

Declaration of Graduation

A declaration of graduation must be filed during the first semester of enrollment in the PTPP. Preprofessional students completing 87 hours (the university limit for registering without a program of study) who have not been admitted to the PTPP are provided a registration waiver by the College of Education. See "University Graduation Requirements," page 83.

ADVISING

All students pursuing teaching certificates should seek early advising from the Office of Student Affairs in the College of Education, 480/965-5555. Careful planning and early advising in developing an approved program of study are essential if teacher candidates are to complete certification and graduation requirements within the typical 120-semester-hour undergraduate degree program.

Mandatory Advising. Transfer students are required to meet with an academic advisor before registering for their first semester classes. Freshmen must meet with an advisor before registering for each of their first two semesters.

DEGREES

Bachelor of Arts in Education

The faculty in the College of Education offer the Bachelor of Arts in Education (B.A.E.) degree. See the "College of Education Baccalaureate Degrees and Majors" table, page 176, for more information. Candidates for the Bachelor of Arts in Education degree must complete the Professional Teacher Preparation Program (PTPP) offered by the College of Education. Graduates of this program are able to demonstrate proficiency in specified knowledge areas or skills, including the following:

1. principles and application of effective instruction;
2. classroom organization and management;
3. content or subject matter;
4. specific curriculum and teaching strategies;
5. interrelationship of culture and schooling in a multicultural society;
6. human development;
7. communication skills;
8. theories of learning and motivation;
9. assessment and evaluation; and
10. computer literacy.

Each student in the PTPP selects one of five major areas that provide specialized instruction and preparation. The program areas are

1. Bilingual/ESL Education (K–8);
2. Early Childhood Education (birth–third grade);
3. Elementary Education (K–8);
4. Secondary Education (7–12); and
5. Special Education (K–12).

Students in Secondary Education may be certified for grades 7–12 in a specific academic specialization. Students in art, music, or physical education complete a K–12 endorsement in their field. Special Education majors may be certified for grades K–12 in mental retardation (MR), emotionally disabled (ED), or learning disabilities (LD).

PTPP Certification Areas or Endorsements

- Early Childhood Education
- Elementary Education
 - bilingual education
 - English as a second language
- Secondary Education
 - certification in specific academic specializations
 - K–12 endorsements in art, music, or physical education
- Special Education
 - emotionally disabled
 - learning disabilities
 - mental retardation

PTPP students in areas other than Special Education complete a common core of courses as well as courses specific to the area or option selected. Early Childhood Education and Elementary Education prepare students for certification by the state in grades K–8. Students who select these majors develop the knowledge and skills needed to teach children from a variety of language, cultural, and developmental backgrounds. The Early Childhood Education concentration prepares students to work in infant programs, preschools, and grades K–3. The Elementary Education bilingual education/English as a second language (ESL) concentration prepares students to work in bilingual/ESL settings in grades K–8. The Special Education major prepares students to teach mildly handicapped students in diverse settings and for certification in grades K–12 in MR, ED, or LD. Students completing the Elementary Education major must also complete the human development requirements and an academic specialization.

Secondary Education offers programs that prepare students for certification by the state in specific academic subjects in grades 7–12. Students with teaching majors in the College of Fine Arts earn the appropriate bachelor's degree from that college.

Courses for the academic specialization are determined by the faculty in the academic discipline. Therefore, students with majors in Secondary Education in the College of Fine Arts have two academic advisors: one in the college and department of the academic specialization and one in the Office of Student Affairs in the College of Education. For more information, refer to "Academic Specialization," page 179.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see "University Graduation Requirements," page 83.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work as described in "General Studies," page 87. Note that all three General Studies awareness areas are required. Consult your advisor for an approved list of courses. General Studies courses are listed in the "General Studies Courses" table, page 90, in the course descriptions, in the *Schedule of Classes*, and in the *Summer Sessions Bulletin*.

Preprofessional students should complete as many of the General Studies courses as possible before admission to the

PTPP. Students are encouraged to consult with an academic advisor to ensure they comply with all necessary requirements.

COLLEGE DEGREE REQUIREMENTS

A minimum of 120 semester hours are required for the B.A.E. degree in these categories:

1. academic specialization;
2. human development (Early Childhood Education and Elementary Education majors only); and
3. PTPP.

The College of Education expects its degree candidates to meet individual course assessment standards, field-experience observation criteria, courses required for teacher certification, and other proficiency standards and performance criteria required to demonstrate knowledge and skill in the areas listed under "Bachelor of Arts in Education," page 178.

Program Requirements

Progress toward the B.A.E. degree involves meeting university, college, and division requirements. The degree program also includes courses and academic content required for teacher certification by the State of Arizona. Students seeking certification in one of the fine arts must complete degree requirements in the College of Fine Arts and specified courses through the PTPP.

MAJOR REQUIREMENTS

Academic Specialization

Courses in the academic specialization give students a greater depth of knowledge in one academic area. Elementary Education majors complete 18 hours in a single academic subject. A Secondary Education major completes 36 to 60 hours, depending upon the area, in the subject in which the student wishes to be certified; fine arts may require more. Teacher candidates should confer with the Office of Student Affairs regarding acceptable academic specializations. Refer to the pages shown in the "Academic Specializations" table on this page.

Human Development

The programs that prepare students for teacher certification by the state in elementary and early childhood education require students to complete 15 credits selected from specific human development courses pertinent to the teaching area. Teacher candidates should confer with an academic advisor in the Office of Student Affairs regarding course selection.

Professional Teacher Preparation Program (PTPP)

The PTPP is a four-semester sequential program consisting of 36 to 58 semester hours. Ranging from nine to 16 hours per semester, the courses for one semester must be completed before enrolling in the next semester. In other words, courses for one semester usually may not be taken at the same time as those scheduled for another semester. In addition to the PTPP courses, students continue completing the General Studies requirement and human development

and academic specialization requirements through the third semester of the program.

Academic Specializations

Academic Specialization	Page
Art education ¹	269
Biological sciences	352
Business education ²	
Chemistry	357
Chinese ³	392
Dance education ¹	281
Economics ²	
English	364
Family resources and human development (home economics) ³	372
French	392
Geography	376
German	392
History	382
Japanese	392
Journalism	468
Mathematics	405
Mathematics/chemistry	405
Mathematics/physics	405
Music ⁴	285
Physical education	369
Physics	419
Physics/chemistry	419
Political science	428
Russian ³	392
Social studies	438
Spanish	392
Theatre education ¹	298

¹ Art education, dance education, and theatre education concentrations are under corresponding B.F.A. majors.

² See an advisor for details.

³ Applications are not being accepted at this time.

⁴ Students focus on either the choral-general music or instrumental music concentration under the B.M. degree.

Early Childhood Education—B.A.E.

The major in Early Childhood Education leads to teacher certification for kindergarten through eighth grade.

Early Childhood Education

Semester I

ECD 300 Principles of Interprofessional Collaboration	3
ECD 400 Inquiry into Teaching and Learning	3
ECD 403 Educational Environments: Preschool/Kindergarten/ Primary Grades	3
ECD 496 Field Experience	0
EMC 300 Computers in Education.....	1
SHS 320 Facilitating Speech and Language Development in Early Childhood	3
SPF 401 Theory and Practice in Education	1
Total	14

Semester II

ECD 315 Classroom Organization and Guidance in the Early Years	2
ECD 402 Integrated Curriculum and Assessment: Math and Science	3
ECD 404 Teaching Reading and Language Arts in Early Childhood.....	3
ECD 405 Practicum in Teaching Reading and Language Arts in Early Childhood.....	2
ECD 496 Field Experience	0
MCE 447 Diversity in Families and Communities in Multicultural Settings.....	3
Total	<u>13</u>

Semester III

ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts	3
ECD 414 Interprofessional Practicum	3
ECD 496 Field Experience	0
SPE 394 ST: Quality Practices in the Collaborative Classroom	3
Total	<u>9</u>

Semester IV

EED 478 Student Teaching in the Elementary School	10-12
Total	<u>10-12</u>

Elementary Education—B.A.E.

The major in Elementary Education prepares students to teach kindergarten through eighth grade and is available with a concentration in bilingual education/English as a Second Language.

**Four-Semester Requirements
Professional Teacher Preparation Program
Elementary Education**

Semester I

EED 433 Language Arts Methods, Management, and Assessment in the Elementary School	3
EED 455 Social Studies Methods, Management, and Assessment in the Elementary School	3
EED 496 Field Experience	0
EMC 300 Computers in Education.....	1
SPF 301 Culture and Schooling <i>L</i>	3
SPF 401 Theory and Practice in Education	1
Total	<u>11</u>

Semester II

EED 420 Science Methods, Management, and Assessment in the Elementary School	3
EED 480 Mathematics Methods, Management, and Assessment in the Elementary School	3
EED 496 Field Experience	0
SPE 394 ST: Quality Practices in the Collaborative Classroom	3
Total	<u>9</u>

Semester III

BLE 335 Language Diversity in Classrooms	3
EED 444 Organizing the Classroom Culture.....	1
EED 496 Field Experience	0
RDG 414 Teaching Reading/Decoding	3
RDG 481 Reading Practicum	3
Total	<u>10</u>

Semester IV

EED 478 Student Teaching in the Elementary School	10-12
Total	<u>10-12</u>

**Elementary Education with a Concentration
in Bilingual Education/English as a Second Language****Semester I**

BLE 400 Principles of Language Minority Education	3
BLE 455 Social Studies Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 496 Field Experience (6 hours/week)	0
EMC 300 Computers in Education.....	1
SPF 301 Culture and Schooling <i>L</i>	3
SPF 401 Theory and Practice in Education	1
Total	<u>11</u>

Semester II

BLE 409 Language-Sensitive Content Teaching.....	3
BLE 420 Science Methods, Management, and Assessment in BLE/ESL Settings.....	3
BLE 480 Math Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 496 Field Experience (8 hours/week)	0
MCE 447 Diversity in Families and Communities in Multicultural Settings.....	3
Total	<u>12</u>

Semester III

BLE 414 Reading Methods, Management, and Assessment in BLE/ESL Settings.....	3
BLE 433 Language Arts Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 481 Reading Practicum	3
BLE 496 Field Experience (8 hours/week)	0
SPE 394 ST: Quality Practices in the Collaborative Classroom...3	
Total	<u>12</u>

Semester IV

BLE 478 Student Teaching in the Elementary School	10-12
Total	<u>10-12</u>

Secondary Education—B.A.E.

The major in Secondary Education prepares students to teach seventh grade through 12th grade.

Secondary Education**Semester I**

EDP 303 Human Development <i>L</i>	3
EDP 310 Educational Psychology <i>SB</i>	2
SED 403 Principles, Curricula, and Methods.....	3
SED 496 Field Experience	0
SPF 301 Culture and Schooling <i>L</i>	3
SPF 401 Theory and Practice in Education	1
Total	<u>12</u>

Semester II

EDP 310 Educational Psychology <i>SB</i>	1
EMC 300 Computers in Education.....	1
RDG 301 Literacy and Instruction in the Content Areas	3
SED 496 Field Experience	0
Methods course in academic specialization I.....	3
Total	<u>8</u>

Semester III

SED 496 Field Experience	0
SPE 394 ST: Inclusion Practices at the Secondary Level	3
Methods course in academic specialization II	3
Total	<u>6</u>

Semester IV	
SED 478 Student Teaching in the Secondary Schools	10-12
Total	10-12

Special Education—B.A.E.

The major in Special Education prepares students to teach kindergarten through 12th grade.

Special Education

Semester I

SPE 309 Basic Special Education Curriculum	3
SPE 311 Orientation to Education of Exceptional Children <i>SB</i>	3
SPE 314 Introduction to Bilingual/Multicultural Special Education	3
SPE 361 Introduction to Learning Disabilities	3
SPE 498 PS: Field Experience.....	1
SPF 301 Culture and Schooling <i>L</i>	3
Total	16

Semester II

EMC 300 Computers in Education.....	1
SPE 312 Mental Retardation.....	3
SPE 336 Behavioral and Emotional Problems in Children	3
SPE 412 Evaluating Exceptional Children	3
SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children	3
SPE 498 PS: Field Experience.....	3
Total	16

Semester III

SPE 411 Parent Involvement and Regulatory Issues	3
SPE 414 Methods and Strategies in Behavior Management	3
SPE 415 Social Behavior Problems of Exceptional Children	3
SPE 494 ST: Instruction in Content Areas: Science/ Social Studies.....	3
SPE 498 PS: Field Experience.....	3
Total	15

Semester IV

SPE 478 Student Teaching in Special Education.....	12
(one certification area)	
Total	12

SPE 309 and 311 may be taken before formal Professional Teacher Preparation Program (PTPP) admission.

Selected Studies in Education—B.A.E.

Applications are not being accepted for the major in Selected Studies in Education at this time.

Field Experience Requirements

In addition to course work, students admitted to the PTPP are required to participate in directed field experiences during each of the four semesters of the program. The field experiences progress from short-term observation and participation to long-term supervised practice teaching.

Students should expect these field experiences to be above and beyond the class times listed in the *Schedule of Classes* for each semester. Such field experiences typically take place in public schools throughout the greater Phoenix area. Regular attendance is required during all field experiences. Students should plan extra travel time and expect to confer with placement teachers and field facilitators before

or after scheduled field experiences. To meet field experience requirements, students must plan to have their own transportation and *be available during regular school hours*.

Teaching is a highly demanding and extraordinarily complex profession. Students desiring to become teachers must maintain academic standards and demonstrate requisite qualifications for successful teaching, including effective interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance during field experience assignments.

Observation and participation assignments in the schools during first, second, and third semester field experience placements are designed to prepare students for the highly demanding performance-based student teaching during semester four.

Student Teaching. The culminating field experience, called *student teaching*, occurs in the fourth semester of the PTPP and is a full-day, full-semester obligation. Student teaching is usually possible only during fall and spring semesters.

Admission to Student Teaching (Semester IV). To be admitted to student teaching, a student must have attained a high level of professional standards in previous field experience assignments and meet the following requirements:

1. be in good standing as defined in this policy;
2. completion of any provisional admissions requirement;
3. have no incompletes in PTPP courses;
4. complete all PTPP courses; and
5. have an approved declaration of graduation on file.

There are additional requirements for certain programs. Secondary Education majors may have no more than two required courses remaining in the academic specialization and have no more than two courses to complete in General Studies. Students must also receive approval from their specialization advisor.

Elementary and Special Education majors must have completed all human development courses, all methods courses, and may only have two additional courses to complete.

Students must complete the application procedure and approval to student teach from the Office of Professional Field Experiences at least 12 weeks before the beginning of the student teaching term. Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which they are placed. Beginning and ending dates for student teaching are determined by the Office of Professional Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8 A.M. to 4 P.M. Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and course work that would interfere with the heavy demands placed upon them while student teaching.

ACADEMIC STANDARDS

Preprofessional Status

Students admitted to the College of Education on *preprofessional status* are subject to the general standards of academic good standing of the university. However, students who maintain standards of academic good standing during their freshman and sophomore years do not necessarily qualify for admission to any teacher preparation program offered by the College of Education.

Professional Program Status

Students admitted to the PTPP within the College of Education must maintain academic standards and demonstrate requisite qualifications for successful teaching, including sound physical and mental health, interpersonal skills, basic communication skills, a positive attitude, appropriate professional conduct, and satisfactory performance in field experiences. Because PTPP standards are higher than those for the university, a student who is suspended from the PTPP may still be eligible to enroll in other non-PTPP courses.

A copy of the Retention and Disqualification Policy for the PTPP may be obtained from the Office of Student Affairs, EDB L113.

College of Education faculty and placement teachers will routinely review preservice teachers' professional attributes and characteristics to determine if the student is making satisfactory progress at both midterm and final. To maintain good standing, students will need to demonstrate appropriate professional demeanor in field placements and college classes.

Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession are reviewed by the director of the Office of Professional Field Experiences and the director of the Division of Curriculum and Instruction. If necessary, a review panel composed of faculty members who have had direct involvement with the student is convened. Following this review, the student may be referred to the Division of Curriculum and Instruction Standards and Appeals Committee. The committee's review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted, i.e., probation.

Students who wish to appeal decisions of the Division of Curriculum and Instruction Standards and Appeals Committee may do so in writing to the dean of the college or the Main Campus Standards Committee. Any exceptions to the retention and disqualification policies and procedures must be approved by the Division of Curriculum and Instruction Standards and Appeals Committee and the dean of the College of Education.

Postbaccalaureate Programs

Professional Teacher Preparation programs prepare students for certification by the state and are designed for those who hold a bachelor's degree in an area other than education. The college offers postbaccalaureate programs in early childhood education, elementary education, secondary education, and special education. Special education students must qualify for and be concurrently admitted to a master's

degree program in special education. Information on postbaccalaureate programs is available through the Office of Student Affairs, EDB L113 (480/965-5555). The office provides academic advising and information regarding requirements, procedures, and deadline dates.

A student who wishes to be considered for entry must meet the College of Education admission requirements for postbaccalaureate programs:

1. an earned bachelor's degree from an accredited institution;
2. a cumulative GPA of 2.50 or higher for the last 60 semester hours of credit earned;
3. submission of a completed application form and supporting materials by the appropriate deadline dates during the semester before admission; and
4. completion of an academic specialization for secondary education (consult the Office of Student Affairs, EDB L113).

Admission is competitive and not guaranteed to all who satisfy the minimum admission criteria.

Some academic units have additional requirements. Students seeking admission to K-12 or secondary education programs should consult the Office of Student Affairs in the College of Education (480/965-5555) to determine if there are additional admission requirements for their teaching fields.

PTPP application deadlines are January 15 for fall admission and September 1 for spring admission. Applicants should contact the Office of Student Affairs for an application.

Student Teaching

Students in a postbaccalaureate program for initial teacher certification must file student teaching applications early in the semester before the student teaching term.

Application deadlines are September 15 for spring semester and February 1 for fall semester. To be accepted for student teaching, students must:

1. attain a cumulative ASU GPA of 2.50 or higher in required professional education course work;
2. complete all required professional education course work other than one preapproved course that can be taken concurrently with student teaching (Secondary Education students must also receive approval from their academic specialization advisors);
3. remove all academic deficiencies such as grades of "D," "E," or "I" before placement; and
4. obtain a final approval from the Office of Professional Field Experiences (this review considers appropriate professional conduct and satisfactory performance in field settings and academic achievement).

Certification for Teaching

The curricula for both the undergraduate and postbaccalaureate teacher education programs meet the requirements for teacher certification in the State of Arizona.



Many programs provide students with practical experience in areas such as day care.

Tim Trumble photo

In addition to the course requirements specified in this catalog, there are other requirements for teacher certification mandated by the State of Arizona including the U.S. Constitution and Arizona Constitution requirement. Some teaching areas have specific math, science, and fine arts requirements. Each student must pass the Arizona Teacher Proficiency Assessment, which consists of professional knowledge and subject knowledge tests.

Because these requirements vary over program areas and may be changed at any time, students are encouraged to maintain close contact with the Office of Student Affairs regarding the most current state certification requirements.

The College of Education is approved by the Arizona Department of Education for the preparation of elementary, secondary, and special education teachers. Students who complete an approved program of study and meet all graduation requirements of the university and the college are recommended for certification to the Arizona Department of Education. The Office of Student Affairs maintains information about current certification requirements in Arizona and other states. (This includes fingerprint clearance and passing the Arizona Teacher Proficiency Assessment.)

The College of Education also offers courses for certified teachers leading to special endorsements by the Arizona Department of Education. Of special interest are endorse-

ments in the areas of bilingual education, English as a second language (ESL), middle school education, reading, and school library science. The bilingual education endorsement is required of all teachers specifically responsible for providing bilingual instruction. The ESL endorsement is required of all teachers specifically responsible for providing ESL instruction. Students should contact the Office of Student Affairs for information and advising regarding teaching concentrations or special teaching endorsements.

Independent Learning Course Work for Credit

It is the general policy of the College of Education not to accept course credit for *courses in education* taken through independent learning. Exceptions to this policy may be approved if the independent learning course work has been approved in advance of enrollment in the course by the student's advisor, respective program coordinator, and division director. In all such cases, an appropriate rationale must be submitted with the request to enroll.

COLLEGE OF EDUCATION (COE)

See the *Graduate Catalog* for the COE courses.

Division of Curriculum and Instruction

Nicholas Appleton
Director
(ED 443U1) 480/965-1644
www.ed.asu.edu/coe/candi

PROFESSORS

BAKER, BARONE, BITTER, CHRISTIE, EDELSKY, FALTIS,
FLORES, GREATHOUSE, GRYDER, GUZZETTI,
HUDELSON, McGOWAN, McISAAC, PIBURN,
RUTHERFORD, SEARFOSS, STAHL, STALEY, ZUCKER

ASSOCIATE PROFESSORS

ANDERSON, ARIAS, BENAVIDES, BLUMENFELD-JONES,
COHEN, COHN, DI GANGI, GOMEZ, KNAUPP, McCOY,
MIDDLETON, NELSON, RADER, K. SMITH,
SURBECK, VALLEJO

ASSISTANT PROFESSORS

ANIJAR, FISCHMAN, LAMOREY, MacSWAN, McQUILLAN,
ROBERTS, ROLSTAD, TRUJILLO,
TSE, YOUNG

CLINICAL ASSOCIATE PROFESSOR

GARCIA

CLINICAL ASSISTANT PROFESSORS

CHRISTINE, McLOONE

LECTURERS

BURSTEIN, COCCIARELLA, S. GLASS, KORTMAN,
SPANIAS, WELDON

Professional Teacher Preparation Programs

Apprentice Teacher Program
Bilingual Education
Early Childhood Education
English As a Second Language
Elementary Education
Secondary Education
Special Education
Teacher Education for Arizona Mathematics
and Science
Teaching for Diverse Future

Degrees: B.A.E., M.A., M.Ed., Ed.D., Ph.D.

DEGREES

Bachelor of Arts in Education—B.A.E.

The faculty in the Division of Curriculum and Instruction offer several undergraduate academic programs designed to prepare persons to teach effectively in early childhood, elementary, secondary, and special education settings. Concentrations available at the undergraduate level include bilingual education, English as a second language (ESL), Indian education, and multicultural education. Programs in special education lead to Arizona teacher certification in the mentally handicapped, emotionally disabled, learning disabilities, and early childhood education for the handicapped areas. Programs of study leading to special endorsements by

the Arizona Department of Education are bilingual education, ESL, middle school education, reading, and school library science.

GRADUATE PROGRAMS

The faculty in the Division of Curriculum and Instruction offer several graduate degrees in a number of majors.

For more information on courses, faculty, and programs, see the *Graduate Catalog*.

BILINGUAL EDUCATION (BLE)

BLE 335 Language Diversity in Classrooms. (3) F, S

Issues in sociolinguistics and language variation in schools with a focus on classroom interaction, instruction, curriculum, assessment, and language policy. Lecture, discussion, lab. Corequisites: RDG 414, 481.

BLE 400 Principles of Language Minority Education. (3) F, S

Overview of philosophical and theoretical foundations of bilingual education and ESL models of instruction. Other topics include legislative and judicial measures. Lecture, small group discussion. Prerequisite: PTPP admission.

BLE 409 Language-Sensitive Content Teaching. (3) F, S

For preservice students seeking K-8 certification and the endorsement in bilingual education or ESL. Lecture, discussion.

BLE 414 Reading Methods, Management, and Assessment in BLE/ESL Settings. (3) F, S

Teaching and assessing reading with emphasis on integrated curriculum and literature-based instruction for BLE/ESL learners. Strategies for decoding (phonics), vocabulary, comprehension, and content area reading. Lecture, lab, discussion. Corequisites: BLE 433, 481.

BLE 420 Science Methods, Management, and Assessment in BLE/ESL Settings. (3) F, S

Methods, management strategies, and assessment procedures for teaching science to BLE/ESL students in elementary schools. Lecture, lab, discussion. Corequisites: BLE 455, 480, 498.

BLE 433 Language Arts Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S

The social nature of oral and written, first- and second-language acquisition and congruent teaching, management, assessment practices in BLE/ESL settings. Lecture, lab, discussion. Corequisites: BLE 414, 481.

BLE 455 Social Studies Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S

Examines methods, classroom management strategies, and assessment techniques for social studies instruction in elementary BLE/ESL classes. Lecture, lab, discussion. Corequisites: BLE 420, 480, 498.

BLE 478 Student Teaching in the Elementary School. (3-15) F, S

Supervised teaching in the area of specialization. A synthesized experience in curriculum instruction and classroom management in a bilingual education/ESL setting. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Office of Professional Field Experiences.

BLE 480 Mathematics Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S

Teaching, management, and assessment of mathematics in K-8 BLE/ESL settings. Lecture, lab, discussion. Prerequisite: MTE 180 or equivalent. Corequisites: BLE 420, 455, 498.

BLE 481 Reading Practicum. (3) F, S

Applications of concepts from BLE 414. Supervised school-based experiences in teaching reading to BLE/ESL students. Corequisites: BLE 414, 433.

BLE 496 Field Experience. (0) F, S

Application of course content in a bilingual/ESL school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment.

BLE 498 Pro-Seminar. (1-7) F, S

Small-group study and research for advanced students within their majors. Major status in the department or instructor approval is required.

BLE 511 Introduction to Language Minority Education. (3) A

Historical, philosophical, theoretical, and pedagogical foundations of language minority education in the United States.

BLE 514 Bilingual/Multicultural Aspects of Special Education. (3) S

Theories and issues related to the education of bilingual and culturally diverse exceptional children.

BLE 515 Instructional Methods for Bilingual Students. (3) F

An introduction to general dual language teaching approaches and assessment strategies. Focuses on the effective teaching of limited-English-proficient populations. Prerequisite: BLE 511.

BLE 520 ESL For Children. (3) S

Examines approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Prerequisite: BLE 511.

BLE 521 Primary/Elementary Communication Arts in Bilingual Education. (3) S

Examination of bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices. Prerequisite: BLE 511.

BLE 522 Literacy/Biliteracy Development. (3) F

Acquaints teachers with first and second language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as RDG 522. Credit is allowed for only BLE 522 or RDG 522. Prerequisite: BLE 511.

BLE 524 Secondary Sheltered ESL Content Teaching. (3) F

Teaching and assessing ESL adolescents in the content areas with an emphasis on integrating language acquisition principles with content learning. Lecture, small group work. Corequisite: BLE 541.

BLE 528 Social Studies for Bilingual/ESL Teachers. (3) S

Provides language and instructional methodologies and assessment strategies relevant to bilingual/multicultural students in social studies content delivered in Spanish and English. Prerequisite: BLE 511.

BLE 533 Literacy in Secondary BLE/ESL Settings. (3) S

Examines first and second language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as RDG 533. Credit is allowed for only BLE 533 or RDG 533. Prerequisite: BLE 511.

BLE 535 Sociolinguistic Issues in Bilingual Education. (3) F

Survey of major theoretical issues (e.g., language situations, communicative competence, language attitudes) interrelating language, social processes, and bilingual education. Prerequisite: BLE 511.

BLE 541 Nature of Bilingualism/Second Language Acquisition.

(3) A

Bilingual and second language acquisition, with emphasis on children and adolescents. Cognitive, social, and cultural aspects are stressed. Prerequisite: BLE 511.

BLE 543 Bilingual Education Models. (3) A

Bilingual education programs in other countries; analysis of political, social, economic, and educational implications; practice in planning bilingual education curricula. See also offerings under MCE, SED, SPE, and SPF. Prerequisite: BLE 511.

BLE 561 Parent Involvement in Language Minority Education Programs. (3) F, S

Examines issues, approaches, and strategies for improving parental and community involvement in the schooling of language minority children and youth. Prerequisite: BLE 511.

BLE 565 Literature for Hispanic Youth/Literatura para Jóvenes Hispanoparlantes. (3) S

Selecting, analyzing, and utilizing literature for Hispanic and Spanish speaking children and adolescents. Cross-listed as LIS 565. Credit is allowed for only BLE 565 or LIS 565.

BLE 580 Practicum. (1–6) F, S

Provides for practical application in school settings of principles of bilingual education or English as a Second Language. Special permission required.

BUSINESS EDUCATION (BUE)**BUE 480 Teaching Business Subjects.** (3) S

Organization and presentation of appropriate content for business subjects in the secondary school.

BUE 481 Technology in Business and Vocational Education. (3) S
2002

Emerging curricula and instructional technology in business and vocational education. Lecture, hands-on computer instruction.

BUE 501 Principles of Business Education. (3) F

History, philosophy, principles, and objectives of business and distributive education.

BUE 502 Organization and Management of Cooperative Programs. (3) F

Work-study programs for business occupations in high schools and community colleges.

BUE 503 Competency-Based Business and Vocational Education.

(3) S

Development and administration of competency-based individualized programs in business and vocational education.

BUE 505 Current Literature in Business and Vocational Education. (3) S

Critical analyses, generalizations, and trends in business and vocational education.

BUE 506 Information Processing for Business and Vocational Teachers. (3) SS

Development of curriculum and strategies for teaching information processing; hardware/software evaluation and equipment acquisition techniques in business and vocational education.

CURRICULUM AND INSTRUCTION (DCI)**DCI 302 Principles and Applications of Effective Instruction.** (3) F, S

Principles of teaching identified by research on teaching effectiveness. Application of principles to classroom practice. Prerequisites: EDP 303; education major.

DCI 396 Field Experience I. (0) F, S

First-semester PTPP. Observation and limited participation in a school setting. Focus on observation of development, learning, management, instruction, assessment, and motivation. 4 hours required per week. Corequisite: semester I of the PTPP.

DCI 397 Field Experience II. (0) F

Second-semester PTPP. Observation and limited participation in a school setting. Focus on observation of development, learning, management, instruction, assessment, and motivation. 6 hours required per week. Corequisite: semester II of the PTPP.

DCI 510 Teacher as Researcher. (3) F, S, SS

Introduces teacher research as a new research genre; offers teachers guidance on planning and conducting research on their practice. Lecture, workshop.

DCI 701 Curriculum Theory and Practice. (3) F, S

Curriculum theory and practice as a field of study. Its current orientations and applications, modes of inquiry, and community of scholars and practitioners. Seminar. Corequisite: master's-level curriculum course.

EARLY CHILDHOOD EDUCATION (ECD)**ECD 300 Principles of Interprofessional Collaboration.** (3) F, S

Focuses on the dispositions, experiences, knowledge, and skills necessary for interprofessional collaboration designed for young children and their families. Prerequisite: ECD 314.

ECD 310 Educational Environments: Infants/Toddlers. (3) F, S, SS

Organizing, planning, and implementing developmentally appropriate educational practices to provide optimal learning environments for infants and toddlers in group settings.

ECD 314 The Developing Child. (3) F, S, SS

Examines all aspects of development of children, birth through age eight, with implications for teachers and parents. Classroom observation and participation required.

ECD 315 Classroom Organization and Guidance in the Early Years. (2) F, S

Develops understanding and application of classroom organization and management principles, strategies, and procedures. Prerequisite: ECD 314.

ECD 322 Communication Arts in Early Childhood Education. (3) F

Factors affecting language development. Setting conditions for learning in listening, speaking, reading, and writing.

ECD 378 Practicum in Early Childhood Development. (3) F, S
Provides a field-based experience in selected early childhood settings (outside the public schools before student teaching). Prerequisite: ECD 314.

ECD 400 Inquiry Into Teaching and Learning. (3) F, S
Foundational basis of the early childhood field, including historical roots, current practices, ethics, models of teaching, and application in early childhood settings.

ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts. (3) F, S
Presents materials, techniques, and resources for a balanced program of social studies and aesthetic expression appropriate for children in preschool through 3rd grade, with emphasis on the integrated curriculum. Prerequisite: ECD 314. Corequisite: EMC 300.

ECD 402 Integrated Curriculum and Assessment: Math and Science. (3) F, S
Emphasizes developmentally appropriate educational strategies and instructional techniques in teaching mathematics and science to children (preschool through 3rd grade), within an integrated curriculum approach. Prerequisites: ECD 314; MAT 114 or 117 or equivalent; MTE 180 or equivalent. Corequisite: EMC 300.

ECD 403 Educational Environments: Preschool/Kindergarten/Primary Grades. (3) F, S
A focus on interactions between young learners and the physical and social environments encountered in preschool, kindergarten, and primary settings. Prerequisite: ECD 314.

ECD 404 Teaching Reading and Language Arts in Early Childhood. (3) F, S
Development of oral and written language from birth to age 8. Describes developmentally appropriate educational strategies for promoting growth in speaking, listening, reading, and writing.

ECD 405 Practicum in Teaching Reading and Language Arts in Early Childhood. (2) F, S
Supervised experience teaching reading and language arts at the preschool, kindergarten, and primary-grade (1–3) levels. Developmentally appropriate strategies to promote young children's speaking, listening, reading, and writing abilities.

ECD 414 Interprofessional Practicum. (3) F, S
Investigation of services and agencies available in the local community to parents of children with special needs. Practical experiences with an intermittent seminar format. Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration across multiple agencies and programs.

ECD 496 Field Experience. (0) F, S
Application of course content in a preschool through 3rd grade setting. Emphasis on observation, focus on child-centered curriculum, planning and delivering instruction, and assessment.

ECD 501 Interprofessional Collaboration. (3) F
Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration required of professionals who work with multineed families with young children. Prepares students to implement effective strategies and workable plans to support interprofessional collaboration for providing integrative services to young children and their families.

ECD 521 Primary/Elementary Communication Arts in Bilingual Education. (3) S
Examination of bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices. Prerequisite: BLE 511.

ECD 522 Developmental Social Experiences in Early Childhood Education. (3) F
Materials, techniques, aesthetic expression, creative activities, and values in the integrated curriculum.

ECD 525 Communication Arts in Early Childhood Education. (3) S
Problems and trends of current programs and oral language development. Effort to bring together language acquisition findings with educational practices. Opportunity for self-directed learning/study.

ECD 527 Mathematics in Early Childhood Education. (3) F
Theory and practice in the use of manipulative materials for teaching mathematics to preschool and primary grade children. Prerequisite: ECD 402 or equivalent.

ECD 544 Play Education. (3) S, SS
Theories of play and the educational implications of each. Practical applications at the early childhood level.

ECD 555 Modern Practices in Early Childhood Education. (3) F, SS
Trends and practices, instructional and resource materials, and methods and techniques in early childhood education.

ECD 601 Theories and Issues in Early Childhood Education. (3) F, SS
Current theories and issues in early childhood education. Presents issues of early childhood best practices, policy, theory, research, and evaluation that are of significance to the early childhood professional. Highlights building on the child development conceptual framework as related to theory and practice.

ECD 733 Social and Emotional Development. (3) A
Inquiry into the social and emotional development dynamics in children, such as peer relationships, self-concept, and parenting processes, with implications for teachers.

ECD 744 Evaluative Procedures: Young Children. (3) S
A critical examination and use of developmentally appropriate evaluative procedures for children from birth through age eight.

ELEMENTARY EDUCATION (EED)

EED 334 Children's Literature and Elementary School Curriculum. (3) F, S
Selecting and using children's literature in various curriculum areas in elementary school classrooms with diverse student populations. Lecture, discussion, lab. Cross-listed as RDG 334. Credit is allowed for only EED 334 or RDG 334. Prerequisite: professional program admission. Corequisite: DCI 396 or EED 496.

EED 420 Science Methods, Management, and Assessment in the Elementary School. (3) F, S
Examines philosophies of science and how these relate to the implementation, management, and assessment of science teaching. Lecture, discussion, lab. Prerequisites: one physical science and one biological science course. Contact the College of Education Student Affairs Office for the approved list of courses. Corequisite: EED 480.

EED 433 Language Arts Methods, Management, and Assessment in the Elementary School. (3) F, S
Theory on the social nature of oral and written language and congruent teaching, management, and assessment practices. Lecture, discussion, lab. Corequisite: EED 455.

EED 444 Organizing the Classroom Culture. (1) F, S
Examines how teachers can create and maintain a classroom learning community within the context of an elementary school program. Discussion, workshop, lab. Prerequisites: EED 420, 433, 455, 480. Corequisite: EED 496.

EED 455 Social Studies Methods, Management, and Assessment in the Elementary School. (3) F, S
Teaching methods, classroom management strategies, and assessment techniques for social studies instruction in the elementary grades. Lecture, discussion, lab. Corequisite: EED 433.

EED 478 Student Teaching in the Elementary School. (3–15) F, S
Supervised teaching in the area of specialization. A synthesized experience in curriculum, instruction, and classroom management. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Office of Professional Field Experiences.

EED 480 Mathematics Methods, Management, and Assessment in the Elementary School. (3) F, S
A beginning course in the teaching, management, and assessment of mathematics in grades K–8. Lecture, discussion, lab. Prerequisite: MTE 180 or equivalent. Corequisite: EED 420.

EED 496 Field Experience. (0) F, S
Application of course content in a (K–8) school classroom. Emphasis on observation, pupil management, planning and delivery of instruction, and assessment.

EED 511 Principles of Curriculum Development. (3) F, S, SS
Contemporary curriculum theories. Curriculum as an interrelated entity. Principles of conceiving and effecting change.

EED 526 Communication Arts in the Elementary School. (3) S, SS
A critical examination of school language arts teaching, focusing on theoretical assumptions regarding oral- and written-language development.

EED 528 Social Studies in the Elementary School. (3) F, SS
Problems and trends of current programs. Development of a balanced and articulated program of social studies.

EED 529 Science in the Elementary School. (3) S

Problems and trends of current programs. Development of a balanced and articulated science program.

EED 530 Outdoor/Environmental Education. (3) SS

Use of various outdoor settings as laboratories for classroom-related experience, study, observation, inquiry, research, and recreation. Includes strategies and materials for developing environmental literacy.

EED 537 Mathematics in the Elementary School. (3) F, SS

Contemporary mathematics teaching. Content, materials, and approaches to instruction.

EED 578 Student Teaching in the Elementary School. (9–15) F, S

Supervised teaching for postbaccalaureate students, synthesized experience in curriculum, instruction, and classroom management. Prerequisites: completion of 21 hours of identified course work from an approved program of study; a GPA of 2.50 (postbaccalaureate non-degree) or 3.00 (postbaccalaureate degree); approval of the Office of Professional Field Experiences.

EED 581 Diagnostic Practices in Mathematics. (3) F, S

Specific skills in diagnosing/treating children's learning difficulties in mathematics. Includes practicum experiences, both on and off campus, in identifying strengths/weaknesses and initial remediation.

EED 598 Special Topics. (1–4) N

- (a) Using Math Manipulatives/Elementary Schools
- (b) Using Math Manipulatives/Middle Schools

EED 720 Language in Education. (3) A

Sociolinguistic seminar on language issues in education, including language acquisition, classroom interaction, language attitudes, relation language, and class-gender ethnicity.

EDUCATIONAL MEDIA AND COMPUTERS (EMC)**EMC 300 Computers in Education.** (1) F, S

An introduction to word processing, databases, spreadsheets, teacher utility programs, and evaluation of educational software. Required for majors in the College of Education.

EMC 321 Computer Literacy. (3) F, S, SS

Survey of the role of computers in business and education. Laboratory experience in using word processing, database, and spreadsheet software. 2 hours lecture, 2 hours lab. *General Studies: CS.*

EMC 323 Computer Applications. (3) F, S, SS

Introduction to computer applications such as HyperCard, Telecommunications, Authoring Languages, and Expert Systems. Lecture, lab. *General Studies: CS.*

EMC 405 Presentation Technology for Multimedia. (3) F, S

An exploration of multimedia hardware and software used in creating presentations for educational, corporate, and commercial applications.

EMC 406 Computer Graphics and Animation. (3) F, S

The study and application of design and animation techniques for use in video or computer-based presentations.

EMC 455 Animation and Special Effects. (3) S

An examination of the art, science, and impact of animation and other special effects used in film.

EMC 503 Current Issues and Problems in Media/Computer Education. (3) F

Introduction to current theory and practice in instructional media and computers. Overview of production areas.

EMC 505 Presentation Technology for Multimedia. (3) F, S

An exploration of multimedia hardware and software used in creating presentations for educational, corporate, and commercial applications. Lecture, lab.

EMC 506 Computer Graphics and Animation. (3) F, S

The study and application of design and animation techniques for use in video or computer-based presentations. Lecture, lab.

EMC 511 Computer Applications in Education. (3) F, S

Use and evaluation of computers for word processing, information management, graphics, and authoring instruction in educational settings.

EMC 513 Introduction to Multimedia. (3) F, S

Introduction to multimedia, emphasizing applications for business, industry, and public and higher education.

EMC 521 Instructional Media Design. (3) F, S, SS

Solve problems using technology; specify solutions to instructional design challenges. Prerequisite: EMC 511 or instructor approval.

EMC 522 Evaluating Computer Materials. (3) F

Selection, utilization, design, and evaluation of instructional computer material. Focus on learning theory, criteria for evaluating educational software.

EMC 523 Distance Education Systems for Instruction. (3) F

Introduction to Internet resources for educators. Instructional applications of distance-learning technologies.

EMC 524 Imaging Technology. (3) F, S, SS

Use of optical scanning and digital data manipulation of photographs for use in educational presentations and publications.

EMC 525 Presentation Graphics. (3) S

Design, production, and display of computer graphics for group presentations. Prerequisite: EMC 521 or instructor approval.

EMC 528 Photomedia Production. (3) S

Design and production of multimedia programs. Emphasis on slide/tape format. Prerequisites: EMC 521 and 524 and 525 or instructor approval.

EMC 530 Development of Computer-Based Instruction. (3) S

The systematic design, development, and formative evaluation of computer-based instruction. Prerequisite: EMC 511 or instructor approval.

EMC 531 Hypermedia. (3) F, S

Explores the design, development, and production of computer-based instruction for education and industry. Lecture, lab.

EMC 532 Desktop Publishing. (3) F, SS

Design and production of educational materials using computer-based word processing, graphics, and page layout programs. Lecture, lab.

EMC 535 Interactive Video. (3) S

The use of various authoring systems and support programs to assist in the design and production of regular and repurposed interactive video. Lecture, lab.

EMC 584 Educational Media Internship. (1–6) F, S, SS

Prerequisites: EMC 521; LNT 502; instructor approval.

EMC 637 Computers in Elementary School Curriculum. (3) SS

Experiences with educational uses of computers; computer awareness, family/societal impact, classroom applications/software, and curriculum development.

EMC 701 Advanced Technologies in Education. (3) S

Examining the role and impact of artificial intelligence, expert systems, and related advanced technologies in education.

EMC 702 Research in Technology-Based Education. (3) F

Critical exposure to theories, research, and methods in technology-based education.

EMC 703 Research in Distance Education. (3) S

Seminar with emphasis on research in telecommunications and distance education. Prerequisite: EMC 523 or instructor approval.

INDIAN EDUCATION (IED)**IED 401 Navajo Language and Culture I.** (3) F

History and culture are added components to the introduction of language reading, writing, and speaking. Emphasis on basic communication and appreciation of history and culture. Lecture, discussion.

IED 403 Navajo Language and Culture II. (3) S

Emphasis on communication, grammar, and sentence structures. Translations, reading, writing, and discussions of proper and slang language. Cultural activities are included. Lecture, discussion. Prerequisite: IED 401.

IED 410 History of American Indian Education. (3) F, S

Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. *General Studies: H.*

IED 422 Methods of Teaching Indian Students. (3) S
Philosophies, methodologies, and materials used in Indian education. Examination of local and tribal classroom materials. Experimentation with new teaching concepts. Prerequisite: IED 410.

IED 430 Issues in Language and Literacy of Indigenous Peoples. (3) S
Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective. *General Studies: HU.*

IED 433 Counseling the Indian Student. (3) F
Techniques and methods used in counseling, with emphasis on understanding Indian cultures and values. Experimentation with new counseling concepts. Prerequisite: IED 410.

IED 460 Yaqui History and Culture. (3) F
Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival. *General Studies: SB.*

IED 498 Pro-Seminar. (3) F, S
(a) Navajo Language
Designed for Navajo and non-Navajo speaking students who have little or no knowledge of the Navajo language in its written form. Emphasis on development of reading, writing, and speaking skills.

IED 500 Administration and Management of Indian Education Programs. (3) F
Emphasis on educational leadership research and practice in the schooling of American Indian students. Effective practices will be examined.

IED 510 History of American Indian Education. (3) F, S
Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society.

IED 530 Issues in Language and Literacy of Indigenous Peoples. (3) S
Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective.

IED 560 Yaqui History and Culture. (3) F
Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival.

IED 594 Workshop in Indian Education. (6) SS
Curriculum, pedagogy, community involvement, current issues, and research will be examined.

LIBRARY SCIENCE (LIS)

LIS 410 Children's Literature. (3) F, S, SS
Selecting, analyzing, and using modern and classic literature with young readers.

LIS 510 Computers and Technology in the School Library. (3) F
Library uses of technology and computers. Fundamental concepts and issues in library media centers. Prerequisites: LIS 571 and 581 or instructor approval.

LIS 533 Current Library Problems. (3) F
Critical analysis of current practices and problems in school librarianship. Prerequisites: LIS 540 and 561 and 571 and 581 or instructor approval.

LIS 540 Classification and Cataloging. (3) F
Descriptive cataloging and Dewey Decimal Classification of print and nonprint library materials.

LIS 561 Selection of Library Materials. (3) F
Principles and procedures used in the selection of materials for the school library.

LIS 563 Children's Literature. (3) F, S, SS
Selecting and using children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as RDG 563. Credit is allowed for only LIS 563 or RDG 563.

LIS 565 Literature for Hispanic Youth/Literatura para Jóvenes Hispanoparlantes. (3) S
Selecting, analyzing, and utilizing literature for Hispanic and Spanish speaking children and adolescents. Cross-listed as BLE 565. Credit is allowed for only BLE 565 or LIS 565.

LIS 571 Basic Reference Resources. (3) S
Providing reference service in the school library. Content and use of basic resources.

LIS 581 School Library Administration. (3) S
Administration of K-12 libraries and media centers.

LIS 584 School Library Internship. (1-6) F, S
Prerequisites: LIS 410, 540, 561, 571, 581; instructor approval.

MULTICULTURAL EDUCATION (MCE)

MCE 446 Understanding the Culturally Diverse Child. (3) A
Survey of cultural and linguistic diversity in American education, including education equity, pluralism, learning styles, and roles of schools in a multiethnic society. *General Studies: C.*

MCE 447 Diversity in Families and Communities in Multicultural Settings. (3) F, S
Diversity and the changing role of schools in a multiethnic society. Lecture, simulation activities, discussion.

READING EDUCATION (RDG)

RDG 301 Literacy and Instruction in the Content Areas. (3) F, S, SS
Required course for all Secondary Education candidates. Introduces theory and instructional strategies for learning written and oral texts across academic disciplines.

RDG 334 Children's Literature and Elementary School Curriculum. (3) F, S
Selecting and using children's literature in various curriculum areas in elementary school classrooms with diverse student populations. Lecture, discussion, lab. Cross-listed as EED 334. Credit is allowed for only EED 334 or RDG 334. Prerequisite: professional program admission. Corequisite: DCI 396 or EED 496.

RDG 414 Teaching Reading/Decoding. (3) F, S
Teaching reading as part of an integrated classroom curriculum emphasized. Strategies and skills for teaching decoding (phonics), vocabulary, comprehension, study skills, and content area reading included. Corequisites: DCI 396; RDG 481.

RDG 481 Reading Practicum. (3) F, S, SS
Application of concepts from RDG 414 in classroom settings. Students demonstrate teaching strategies under supervision. Required for Elementary Education candidates. Corequisites: DCI 396; RDG 414.

RDG 494 Special Topics. (3) F, S
(a) Reading/Decoding

RDG 505 Developmental Reading. (3) F, S, SS
For classroom and special reading teachers. Specific professional skills in decoding, comprehension, and evaluation. Required for Special Reading Endorsement. Prerequisite: teaching certificate.

RDG 507 Content Area Literacy. (3) F, S, SS
Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines.

RDG 522 Literacy/Biliteracy Development. (3) F
Acquaints teachers with first and second language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as BLE 522. Credit is allowed for only BLE 522 or RDG 522. Prerequisite: BLE 511.

RDG 533 Literacy in Secondary BLE/ESL Settings. (3) S
Examines first and second language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as BLE 533. Credit is allowed for only BLE 533 or RDG 533. Prerequisite: BLE 511.

RDG 544 Secondary Reading Programs. (3) S
Examines rationale for secondary reading programs (grades 7-12), teaching strategies, research, and program assessment. Prerequisite: RDG 507.

RDG 550 Practicum Experiences in Reading. (3) F, S, SS
Practicum experience utilizing assessment and instructional techniques for classroom settings. (See RDG 557 for State of Arizona reading endorsement.) Prerequisite: RDG 505 or equivalent.

RDG 556 Assessment Procedures in Reading. (3) F, S
Techniques for classroom and clinical reading assessment and instruction. Emphasis on continuous assessment. May be taken concurrently with RDG 557. Recommended for State of Arizona reading endorsement. Prerequisite: RDG 505.

RDG 557 Advanced Reading Practicum. (3) F, S

Advanced practicum experience utilizing specialized reading and other assessment and instruction techniques for classroom and clinic settings. Lab sections. Recommended for State of Arizona reading endorsement. May be taken concurrently with RDG 556. Prerequisites: RDG 505; instructor approval.

RDG 563 Children's Literature. (3) F, S, SS

Selecting and using children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as LIS 563. Credit is allowed for only LIS 563 or RDG 563.

RDG 581 Literature-Based Reading Programs. (3) F, S, SS

For classroom and special reading teachers. The role of literature in the acquisition and development of literacy. Specific suggestions for helping students learn to read and/or expand their reading ability with literature. Introduction to literature studies. Prerequisite: teaching certificate.

RDG 582 Practicum: Literature Studies. (3) S

Practical application of literature study group principles in field sites or through on-campus simulations. Lecture, supervised practice. Prerequisite: RDG 581 or instructor approval.

RDG 596 Gender, Culture, and Literacies. (3) S

Influence of gender and culture on written, oral, and post-typographical texts. Seminar.

RDG 630 Research in Reading. (3) F

For advanced graduate students interested in applied research problems, literature of reading instruction, and major issues related to reading research. Prerequisite: instructor approval.

SECONDARY EDUCATION (SED)**SED 400 Principles of Effective Instruction in Secondary Education.** (3) F, S, SS

Different models of education are examined. Appropriate teaching practices for each model are developed and applied to secondary school classrooms. Lecture, discussion. Prerequisite: PTPP admission.

SED 403 Principles, Curricula, and Methods. (3) F, S, SS

Advanced level of development of knowledge and skills of instructional planning and methods of teaching and evaluating in the secondary school. Observation/participation required. Corequisite: SED 496.

SED 478 Student Teaching in Secondary Schools. (3–12) F, S

The practice of teaching. The relationship of theory and practice in teaching. Prerequisite: two complete semesters of block or equivalent.

SED 480 Special Methods of Teaching Social Studies. (3) F, S

Interdisciplinary approaches; production and collection of materials.

SED 496 Field Experience. (0) F, S

Application of course content in a secondary school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Corequisite: SED 403.

SED 501 Introduction to Effective Instruction. (6) F, S, SS

Introductory course for postbaccalaureate certification program in secondary education. Emphasis upon developing basic classroom management, instruction, and evaluation. Includes a field assignment of at least 120 hours. Prerequisite: admission to postbaccalaureate certification program.

SED 522 Secondary School Curriculum Development. (3) F, S, SS

Social processes, issues, principles, patterns, and procedures in curriculum development.

SED 533 Improving Instruction in Secondary Schools. (3) F, S, SS

Analyses of procedures, methods, techniques, and experiments in teaching in secondary schools. Prerequisites: SED 478, 578.

SED 577 Issues and Trends in Secondary Education. (3) N

Analyses of lay and professional reports; problems and issues in American secondary education. Prerequisites: SED 478, 578.

SED 578 Student Teaching in the Secondary Schools. (3–12) F, S

The practice of teaching. The relationship of theory and practice in teaching. Postbaccalaureate students only. Prerequisites: completion of approved postbaccalaureate program; a minimum 2.50 GPA; approval of the Office of Professional Field Experiences.

SED 588 Human Relations in the Secondary Schools. (3) A

Problems in human relations inherent in the interaction of pupils, teachers, administrators, nonprofessional staff, and laymen. Prerequisites: SED 478, 578.

SED 598 Special Topics. (1–4) N

(a) Using Math Manipulatives/Middle Schools

SED 711 Secondary Curriculum Development. (3) S, SS

Theories and processes of developing curriculum; evaluation of research. Prerequisites: SED 478, 522 (or equivalent), 578.

SED 722 Improvement of Instruction in the Secondary School. (3) F

Evaluation of the research; issues and theories related to the improvement of instruction. Prerequisite: SED 533.

SPECIAL EDUCATION (SPE)**SPE 309 Basic Special Education Curriculum.** (3) F, S, SS

Introduction to curricular practices used in inclusion classrooms.

SPE 311 Orientation to Education of Exceptional Children. (3) F, S, SS

Includes gifted, mildly handicapped, severely handicapped, and the bilingual/multicultural exceptional child. *General Studies:* SB.

SPE 312 Mental Retardation. (3) F, S, SS

Characteristics and assessment specific to mental retardation. Terminology, development, educational programming, and therapeutic procedures will be emphasized. Prerequisite: SPE 311.

SPE 314 Introduction to Bilingual/Multicultural Special Education. (3) F, S, SS

Theoretical background and practical application of general issues regarding the education of bilingual/multicultural handicapped children. Prerequisite: SPE 311.

SPE 336 Behavioral and Emotional Problems in Children. (3) F, S, SS

Characteristics and assessment specific to emotionally and behaviorally disturbed children. Terminology, development, and educational programming emphasized. Prerequisite: SPE 311.

SPE 361 Introduction to Learning Disabilities. (3) F, S, SS

Characteristics and assessment specific to learning disabilities. Terminology, development, and educational programming emphasized. Prerequisite: SPE 311.

SPE 394 Special Topics. (3) F, S

- (a) Basic Special Education Curriculum
- (b) Inclusion Practices at the Secondary Level
- (c) Quality Practices in the Collaborative Classroom

SPE 411 Parent Involvement and Regulatory Issues. (3) F, S

Emphasis on parent and school relations through effective communication and state and federal regulations impacting services for the handicapped. Prerequisites: SPE 311; majors only.

SPE 412 Evaluating Exceptional Children. (3) F, S

Normative and criterion-referenced diagnostic techniques, including formative evaluation. Emphasis upon application. Daily practicum required. Prerequisites: DCI 396; EDP 303; EMC 300; RDG 414; SPE 311. Corequisites: SPE 413, 496.

SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children. (3) F, S

Methods, techniques, and materials for use in prescriptive teaching. Daily practicum required. Prerequisites: DCI 396; EDP 303; EMC 300; RDG 414; SPE 311. Corequisites: SPE 412, 496.

SPE 414 Methods and Strategies in Behavior Management. (3) F, S

The organization and delivery of instruction, including formative evaluation techniques. Techniques of behavior management. Daily practicum required. Prerequisites: RDG 414; SPE 412, 413. Corequisites: SPE 415, 496.

SPE 415 Social Behavior Problems of Exceptional Children. (3) F, S

Analysis and intervention into social behavior problems of exceptional populations. Daily practicum required. Prerequisites: RDG 414; SPE 412, 413. Corequisites: SPE 414, 496.

SPE 455 Early Childhood and the Handicapped. (3) F

Early childhood education as it applies to the handicapped child.

SPE 478 Student Teaching in Special Education. (3–15) F, S
“Y” grade only. Prerequisites: approval of special education program coordinator; completion of Special Education prerequisites.

SPE 494 Special Topics. (3) F, S
(a) Instruction in Content Areas: Science/Social Studies

SPE 496 Field Experience. (0) N
Application of course content in a special education setting. Emphasis on observation pupil management, planning and delivering instruction, and assessment. Corequisites: SPE 411 (or 413), 412, 414, 415.

SPE 498 Pro-Seminar. (1–3) F, S
(a) Field Experience
Application of course content in a special education setting.
Emphasis on observation pupil management, planning and delivering instruction, and assessment. Corequisites: SPE 411 (or 413), 412, 414, 415.

SPE 510 Inclusionary Curriculum for Special Education Teachers. (3) F, SS
Curricular practices used in inclusion classrooms.

SPE 511 The Exceptional Child. (3) F, S, SS
Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 311.

SPE 512 Individuals with Mental Retardation. (3) F, S, SS
Etiology, diagnosis, and management of individuals with mental retardation. Current trends in prevention, programming, and teacher preparation. Not recommended for students who have completed SPE 312.

SPE 514 Bilingual/Multicultural Aspects of Special Education. (3) F, S, SS
Theories and issues related to the education of bilingual and culturally diverse exceptional children.

SPE 515 Methods for the Remediation of Learning Problems of Exceptional Children. (3) S
Methods and materials for remediating the basic academic problems of exceptional children. Prerequisites: SPE 511; a methods course in the teaching of reading and mathematics.

SPE 522 Academic Assessment of Exceptional Children. (3) F
Normative and criterion referenced assessment of learning problems in exceptional children. Formative evaluation included. Practicum required. Lecture, practicum. Prerequisites: SPE 311 or 511; elementary methods courses; program approval.

SPE 523 Prescriptive Teaching with Exceptional Children. (3) F
Language, reading, and arithmetic methods, techniques, and materials used in individualized instruction. Practicum required. Lecture, practicum. Prerequisites: elementary methods courses; SPE 311 (or 511), 522 (or concurrent and program approval).

SPE 524 Effective Classroom Behavior Management. (3) S
Organization and delivery of instruction including formative evaluation and techniques of academic behavior management for exceptional children. Practicum required. Lecture, practicum. Prerequisites: SPE 311 (or 511), 522, 523; program approval.

SPE 525 Social Behavior Interventions. (3) S
Analysis and intervention into social behavior problems of exceptional students. Focus on strategies to change maladaptive social behavior. Practicum required. Prerequisites: SPE 311 or 511 or 522 or 523; program approval.

SPE 531 Behavior Management Approaches with Exceptional Children. (3) F, SS
Behavior management approaches for classroom behavior of exceptional children. Prerequisite: SPE 511 or equivalent.

SPE 536 Characteristics of Children with Behavioral Disorders. (3) F, S, SS
Variables contributing to behavior patterns of behaviorally disordered children.

SPE 551 Teaching Young Children with Special Needs. (3) S
Methods, materials, and curriculum for preschool and primary-aged children with special needs. Prerequisites: SPE 455 and 511 or equivalents.

SPE 552 Management of Individuals with Severe Handicaps. (3) S
Instruction and management of school-aged and adult individuals with severe, physical, or multiple handicaps. Prerequisites: SPE 511 or equivalent; instructor approval.

SPE 553 Developmental/Functional Assessment. (3) F
Teacher-focused developmental/functional assessment of preschool and severely, physically, and multiply handicapped individuals. Field experience required. Prerequisites: SPE 511, 512, 574 or equivalents.

SPE 554 The Parent/School Partnership. (3) S
Includes knowledge and procedures for involvement and training of parents and caregivers of preschool and severely handicapped individuals. Field experience required. Prerequisites: SPE 455 and 511 or equivalents.

SPE 561 Characteristics/Diagnosis of Learning Disabilities. (3) F, S, SS

Theories related to learning disabilities, including identification and characteristics.

SPE 562 Methods of Teaching Students with Learning Disabilities. (3) N

Various methods and intervention strategies for remediating learning disabilities of children and youth. Prerequisite: SPE 361 or 561.

SPE 574 Educational Evaluation of Exceptional Children. (3) F
Design and statistical considerations of normative and criterion-referenced tests. Collection, recording, and analysis of data from formative evaluation. Prerequisites: SPE 511 or equivalent; a methods course in the teaching of reading and mathematics.

SPE 575 Current Issues in the Education of Exceptional Children. (3) F

Mainstreaming, noncategorical, financing, legal diagnostic, labeling, legislative, and other critical and controversial issues related to the education of exceptional children.

SPE 577 Mainstreaming Methods. (3) S

Successful mainstreaming methods, practical problem-solving sessions related to teacher's classroom needs, and individual contracts focusing on mainstreaming issues are addressed. General educators encouraged.

SPE 578 Student Teaching in Special Education. (9–15) F, S
“Y” grade only. Prerequisites: completion of specified courses; approval by the special education program coordinator.

SPE 582 Classroom Research with Exceptional Children. (3) SS
Introduction to interpreting research. Specific research techniques with primary emphasis on classroom research, including applied behavior analysis.

SPE 585 Creativity: Research and Development. (3) S

Nature of creativity explored in terms of philosophical underpinnings, empirical evidence, human development, self-actualization, and the ecology surrounding the creative event.

SPE 586 Advising the Gifted Child. (3) A

Focus on educational planning and guidance, social and emotional development, and family problem solving regarding needs of gifted children.

SPE 587 Controversies in Educating the Gifted. (3) F

In-depth analysis of major controversies in educating the gifted, including nature/nurture, the role of mental tests, and sex differences.

SPE 588 The Gifted Child. (3) F, SS

Gifted children's characteristics, identification, needs, school and home environments, definitions, and misunderstandings. Research by Pressey, Stanley, Terman, and others.

SPE 589 Methods in Teaching the Gifted. (3) S, SS

Methods in teaching elementary and secondary school gifted children, including individualized and computer-assisted instruction, team teaching. Prerequisite: SPE 588.

SPE 774 Characteristics and Causation of Exceptionality. (3) F

In-depth analysis of literature pertaining to causes of exceptionality and learning, educational, personal-social, and cognitive characteristics. Lecture, discussion.

SPE 775 Evaluation and Intervention in Special Education. (3) S

In-depth analysis of research and literature on evaluation procedures and intervention approaches for exceptional individuals at all age levels. Lecture, discussion.

SPE 781 Research and Evaluation in Special Education. (3) S

Issues and problems in conducting research and/or evaluation programs involving exceptional children.

Division of Educational Leadership and Policy Studies

Mary Lee Smith
Interim Director
(EDB 101M) 480/965-6357
www.ed.asu.edu/elp

REGENTS' PROFESSOR BERLINER

PROFESSORS

APPLETON, FENSKO, GLASS, GONZÁLEZ, HANSON,
NORTON, RENDÓN, SIMMONS, SMITH, TURNER,
VALVERDE, WEBB

ASSOCIATE PROFESSORS

CASANOVA, HARTWELL-HUNNICUTT, WILKINSON

ASSISTANT PROFESSORS

MARGOLIS, MOSES, PEÑA

CLINICAL PROFESSOR

DYER

CLINICAL ASSOCIATE PROFESSORS MACEY, McELYEA

PROGRAM AREAS

Educational Policy Studies

Educational Administration and Supervision

Higher and Postsecondary Education

Social and Philosophical Foundations

Degrees: M.A., M.Ed., Ed.D., Ph.D.

GRADUATE PROGRAMS

The faculty in the Division of Educational Leadership and Policy Studies offer several graduate degrees in a number of majors.

For more information on courses, faculty, and programs, contact the division office or see the *Graduate Catalog*.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

See the *Graduate Catalog* for the EDA courses.

HIGHER AND POSTSECONDARY EDUCATION (HED)

See the *Graduate Catalog* for the HED courses.

SOCIAL AND PHILOSOPHICAL FOUNDATIONS (SPF)

SPF 111 Exploration of Education. (3) F, S

Education as an instrument in the development of the individual and society, and its significance as an American institution. *General Studies: SB*.

SPF 301 Culture and Schooling. (3) F, S

For the professional teacher preparation program: an overview of the cultural, social, and political milieus in which formal schooling takes place in the United States. For education majors only. *General Studies: L*.

SPF 401 Theory and Practice in Education. (1–2) F, S

For the professional teacher preparation program. The analysis and interpretation of classroom behavior from perspectives derived from philosophy, social science, and law. Prerequisite: education major.

SPF 501 Culture and Schooling. (3) F, S

Introduction to social science concepts of culture and the cultural milieu in which schooling takes place in the United States. Lecture, recitation.

SPF 510 Introduction to Organization and Administration of American Public Schools. (3) F, S

Organizational structure and administration of public education are explored through the application of legal and ethical concepts and relevant information of the social sciences. Cross-listed as EDA 510. Credit is allowed for only EDA 510 or SPF 510.

SPF 511 School and Society. (3) F, S, SS

Interrelationship of school and society and the role of education in social change.

SPF 520 Cultural Diversity in Education. (3) S

Philosophic and sociological investigation of cultural diversity in the United States and how it relates to education.

SPF 530 Sociology of Education. (3) F

Explorations in the history of sociological thought, especially theories of the relations between educational systems and the social/cultural world.

SPF 533 Comparative Education in the Western World. (3) N

Educational practices and traditions in the leading nations of Europe and the Soviet Union.

SPF 544 Philosophical Foundations of Education. (3) F

Theories of education in ancient, medieval, and modern classical and contemporary philosophies.

SPF 566 History of Education. (3) S

Development of educational institutions and ideas in the Western World, from ancient times to the 20th century.

SPF 603 Visual Ethnography in Education. (3) S

Advanced qualitative methods class combining ethnography with the use of video and still photography in data gathering and presentation. Seminar. Corequisite: COE 503.

SPF 612 Evaluation Theory. (3) F

Explores the major theories of evaluation (inquiry leading to value judgments) in educational policy through examination of cases.

SPF 622 Organizational Theory. (3) S

Major views of organizations and their influence on role definition and participant behaviors in educational organization. Seminar, discussion. Cross-listed as HED 688. Credit is allowed for only HED 688 or SPF 622.

SPF 711 Social and Historical Foundations of Education. (3) N

Problems of American education and their sociohistorical context.

Division of Psychology in Education

Elsie G. J. Moore
Director
(EDB 301) 480/965-3384
coe.asu.edu/psyched

REGENTS' PROFESSORS

BERLINER, KULHAVY

PROFESSORS

BARONA, BERNSTEIN, BITTER, BLANCHARD,
CLAIBORN, FREEMAN, GLASS, HACKETT, HARRIS,
HORAN, KERR, KINNIE, KLEIN, KRUS, McISAAC,
McWHIRTER, NELSEN, ROBINSON KURPIUS,
SANTOS de BARONA, SMITH, STROM, SULLIVAN,
TRACEY, ZIMILES

ASSOCIATE PROFESSORS

ARCINIEGA, ARREDONDO, BEHRENS, BROWN, COHN,
HOOD, MOORE, SAVENYE, SHELL

ASSISTANT PROFESSORS

BREM, BRUSH, FISHER, MATTHEWS, NAKAGAWA,
OTA WANG, ROBERTS, STAFFORD, THOMPSON

CLINICAL ASSOCIATE PROFESSOR

HOMER

CLINICAL ASSISTANT PROFESSORS

GLIDDEN-TRACEY, IGOE, STAMM

PROGRAM AREAS

Counseling Psychology
Counselor Education
Learning and Instructional Technology
Lifespan Developmental Psychology
Measurement, Statistics, and Methodological Studies
School Psychology

Degrees: M.A., M.C., M.Ed., Ph.D.

GRADUATE PROGRAMS

The faculty in the Division of Psychology in Education offer graduate degrees in a number of majors.

For more information on courses, faculty, and programs, contact the division office or see the *Graduate Catalog*.

COUNSELOR EDUCATION (CED)

CED 294 Special Topics. (1–3) F, S

- (a) Career Development
- (b) Foundations of Leadership
- (c) Leadership Colloquium
- (d) Trio

CED 394 Special Topics. (1) F, S

- (a) Special Topics in Leadership

Courses bring together a faculty member with no more than 12 students to discuss and learn about a specific interest or topic. Topics designed to engage students in intellectual dialogue on one of the themes of leadership, diversity, and service/civic responsibility. Pass/fail elective; taught in the classroom of McClintock Residence Hall. Open to freshmen through senior undergraduates; all majors welcome.

CED 484 Internship. (1–12) F, S

- (a) Leadership Internship
- (b) Leadership Internship and Capstone

CED 493 Honors Thesis. (1–6) F, S

- (a) Paraprofessional Training

CED 498 Pro-Seminar. (2) F, S

- (a) Resident Assistant Experience

CED 512 Introduction to Helping Relationships and Community Counseling. (3) F, S, SS

Introduction to the skills used in the helping professions and an examination of the settings in which they occur.

CED 522 Theories of Counseling and Psychotherapy. (3) F, S, SS

Presentation of major theories of psychological intervention as well as underlying personality theory upon which they are based.

CED 523 Psychological Tests. (3) F, S, SS

Standardized tests in the study of the individual, with emphasis on test score interpretation in counseling.

CED 534 Occupations and Careers. (3) F, S, SS

The world of work, career development, education, and training for occupational entry and mobility.

CED 545 Analysis of the Individual. (3) F, S, SS

Theory and methods commonly used in studying the individual. Observational methods, diagnostic interviews, structured, and semi-structured methods for assessing personality. Pre- or corequisite: CED 523.

CED 567 Group Procedures. (3) F, S, SS

Social psychological factors determining interaction, effectiveness, and morale in small groups. Techniques of observation, assessment, and leadership.

CED 577 Counseling. (3) F, S, SS

Principles and application of counseling with particular emphasis on counseling theories. Prerequisites: CED 512, 534, 545; admission to M.C. or school counselor certification program.

CED 655 Student Development Programs in Higher Education. (3)

A
Emerging conceptual models of student development. Overview of student personnel and student affairs programs in community colleges, four-year colleges, and universities. Observation on campuses.

CED 656 The American College Student. (3) S

Provides overview of American college student from demographic, background characteristics and values/attitudes/perspectives. Includes access, persistence, and degree completion. Lecture, group discussion, and research projects. Cross-listed as HED 679. Credit is allowed for only CED 656 or HED 679.

CED 672 Marriage and Family Counseling I. (3) F

Introduction to marriage and family counseling theories. Emphasis is on a systems-communication model utilizing cocounseling.

CED 684 Internship in Community Counseling. (3–6) F, S, SS

COUNSELING PSYCHOLOGY (CPY)

See the *Graduate Catalog* for the CPY courses.

EDUCATIONAL PSYCHOLOGY (EDP)

EDP 301 Learning and Motivation in Education. (2) F, S

Using a case format, learning and motivation principles are applied to education contexts. Prerequisite: education major.

EDP 302 Assessment and Evaluation in Education. (1) F, S

Using a case format, assessment and evaluation principles are applied to education contexts. Prerequisite: education major.

EDP 303 Human Development. (3) F, S

Selected aspects of child and adolescent development. Emphasis on possibilities for influence by teachers and parents. Prerequisites: CDE 232 or equivalent; education major. *General Studies: L*

EDP 310 Educational Psychology. (1–6) F, S, SS

Human behavior in educational situations presented through instructional modules. Students may reenroll for credit to a total of 6 hours. *General Studies: SB*

EDP 313 Childhood and Adolescence. (3) F, S, SS

Principles underlying total development of pre- and early-adolescent children. Emphasis on physical, intellectual, social, and emotional development with practical implications for teachers grades 5–9. Prerequisite: EDP 303 or admission to College of Education postbaccalaureate program.

EDP 454 Statistical Data Analysis in Education. (3) F, S, SS

The role of data analysis in research and decision making. Elements of exploratory data analysis, descriptive indexes, and statistical inference. Lecture, lab. Prerequisite: MAT 117. *General Studies:* CS.

EDP 502 Introduction to Quantitative Methods. (3) F, S, SS

Topics in statistical analysis, measurement, and research design. Exploratory data analysis, estimation theory, and statistical inference. Use of computers for data analysis. Cross-listed as COE 502. Credit is allowed for only COE 502 or EDP 502.

EDP 503 Introduction to Qualitative Research. (3) F, S, SS

Terminology, historical development, approaches (including ethnography, ethnomethodology, critical theory, grounded theory, and hermeneutics), and qualitative versus quantitative social sciences; methods of inquiry. Cross-listed as COE 503. Credit is allowed for only COE 503 or EDP 503.

EDP 504 Learning and Instruction. (3) F, S, SS

Introduction to psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as COE 504. Credit is allowed for only COE 504 or EDP 504.

EDP 510 Essentials of Classroom Learning. (3) F, S, SS

Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology. Cross-listed as LNT 510. Credit is allowed for only EDP 510 or LNT 510.

EDP 513 Child Development. (3) F, S, SS

Examination of problems and achievements experienced by children growing up in a technological society. Emphasis on discovering the child's perspective.

EDP 514 Psychology of the Adolescent. (3) F, S, SS

Cognitive, physical, and social development of adolescents in contemporary society. Impact of family, school, and workplace on adolescent development. Prerequisite: EDP 310 or PGS 101 or equivalent.

EDP 530 Theoretical Issues and Research in Human Development. (3) F

Psychological theories, research, and methods relevant to human development, emphasizing the relations between early development and later performance.

EDP 535 Applied Behavior Analysis. (3) F

Principles of conditioning as applied to behavior. Current research on the experimental analysis of behavior in educational psychology.

EDP 536 Physiology of Behavioral Disorders. (3) F

Critical study of nervous system, brain function for fundamental behaviors, and system dysfunctions in mental/neurological disorders. Prerequisite: instructor approval.

EDP 540 Theoretical Views of Learning. (3) F, S

Classical and cognitive theories of learning, plus recent orientations. Illustrative experimental and rational foundations; implications for educational practice. Cross-listed as LNT 540. Credit is allowed for only EDP 540 or LNT 540.

EDP 542 The Psychology of Learning and Instruction. (3) S

Critical review and evaluation of research on learning variables relevant to acquisition and retention of instructional materials. Lab. Cross-listed as LNT 542. Credit is allowed for only EDP 542 or LNT 542.

EDP 544 Psychology of Reading. (3) F

Alternate analyses of the reading process; designs and procedures for investigating instructional and noninstructional variables related to reading achievement.

EDP 550 Introduction to Measurement in Education. (3) F, S

Nature and types of educational measures. Critiquing and selecting appropriate measuring devices. Constructing measuring devices. Social controversies about tests. Lecture, lab. Prerequisite: EDP 502 or instructor approval.

EDP 552 Quantitative Data Analysis in Education I. (3) F, S, SS

Continued treatment of statistical estimation, testing, and research synthesis. Inferential techniques including ANOVA and multiple regression with computers. Lecture, lab. Prerequisite: EDP 502 or instructor approval.

EDP 554 Quantitative Data Analysis in Education II. (3) F, S, SS

Advanced issues in applied multiple regression and ANOVA. Introduction to ANCOVA. Use of computers for data analysis. Lecture, lab. Prerequisite: EDP 552 or instructor approval.

EDP 556 Data Processing Techniques in Measurement and Research. (3) A

Use of statistical packages for data analysis. Emphasis on data management, data structures, and related statistical procedures. Lecture, lab. Prerequisite: EDP 552. Pre- or corequisite: EDP 554 or instructor approval.

EDP 560 Individual Intellectual Assessment. (3) F, S

Issues in administration and interpretation of individual intelligence tests. Theoretical basis, ethical considerations, and diagnostic use of test results. Prerequisite: admission to a program in professional psychology or instructor approval.

EDP 561 Lab in Psychological Assessment. (3) S

Lab experience in administration, scoring, and interpretation of individual intelligence tests. Lab. Prerequisite: admission to a program in professional psychology or instructor approval. Corequisite: EDP 560.

EDP 562 School Psychology: Theory and Practice. (3) F

Development and present status of school psychology, including an overview of assessment and intervention strategies and professional issues.

EDP 563 Interventions in School Psychology. (3) F

Examination of case-based consultation and consultation research relevant to school psychology practice. Field experience. Prerequisite: school psychology program or instructor approval.

EDP 564 Curriculum-Based Assessment and Academic Interventions. (3) S

Constructing, administering, and scoring outcome-based measures. Use of measures for using the various educational decisions.

EDP 566 Diagnosis of Learning Difficulties. (3) S

Clinical diagnosis of learning difficulties, emphasizing specific academic problems. Use and interpretation of diagnostic instruments in practical school situations. Prerequisites: EDP 560 and 562 or equivalents; instructor approval.

EDP 567 School Psychological Services to Minority Students. (3) S

Historical perspectives and major issues in psychological and academic assessment and interventions with minority school children.

EDP 568 Diagnosis and Interventions for Children and Adolescents with Emotional Handicaps. (3) F

Clinical diagnosis of emotional handicaps in children and adolescents with emphasis on interpretation of diagnostic instruments and designing appropriate interventions in school settings. Lecture, lab. Prerequisites: EDP 566; PSY 578 or equivalent.

EDP 651 Methods and Practices of Qualitative Research. (3) S

Advanced course for students familiar with theory and extant work. Topics include data collection, analysis, reporting, and an extensive fieldwork project. Prerequisite: COE 503.

EDP 652 Multivariate Procedures in Data Analysis I. (3) F

Introduction to matrix algebra. Application of MANOVA, MANCOVA, power analysis, effect size, discriminant and repeated measures analysis with computers. Lecture, lab. Prerequisite: EDP 554 or instructor approval.

EDP 654 Multivariate Procedures in Data Analysis II. (3) S

Treatment of applied multivariate multiple regression, canonical correlation, factor analysis, log-linear models, and structural equation models with computers. Lecture, lab. Prerequisite: EDP 652 or instructor approval.

LEARNING AND INSTRUCTIONAL TECHNOLOGY (LNT)

See the *Graduate Catalog* for the LNT courses.