within the context of the school as an institution. 3 credits
Prerequisite: None

EDU 540. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)
focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary inservice teachers. You'll cover a lot of topics throughout the course. At the end, you'll have a deeper understanding of interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. A case study is required. 3 credits
Prerequisite: None

EDU 545. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)
focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you'll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You'll also engage in topics like reading comprehension and the significance of a learner's prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we've incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits
Prerequisite: None

EDU 550. Research Methods in Education. (3 Credits)
this course provides a broad introduction to the nature of educational research and its various traditions, including differing epistemological orientations and the fundamental issues within each research paradigm. Attention will be given to the central role of data collection and interpretation in curricular and programmatic decision-making. The ethical and legal considerations of research using human subjects will be examined with particular attention to the university's Human Subjects Research Policy. 3 credits
Prerequisite: None

EDU 570. Professional Learning Communities in a Pluralistic Society. (3 Credits)
this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community's diversity and resources are represented in decision-making processes. 3 credits
Prerequisite: None

EDU 575. Teaching Secondary Methods for High School/Middle School. (3 Credits)
EDU 580. Curriculum Development and Instructional Supervision. (3 Credits)
participants examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits
Prerequisite: None

EDU 610. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)
participants examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies. 3 credits
Prerequisite: None

EDU 630. The Principalship: Current Issues & Emerging Trends. (3 Credits)
participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students. 3 credits
Prerequisite: None

EDU 640. Personnel Management and Professional Development. (3 Credits)
participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. 3 credits
Prerequisite: None

EDU 650. Funding and Financing Schools. (3 Credits)
this course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets. 3 credits
Prerequisite: None
EDU 795. Seminar on Guided Research and Practice. (3 Credits)
the student works with their faculty research mentor to write and submit an Action Research Report. 3 credits
Prerequisite: None

EDU 820. Educational Leadership: Theory and Practice. (3 Credits)
this course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits
Prerequisite: None

EDU 830. Organizational Theory in Educational Settings. (3 Credits)
this course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations, particularly within the context of the school an institution. 3 credits
Prerequisite: None

EDU 831. Instructional Design. (3 Credits)
this course is designed to introduce candidates to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products. 3 credits
Prerequisite: None

EDU 840. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)
focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. You'll cover a lot of topics throughout the course. At the end, you'll have a deeper understanding of interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. A case study is required. 3 credits
Prerequisite: None

EDU 845. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)
focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you'll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You'll also engage in topics like reading comprehension and the significance of a learner's prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we've incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits
Prerequisite: None

EDU 850. Research Methods in Education. (3 Credits)
this course provides a broad introduction to educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of the initial research project design for meeting the degree requirements of the Master of Science in Special Education Learning Disabilities. 3 credits
Prerequisite: None

EDU 851. X-Cultrl Comm ESL Teachers. (3 Credits)
will examine cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society and traditions. This course will assist EDUcators in understanding and recognizing the emotional and psychological challenges for the ESL/ELL and bilingual/bicultural students. 3 credits.
Prerequisite: None

EDU 852. Basic Linguistics for ESL Teac. (3 Credits)
is centered on an in-depth analysis of language systems, phonology, syntax, morphology, from the prospective of linguists and teachers. Students will have an opportunity to engage in systematic applications and study the complex phenomenon of language and different aspects of the English language. 3 credits.
Prerequisite: None

EDU 853. ESL Lit: Reading, Writ & Gramm. (3 Credits)
will allow students the opportunity to engage in systematic applications of strategies for teaching reading, writing, listening and grammar. Students will conduct mini lessons targeting speaking, pronunciation, listening, writing and reading for all WIDA proficiency levels. 3 credits.
Prerequisite: None

EDU 854. Inte of Lang & Content in ESL. (3 Credits)
will equip students with the knowledge, strategies and ability to develop, integrate, and implement ESL strategies within the core content areas of science, math and social studies. Students will learn to create lesson plans that accommodate ell learners in the classroom. 3 credits.
Prerequisite: None
EDU 855. Assessment in ESL. (3 Credits)
will aid EDUCators in how to conduct formative and summative assessments for ESL students. The students in this course will learn to administer, evaluate and recognize English proficiency levels for ESL students. Students will become FAMILiar with the wida model for assessments and instruction. 3 credits.
Prerequisite: None
Offered at: OL

EDU 856. Method Teaching ESL Students. (3 Credits)
will present effective teaching methods for teaching ell students at all levels. The students will be exposed to activities for reading, writing, listening and speaking that are considered best practices for obtaining English language skills that align with the Michigan ESL standards. 3 credits.
Prerequisite: None
Offered at: OL

EDU 857. ESL Practicum. (3 Credits)
is the capstone course for the ESL certification program. Students will try out skills and techniques with ell students in general EDUCation classrooms or in ESL classrooms. Observational analysis and feedback will be provided by host teachers. Students will create a portfolio to document their experiences and show progress in teaching ell students. 3 credits.
Prerequisite: None
Offered at: OL

EDU 860. Cultural Issues/Curriculum, Class, Community. (3 Credits)
the students will examine how issues of ethnicity, economic status, gender, geography, history and other considerations play a significant role in the forces which shape and define educational settings. Through exploration of the schools' political/social environments, students will discover the factors that influence educational policy and how educational policy shapes curriculum. 3 credits
Prerequisite: None
Offered at: OL

EDU 865. Teaching Diverse Learners. (3 Credits)
students will explore issues with special populations; gifted, special needs, and students with disabilities, which effect curriculum development, instructional patterns, and differentiation in the classroom. Strategies for identifying students, developing instructional plans, and implementing curriculum are a focus. 3 credits
Prerequisite: None
Offered at: OL

EDU 870. Professional Learning Communities in a Pluralistic Society. (3 Credits)
this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community's diversity and resources are represented in decision-making processes. 3 credits
Prerequisite: None
Offered at: OL

EDU 871. Standards Based Curriculum and Instruction. (3 Credits)
this course focuses on the development of strategies for linking national and state standards to classroom curriculum. This course will explore the historical foundations for the standards movement as well as current research on standards as a basis for understanding standard-based instruction. The content includes grade-level benchmarks and assessments, development of a pacing chart, scope and sequence, and identifies instructional resources. 3 credits
Prerequisite: None
Offered at: OL

EDU 880. Curriculum Development and Instructional Supervision. (3 Credits)
participants examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits
Prerequisite: None
Offered at: OL

EDU 891. Introduction to Learning Disabilities. (3 Credits)
this course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence-based practices. Ten hours of fieldwork are required. 3 credits
Prerequisite: None
Offered at: OL

EDU 892. Special Education Legislation and Legal Guidelines. (3 Credits)
this course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs. 3 credits
Prerequisite: None
Offered at: OL

EDU 893. Meeting the Social, Emotional, and Behavioral Needs of the Learner. (3 Credits)
this course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with Learning Disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current data-based assessment and practices. Candidates will be able to apply complex knowledge to create positive learning environments for all students. Ten hours of fieldwork are required. 3 credits
Prerequisite: None
Offered at: OL
EDU 894. Collaboration with Parents, Students, and Other Professionals. (3 Credits)
this course will provide candidates advanced understanding of the educational and societal needs of students with Learning Disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 895. Determining Eligibility and Designing Educational Programs. (3 Credits)
this course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 896. Language and Literacy. (3 Credits)
this course will provide candidates with expertise in the teaching of language and literacy to children with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of Response to Intervention (RTI) and the role of the special education teacher in this process. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 897. Math Strategies for Special Learning Needs. (3 Credits)
the purpose of this course is to provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM Standards for PreK-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities. Ten hours of fieldwork are required. 3 credits
Prerequisite: None

EDU 898. Instruction Across Content Areas for Students with Learning Disabilities. (3 Credits)
Offered at: OL

EDU 899. Directed Teaching in Special Education. (3 Credits)
candidates will complete 8 weeks for directed student teaching along with student teaching seminar.
Prerequisite: None

EDU 910. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)
participants examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies. 3 credits
Prerequisite: None

EDU 911. Evaluation and Assessment. (3 Credits)
this course focuses on the concept of assessment as linked to the learning process and teaching practice. Participants look at the theory and principals that support assessment practices, especially as they apply to teacher made tests and other evaluation instruments. The course includes alternatives to traditional forms of assessment and explores factors that influence student performance. 3 credits
Prerequisite: None

EDU 920. Instructional Technology and the Reflective Educator. (3 Credits)
the theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning. 3 credits
Prerequisite: None

EDU 930. The Principalship: Current Issues & Emerging Trends. (3 Credits)
participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students. 3 credits
Prerequisite: None

EDU 940. Personnel Management and Professional Development. (3 Credits)
participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. 3 credits
Prerequisite: None

EDU 950. Funding and Financing Schools. (3 Credits)
this course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets. 3 credits
Prerequisite: None

Offered at: OL
EDU 995. Seminar on Guided Research and Practice. (3 Credits)
the student will work with their faculty research mentor to write and submit the final Action Research Report required as the capstone product of the Masters in Special Education Learning Disabilities program. The focus of EDU995 is the completion of this project in a research report format that meets the style and format professional agencies require for publication and the public presentation of the research and findings. 3 credits
Prerequisite: None
Offered at: OL

EDU 996. Portfolio Development. (1 Credit)
this guides students in the preparation and completion of the professional portfolio through a series of workshops and assignments. The portfolio is a culmination of the student’s accomplishments, skills, ability, and aptitude; and presents a visual demonstration and clear understanding of student mastery of necessary skills presented in the MSCI program. 1 credit
Prerequisite: None
Offered at: OL

EDU 998. Internship in Educational Leadership. (2 Credits)
the course is completed in a school under the supervision of a building administrator and CUAA Internship Coordinator. It is designed to provide practical experiences related to Michigan’s Standards for the Preparation of School Principals. Practicum hours are completed before, during, and after the school day and reflects all aspects of the principal’s role in education. 2 credits
Prerequisite: None
Offered at: OL