
College of Education

coe.asu.edu

Eugene E. Garcia, PhD, Vice President
for University-School Partnerships and Dean

PURPOSE

The College of Education plays an essential role as a member of the ASU, pre K–12, and related private and public sector agents that form a broad-based educational community. Faculty members are dedicated to producing quality scholarship and research that lead to excellence in teaching, professional practice, and the administration of educational institutions.

The mission and purpose of the College of Education is to provide leadership in advancing the theoretical base of education; addressing issues of fundamental importance, particularly in school settings; and promoting the improvement of educational practice. It does so within a coherent, integrated, and collaborative set of strategies emphasizing excellence in scholarship, teaching, and professional development.

This mission can be further articulated into several goals:

1. addressing the challenge of diversity in educational contexts so as to ensure equity and excellence for all students;
2. understanding fundamental literacies (linguistic, cultural, mathematical, scientific, and technological) and how to foster them; and
3. developing and elaborating research in complex social settings in and out of schools and utilizing that research to prepare educational professionals who can respond to the challenges inherent in those settings.

This mission and its related goals now reside in a reinvigorated context where the college and university work together with significant partners in the K–12 sector, as well as with constituents dedicated to the same purposes.

GRADUATE PROGRAMS

The College of Education offers degrees for the practitioner and for the academic researcher. The Master of Education and the Doctor of Education are designed for teachers and other practitioners working directly with students and schools. The Master of Counseling is designed to prepare helping professionals for work in a variety of counseling settings. The MA and PhD degrees are designed for persons interested in careers in universities and other research settings. The MA and PhD programs emphasize theory development, research methods, and acquisition of a broad base of knowledge about education, as well as in-depth knowledge of a chosen field of specialization.

Most graduate programs of the College of Education include a core of courses designed to give students an

understanding of the context of American education and of the methods of scholarship by which the understanding of the educational system is deepened.

Core course requirements along with specific requirements for the various types of degrees are given under the appropriate majors. See the “College of Education Graduate Degrees and Majors” table, page 140. The table presents a summary of those degrees authorized by the Arizona Board of Regents. Contact the division offices for further information about degrees offered through each faculty group.

ADMISSION REQUIREMENTS

Applicants must meet the general admission requirements established by the Division of Graduate Studies. For the MEd and MC degrees, test scores from the Miller Analogies Test or the Graduate Record Examination are required.

Individual divisions or programs may have admission standards higher than these minimums. Also, some units are limited by the number of faculty members or resources they have, and in keeping with the college’s goals of providing a high quality education for all enrolled students, only a small proportion of the qualified students who apply are admitted. Students should consult the division director or program coordinator for specific admission requirements.

SPECIAL ACADEMIC PROGRAMS

Research and services to students and the community are provided through two centers authorized by the Arizona Board of Regents: the Southwest Center for Education Equity and Language Diversity and the Center for Indian Education. The College of Education offers graduate course work pertaining to the development and education of children and youth from diverse cultural, linguistic, and racial/ethnic populations. Faculty affiliated with multicultural education are actively involved in research related to effective schooling for children of Hispanic American and American Indian heritage, parents as partners in education, bilingual education, and English as a second language.

For more information regarding the Southwest Center for Education Equity and Language Diversity, call 480/965-7134, or access the Web site at www.asu.edu/educ/sceed. For more information about the Center for Indian Education, call 480/965-6292, or access the Web site at coe.asu.edu/cie.

The college’s Technology Based Learning and Research Facility conducts research activity related to software evaluation and the use of microcomputers in schools. For more information, call 480/965-3322.

COLLEGE OF EDUCATION

College of Education Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Counseling	MC	—	Division of Psychology in Education
Counseling Psychology	PhD	—	Division of Psychology in Education
Counselor Education	MEd	—	Division of Psychology in Education
Curriculum and Instruction	MA	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	MEd	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	EdD	Bilingual education, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	PhD	Art education, ² curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, ³ language and literacy, mathematics education, physical education, science education, or special education	Division of Curriculum and Instruction
Educational Administration and Supervision	MEd, EdD	—	Division of Educational Leadership and Policy Studies
Educational Leadership and Policy Studies	PhD	—	Division of Educational Leadership and Policy Studies
Educational Psychology	MA, MEd	—	Division of Psychology in Education
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Division of Psychology in Education
Educational Technology	MEd, PhD	—	Division of Psychology in Education
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Division of Educational Leadership and Policy Studies
Social and Philosophical Foundations of Education	MA	—	Division of Educational Leadership and Policy Studies
Special Education	MA	—	Division of Curriculum and Instruction
	MEd	Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled	Division of Curriculum and Instruction

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This concentration is administered in collaboration with the Katherine K. Herberger College of Fine Arts.

³ Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the East campus.

CERTIFICATION AND ENDORSEMENT

Postbaccalaureate programs that lead to Initial Teacher Certification (ITC) are designed for people who hold bachelor's degrees in areas other than education. ITC programs are available in the following areas: early childhood education, elementary education, multilingual/multicultural 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. For more information, call 480/965-4602.) For more information on postbaccalaureate programs, visit the Office of Student Services in EDB L1-13, or call 480/965-5555. Endorsements that are added to middle-grade endorsement teaching certificates are available in bilingual education, educating the gifted, English as a second language, library science, middle school education, and reading. Programs that prepare students for certification by the state as a school counselor are offered by the Counselor Education Program. Programs that prepare students for certification by the state as a supervisor, principal, or superintendent are offered by the Division of Educational Leadership and Policy Studies. See "Educational Leadership and Policy Studies," page 157.

COLLEGE FACILITIES

In addition to the special programs mentioned earlier, other administrative units and centers provide services to students and the community. These include the College of Education Preschool, which provides young children a variety of learning experiences designed to encourage the development of thinking skills, intellectual curiosity, creative expression, and the foundation upon which academic skills will later be built. The preschool provides on-site observation opportunities for students preparing to become early childhood teachers. For more information, call 480/965-2510.

The Counselor Training Center provides counseling for ASU students, faculty, staff, and the community at large, regarding a wide range of issues, including anxiety, depression, personal relationships, and career development. Counseling is conducted by graduate students in counseling and counseling psychology under the supervision of licensed psychologists. For more information, call 480/965-5067, or access the Web site at coe.asu.edu/ctc.

Bureau of Educational Research and Services. The Bureau of Educational Research and Services (BERS) is a liaison unit of the ASU College of Education. BERS is dedicated to fostering and connecting the human and material resources of the college to the needs in the field of education. BERS engages in information dissemination and service about transforming education and the roles of learners and leaders. BERS provides professional development opportunities, seminars for superintendents, roundtable discussion groups, conference and meeting planning, consulting services, and executive search services.

For more information, call 480/965-3538, or access the Web site at bers.asu.edu. BERS is located in ED 140.

For more information on other research centers in the College of Education, such as the Center for Indian Educa-

tion and the Southwest Center for Education Equity and Language Diversity, see "College of Education," page 38.

ADVISING

General career advising in a program can be obtained by contacting the director of the division or the coordinator of the program in which a degree is offered. After admission to a degree program, specific advice related to degree activities is provided by supervisory committees. Postbaccalaureate students pursuing their teaching certification are advised by the Office of Student Services in EDB L1-13. Call 480/965-5555 to schedule an appointment.

ACCREDITATION AND AFFILIATION

The PhD program in Counseling Psychology and the School Psychology concentration in educational psychology are accredited by the American Psychological Association. School psychology is also approved by the National Association of School Psychologists. The Master of Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The College of Education is approved by the State Board of Education (Arizona). The college is affiliated and has membership with the American Association of Colleges for Teacher Education, the American Educational Research Association, and the University Council for Educational Administration.

ORGANIZATION

The College of Education is organized into three divisions. The divisions and their academic programs are listed below.

Division of Curriculum and Instruction

James A. Middleton, Interim Director
(ED 426) 480/965-1644
coe.asu.edu/candi

Research Clusters. Research clusters have been established for existing concentration areas to promote and develop support of academic scholarly interests. Cluster areas include curriculum studies, early childhood, Indian education, language and literacy, mathematics, multilingual/multicultural, secondary education, and special education.

Graduate programs offered by faculty of the Division of Curriculum and Instruction, through the Division of Graduate Studies, prepare students for positions in schools, colleges, universities, government agencies, and public or private organizations. Graduates work as educational leaders and researchers.

The Division of Curriculum and Instruction offers undergraduate and postbaccalaureate programs to prepare students for teacher certification in Arizona in the following areas: special education, elementary, or secondary education. Programs leading to endorsements in bilingual education and English as a second language are also available. Postbaccalaureate programs are designed for students who have graduated from accredited colleges or universities with majors other than education. In some instances, a master's degree may be pursued concurrently with teacher certification.

The division is committed to research. Members of the faculty edit several national, scholarly journals; publish and

COLLEGE OF EDUCATION

present research papers; and direct funded research. Faculty members encourage and assist graduate students in conducting research, writing for publication, and making presentations at professional conferences.

Division of Educational Leadership and Policy Studies

Terrence Wiley, Director
(ED 120) 480/965-6357
coe.asu.edu/programs

Program Areas

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations of Education

Degrees:

MA, MEd, EdD, PhD

Graduate programs in this division are designed to develop leaders, researchers, and policy analysts for careers in schools, colleges, and private and government agencies. Graduates will be able to examine educational institutions, theories, and practices within broad economic, historic, political, socially and culturally diverse, and intellectual contexts in this country and abroad.

Four basic emphases exist within the division's programs. One strand focuses on the administration and policies of educational practices from preschool through secondary education. A second strand focuses on the administration and policies of postsecondary education. A third strand focuses on social and philosophical foundations, and a fourth strand focuses on interdisciplinary policy studies in education. Specific details of these strands are given under the headings of the degree offerings in Educational Administration and Supervision, Educational Leadership and Policy Studies, Higher and Postsecondary Education, and Social and Philosophical Foundations.

Faculty within the division are involved in both data-based and theoretical research. Qualitative, quantitative, and critical theory paradigms are employed. Students have the opportunity to work on research projects in the College of Education and in school districts and educational agencies throughout the country.

Division of Psychology in Education

Elsie Moore, Director
(EDB 302) 480/965-3384
coe.asu.edu/psyched

Program Areas

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

Degrees:

MA, MEd, MC, PhD

All program areas within this division strongly emphasize research activities. Areas of concentration within the PhD in Educational Psychology include learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology. The PhD program in Counseling Psychology and the School of Psychology concentration in Educational Psychology are accredited by the American Psychological Association and are based upon the scientist-practitioner model. The Master of Counseling program in community counseling is accredited by the Council for the Accreditation of Counseling and Related Educational programs (CACREP).

Members of the faculty are actively involved in a variety of research and other scholarly activities, including basic and applied educational research, editing and reviewing for a number of refereed journals, publishing and presenting research papers, and seeking external funding for research projects. The faculty encourage and assist graduate students' research, publications, and presentations at professional conferences. Particular research interests of the faculty are noted under each degree major.

MASTER OF EDUCATION

Master of Education (MEd) programs in the College of Education prepare scholarly professionals. Programs are available in Counselor Education, Curriculum and Instruction, Educational Administration and Supervision, Educational Psychology, Educational Technology, Higher and Postsecondary Education, and Special Education. Concentrations within the MEd in Curriculum and Instruction include bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, science education, secondary education, and social studies education. Within Special Education, MEd areas of concentration are education of the gifted, the mildly disabled, the multicultural exceptional, and severely/multiply disabled children.

See individual program listings under each division in this catalog for more specific information.

A Master of Arts degree in Social and Philosophical Foundations of Education is also available.

Admission. Some programs within the College of Education require above-average performance on the verbal scale of the GRE in addition to the general requirements for admission to the Division of Graduate Studies. (For some programs the Miller Analogies Test may be substituted for the GRE.) Individual divisions or programs, however, may require superior test scores or GPA for admission. Division admission committees review a variety of evidence presented by applicants for admission consideration. Applicants with lower test scores or grades below minimum levels may be considered for admission recommendation if counterbalancing evidence suggesting the potential for outstanding performance in a master's program is available to division admission committees. Check with each division for specific requirements.

Program of Study. A minimum of 30 to 36 semester hours of course work approved by the student's supervisory committee, division director, and the Division of Graduate

Studies is required for the Master of Education degree. Candidates for the Master of Education degree should contact the division offering the graduate degree they are seeking for specific core requirements. *A program of study should be filed as early as possible and not later than upon completion of nine semester hours of graduate course work.*

Examinations. All MEd programs require successful completion of a written comprehensive examination or applied project. These examinations focus on the specialized content of the specific MEd program of study. Comprehensive examinations are written and evaluated by program faculty. If the student should fail the written comprehensive examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Approval of the reexamination must be obtained from the supervisory committee, division director, and the dean of graduate studies.

DOCTOR OF EDUCATION

The Doctor of Education (EdD) degree is primarily a professional degree, designed for persons who wish to pursue careers as leaders in education or as applied researchers. Emphasis is on application of research and theory in education, and on acquisition of professional skills. Prospective students must demonstrate superior scholarship and leadership in professional education. Each student is expected to acquire broad knowledge in the major field and to produce a dissertation addressing a significant educational issue or problem.

Admission. Applicants must meet the general requirements established by the Division of Graduate Studies as well as College of Education requirements. Satisfaction of these requirements does not guarantee admission. All divisions require submission of a two-page formal letter of application describing the applicant's prior relevant experience and accomplishments and specifying areas of greatest interest as well as career goals. Individual divisions or programs may have standards higher than these minimums or may require submission of additional materials. Applicants should consult the division director or program coordinator for specific admission requirements.

Program of Study. The program requires a minimum of 60 semester hours beyond the master's degree. Of these, at least three to six hours in internship may be required, but are optional if the student is not seeking certification. College of Education core courses must also be completed. These vary according to the degree sought. See "Courses," page 144, for a listing. The recommendation for the program committee is reviewed simultaneously with the program of study.

The quality of student work is evaluated through one or more of the following: written comprehensive examinations, formal oral and written presentation of the dissertation proposal, and a final oral examination in defense of the dissertation. Students must demonstrate competence both in the application of research findings and in conducting research. The dean of graduate studies, upon recommendation of the division director, appoints the dissertation committee for each EdD student. This committee reviews and

evaluates the student's dissertation proposal and conducts the final oral examination.

Residency. The minimum residence requirement for the EdD degree is completion of 30 semester hours within three semesters after admission to the doctoral program at ASU. No more than 10 semester hours of Research (792), Applied Project (793), and Dissertation (799) credit may be included in the course work used to meet the 30-hour residence requirement.

Continuous Enrollment and Reentry. Once admitted to a PhD degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled. Continuous enrollment promotes steady progress toward the completion of the degree and an ongoing relationship between the student and faculty offering the program. If additional credit is not required toward the PhD degree, the student may enroll for 595, 695, or 795 Continuing Registration. Continuing Registration does not carry credit; no grade is given. If a program of study must be interrupted for one semester, the student may apply for leave status. However, this leave status cannot exceed one semester.

A student on leave is not required to pay fees, but is not permitted to place any demands on university faculty or use any university facilities. A student who interrupts a program without obtaining leave status may be removed automatically by the Division of Graduate Studies, under the assumption that the student has decided to discontinue the program. A student removed by the Division of Graduate Studies for this reason may reapply for admission; the application is considered along with all other new applications to the degree program.

An application for leave status, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of graduate studies. This request must be filed and approved no later than the last day of registration in the semester of anticipated absence.

Foreign Language Requirements. None.

Comprehensive Examinations. When students have essentially completed the course work in an approved program of study, they should take the comprehensive examinations. The written and oral examinations are designed to assess the student's mastery of the field of specialization. Failure in the comprehensive examinations is considered final unless the supervisory committee and the director of the division recommend, and the dean of graduate studies approves, a reexamination. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Only one reexamination is permitted.

Candidacy. Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree, except the dissertation. These requirements include passing the comprehensive examinations and/or other requirements specified by the division.

Research and Dissertation Requirements. The dissertation should demonstrate advanced analytic competence

COLLEGE OF EDUCATION

and contribute to the understanding and improvement of professional practice. Each candidate must register for a combined total of 24 semester hours for 792 Research and 799 Dissertation. The final copy of the dissertation must be reviewed by the supervisory committee and the Division of Graduate Studies at least three weeks before the degree conferral date. Copies of the *Format Manual* are available in the Division of Graduate Studies and on the Web at www.asu.edu/graduate/formatmanual.

Final Examinations. The final oral examination in defense of the dissertation is mandatory and must be held on the campus of ASU. The oral defense is scheduled by the supervisory committee with the approval of the dean of graduate studies.

Graduation. The student is eligible for graduation when the Division of Graduate Studies scholarship requirements have been met, the final oral examination has been passed, and the dissertation has been approved by the supervisory committee and accepted by the director of the division and the dean of graduate studies.

Applications for graduation should be made no later than the date specified in the Division of Graduate Studies calendar.

Maximum Time Limit. The candidate must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examinations or a specified alternative. Any exception must be approved by the supervisory committee and the dean of graduate studies and ordinarily involves repetition of the comprehensive examinations.

Courses. The core courses for the College of Education graduate programs carry the prefix "COE." These courses are no longer required for all graduate majors in the College of Education. Contact the appropriate division to obtain specific core requirements.

DOCTOR OF PHILOSOPHY

The PhD degree in Curriculum and Instruction is an individualized interdisciplinary degree that integrates graduate courses from a variety of academic units. This course work provides a substantive knowledge base in the concentration area and a sound foundation for research leading to a dissertation.

See "Doctor of Philosophy," page 69, for general requirements.

Admission. In addition to meeting minimum Division of Graduate Studies admission requirements, each applicant must provide the following:

1. a letter of career goals and statement of reasons for seeking the interdisciplinary PhD in Curriculum and Instruction,
2. Graduate Record Examination (GRE) verbal and quantitative test scores,
3. a sample of written work, and
4. three academic letters of recommendation.

One year of full-time teaching experience at the appropriate level, or its equivalent, is strongly recommended. In the

absence of prior teaching experience, a teaching internship is required but may not be counted toward the PhD degree.

Admission decisions are based upon the compatibility of the applicant's career goals with the purpose of the degree program, previous academic training and performance, GRE scores, letters of recommendation, and the availability of a potential mentor in the candidate's concentration area. It should be noted that, because of enrollment limits, applicants who meet minimum requirements are not automatically admitted.

Program Committee. The student's program committee, consisting of a chair and at least two other members, oversees the preparation of the initial program of study and the preparation and evaluation of the comprehensive examination. Though the program committee may consist of only three members for early advising, it must have *at least four members* for the administration and evaluation of the comprehensive examination, three of whom must be members of the interdisciplinary committee and two of whom must be experts in the student's area of concentration. At least one member of the program committee must be a faculty member of the Division of Curriculum and Instruction. The committee must be approved by the dean of graduate studies.

The program committee and the student must decide on the area of concentration and cognate area to be included in the student's comprehensive examination. They also must develop a program of study to establish a professional knowledge base and methods of inquiry and analytical tools for research.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed, upon the approval of the dean of graduate studies. The basic functions of the dissertation committee are as follows:

1. overseeing the development and approval of a dissertation proposal,
2. providing guidance while the candidate conducts the dissertation study/analysis,
3. reviewing the dissertation manuscript, and
4. conducting an oral defense of the dissertation.

Members of the program committee may also serve as members of the dissertation committee; however, the committees may have different memberships. At least one member of the dissertation committee must be a faculty member of the Division of Curriculum and Instruction. The dissertation committee chair must be a faculty member designated eligible to serve in this capacity by the interdisciplinary committee and the dean of graduate studies.

Program of Study. The program requires at least 93 semester hours, or the equivalent of four academic years of full-time study, beyond the bachelor's degree. Students with a master's degree directly related to the anticipated course of study must complete a minimum of 54 semester hours beyond the master's degree. At least 30 semester hours in the approved program of study, exclusive of research and dissertation, must be taken at ASU. Each candidate must also register for a minimum of 24 semester hours of research and dissertation credit, with the dissertation

directed by a dissertation chair approved by the interdisciplinary committee and the dean of graduate studies. The program of study is divided into four general areas:

1. PhD core course requirements;
2. professional focus;
3. cognate study; and
4. independent research and dissertation.

Core Course Requirements. All doctoral students are required to complete two designated core courses: DCI 702 Interdisciplinary Research Seminar and DCI 701 Curriculum Theory and Practice.

Professional Focus. With the advice and approval of the student's program committee, a student must select a sequence of courses and experiences designed to focus subsequent efforts on a particular aspect of curriculum and instruction, culminating in a dissertation. The professional focus is divided into three areas:

1. methods of inquiry and analytical tools associated with empirical study of curriculum and instruction;
2. a substantive knowledge base in the area of concentration; and
3. internships in research and college teaching.

Semester hours counted under one category may not be counted under another. Courses (42 semester hours) are drawn from program courses in the student's area of concentration.

Cognate Study. Students are expected to choose interrelated courses (12 semester hours minimum) outside their declared area of concentration that have a clear link to their dissertation efforts. Cognate studies can be drawn from a range of offerings, both within and outside the College of Education.

Foreign Language Requirements. None.

Annual Report for PhD Candidates. At the end of each school year (before the last day of final exams), the student's PhD mentor prepares a report to be reviewed by the director of the interdisciplinary PhD degree program. Copies of the report are distributed to the members of the student's program or dissertation committee. The report from the mentor, which is accompanied by the student's transcript and an up-to-date *curriculum vitae*, includes the following:

1. a statement concerning the status of the student's program of study (with a copy);
2. a statement of the status of preparation toward the student's comprehensive examination (including a projected date for completion);
3. a statement about the student's performance in course work; and
4. a statement about the student's accomplishments during the academic year (and summer, if appropriate), including research activity, writings, presentations, and professional accomplishments.

Comprehensive Examination. Upon completion of course work in the PhD program of study and before admission to

candidacy and the start of the dissertation research, the student completes an examination in the areas of concentration, cognate study, and methods of inquiry and analytical tools. The examination is designed to test the student's accumulation of interdisciplinary knowledge and ability to communicate across disciplines. The comprehensive examination is developed and administered by the student's five-member program committee.

Dissertation Proposal. The proposal prospectus typically constitutes a draft of the first three chapters of the dissertation, but may vary with the dissertation committee's approval. Following approval of the proposal by the dissertation committee chair, a proposal meeting is scheduled. Approval of the proposal at that meeting indicates that the faculty agree that the rationale, review of the literature, method, and proposed analyses are appropriate and that the study may proceed as planned. If problems are identified in the proposal meeting, the dissertation committee may meet again to hear a revised proposal or arrange a more relevant way to reexamine the proposal.

Research and Dissertation. Twenty-four semester hours of research and dissertation credit are required. Twelve dissertation credits must be reserved for postcandidacy registration. The dissertation is designed to be the student's culminating experience. The dissertation must consist of a fully documented written study demonstrating a high level of expertise in research and scholarship in the student's area of concentration. The dissertation should make an original contribution to inquiry in the area of curriculum and instruction and be worthy of publication by an established press as a book or monograph or as one or more articles in a refereed, scholarly journal. The dissertation should not only demonstrate that the student is able to conduct quality research, but also should be conceived and carried out in such a way that it should make a contribution to advancing scholarship in the field of curriculum and instruction.

Final Examinations. The final oral examination in defense of the dissertation is scheduled and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination.

Master's in Passing. A master's in passing is available for the following concentrations: early childhood education, elementary education, language and literacy, mathematics education, science education, and special education.

RESEARCH ACTIVITY

Current faculty research activities include the E-Learning network: learning anytime anywhere; family-centered early identification of children with learning disabilities and behavior disorders; bilingual/English as a second language/special education; Arizona behavior initiative: creating school environments that support high academic standards for all students; relationship-based practice in early intervention settings; explaining low achievement in limited English proficient students; and extending and sustaining use of reforms in mathematics classrooms.

COLLEGE OF EDUCATION

COLLEGE OF EDUCATION (COE)

For more COE courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M COE 501 Introduction to Research and Evaluation in Education. (3)

fall, spring, summer

Overview of educational inquiry from controlled, quantitative to qualitative, naturalistic. Emphasizes locating and critically interpreting published research.

M COE 502 Introduction to Data Analysis. (3)

fall, spring, summer

Descriptive statistics, visual approaches, estimation, and inferential methods for univariate and bivariate educational research problems. Experience using statistical software. Cross-listed as EDP 502. Credit is allowed for only COE 502 or EDP 502.

M COE 503 Introduction to Qualitative Research. (3)

fall, spring, summer

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 EDP 503. Credit is allowed for only COE 503 or EDP 503.

M COE 504 Learning and Instruction. (3)

fall, spring, summer

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

M COE 505 American Education System. (3)

fall, spring, summer

Political, social, historical, and philosophical analyses of American education at all levels. Examines primary sources, legal findings, and case studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Division of Curriculum and Instruction

coe.asu.edu/candi

480/965-4602

ED 434

James A. Middleton, Interim Director

Robert B. Rutherford Jr., Associate Division Director of Research and Graduate Programs

Professor and Endowed Chair: Tobin

Professors: Appleton, Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, E. Garcia, Gryder, Guzzetti, Hudelson, Ovando, Rutherford, Stahl, Surbeck, Swadener, Zucker

Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Gomez, MacSwan, McCoy, Middleton, Rader, Smith, Vallejo, Young

Assistant Professors: Baek, Clark, Fischman, Manuelito, Martinez-Roldan, Rolstad, Romero

Clinical Associate Professors: P. Garcia, Lamorey, Mathur

Clinical Assistant Professor: Christine

Lecturers: Atkinson, Cocchiarella, Doran, Esch, Fain, Harrison, Kastre, Maderazo, Roanhorse-Dineyazhe, Rutowski, Soroka, Spanias, Stahlman, Thompson, Wellner

Administrative Professional: Enz

Assistant Administrative Professional: Kortman

The faculty of the Division of Curriculum and Instruction offer the Master of Arts, Master of Education, and Doctor of Education degree programs in Curriculum and Instruction.

The PhD degree in Curriculum and Instruction is offered by the Interdisciplinary Committee on Curriculum and Instruction. See "Interdisciplinary Doctoral Program," page 152, for information regarding the PhD curriculum.

Graduate-level endorsement programs in bilingual education, English as a second language, and reading are available and may be completed in conjunction with an MEd or the Postbaccalaureate Program for Initial Teacher Certification.

MA and MEd students majoring in Curriculum and Instruction complete requirements by choosing one of the following concentrations: bilingual education, early childhood education, elementary education, English as a second language, language and literacy, Indian education, mathematics education, science education, secondary education, and social studies education. A concentration in professional studies is available under the MEd.

The EdD degree in Curriculum and Instruction offers areas of concentration in bilingual education, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, and social studies education.

Admission. Applicants for admission to the MEd and MA degrees are required to

1. meet Division of Graduate Studies requirements for admission,
2. provide letter of intent that includes a statement of purpose and a summary of the applicant's professional teaching experience, and
3. provide three letters of recommendation.

Applicants who have junior-senior GPAs of 3.00 or higher, have an acceptable application package, are not required to take the Graduate Record Examination or Miller Analogies Test. Applicants who do not meet this minimum GPA requirement should call the Division of Curriculum and Instruction graduate programs office for more information at 480/965-4602.

For admission to the EdD degree program, contact the Division of Curriculum and Instruction graduate programs secretary for information regarding specific test scores and materials that need to be submitted with applications.

Applicants should note that meeting minimal admissions requirements does not guarantee admission. In addition, international students are required to submit the Test of English as a Foreign Language scores.

Programs of Study. The MEd degree requires 30 semester hours of graduate course work and completion of a culminating activity. Students have two options for a culminating activity: either an applied project and an oral defense or a written comprehensive exam. Students should meet their advisor early in the program to discuss the culminating activity.

The MA degree requires a minimum of 30 semester hours of graduate course work, including a thesis. An oral examination in defense of the thesis is required.

Candidates for the EdD degree are required to complete at least 90 hours of graduate course work and research and dissertation credit.

Endorsements. The Arizona Reading endorsement requires 15 semester hours of upper-division or graduate-level course work in reading. The teaching endorsements in bilingual education and English as a second language require 21 semester hours. Middle school endorsement requirements include six semester hours of upper-division or graduate course work in middle-level education along with student teaching within fifth through ninth grades or one year of verifiable, full-time teaching experience within fifth through ninth grades. A valid Arizona teaching certificate is required to secure each of the above endorsements.

Initial Teacher Certification Program. The Initial Teacher Certification (ITC) program is for students who have completed a baccalaureate degree with a major other than education. The program offers course work needed to qualify for Arizona teacher certification. ITC programs are offered in early childhood education, elementary education, multilingual/multicultural education, secondary education and special education. Concurrent admission to the MEd program in special education and the ITC program is required for those seeking certification by the State of Arizona. The admission requirement for the ITC in Special Education is waived for applicants who have already completed a master's degree.

A maximum of nine semester hours completed after receiving a bachelor's degree and before formal admission to a graduate program may be applied to an MEd or MA degree. The maximum time limit for the program is six years.

Prospective ITC students should call 480/965-5555, or visit the Office of Student Services in EDB LI-13, for information about specific admission requirements.

Master's and Doctoral Programs

MASTER OF ARTS

See "Master's Degrees," page 67, for general requirements.

MASTER OF EDUCATION

MEd students in the secondary education concentration who are certified teachers may select a general or academic

specialization option. Those selecting the academic specialization option complete 15 semester hours of core and secondary education course work and 15 hours in their academic specialization. The 15 hours of course work in the academic area must be selected in consultation with a faculty member involved in the area of study. This person serves as cochair of the student's supervisory committee.

DOCTOR OF EDUCATION

The Doctor of Education (EdD) program is designed to provide an opportunity for practitioner-scholars to expand their skills and knowledge related to curriculum and instruction. The program produces practitioner-scholars for leadership roles in curriculum, program evaluation, or teacher education and professional development in school. Students choose one of the curriculum and instruction concentration areas. The program prepares students for comprehending, interpreting, and applying theories, models, and research methods that have application to curriculum and instruction.

See "Doctor of Education," page 143, for information on the Doctor of Education degree.

RESEARCH ACTIVITY

Current faculty research activities include the e-learning network: learning anytime anywhere; family-centered early identification of children with learning disabilities and behavior disorders; bilingual/English as a second language/special education; Arizona behavior initiative: creating school environments that support high academic standards for all students; relationship-based practice in early intervention settings; explaining low achievement in limited English proficient students; and extending and sustaining use of reforms in mathematics classrooms.

BILINGUAL EDUCATION (BLE)

For more BLE courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M BLE 511 Introduction to Language Minority Education. (3)
once a year

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

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

spring

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

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

fall

Introduces general dual language teaching approaches and assessment strategies. Focuses on the effective teaching of limited-English-proficient populations.

M BLE 520 ESL for Children. (3)

spring

Examines approaches to second-language development and assessment for children congruent with recent research in second-language acquisition in children.

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

spring

Examines bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices.

COLLEGE OF EDUCATION

M BLE 522 Literacy/Biliteracy Development. (3)

fall

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.

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

fall

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

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

spring

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

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

spring

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.

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

fall

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

M BLE 541 Nature of Bilingualism/Second-Language Acquisition. (3)

once a year

Bilingual and second-language acquisition, with emphasis on children and adolescents. Stresses cognitive, social, and cultural aspects.

M BLE 543 Bilingual Education Models. (3)

once a year

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.

M BLE 561 Parent Involvement in Language Minority Education Programs. (3)

fall and spring

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

M BLE 565 Literature for Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as LIS 565/RDG 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

M BLE 578 Student Teaching in the Elementary School. (3–15)

fall and spring

Supervised teaching in the area of specialization. Synthesized experience in curriculum instruction and classroom management in a BLE/ESL setting. Fee. Prerequisite: ITC admission.

M BLE 580 Practicum. (1–6)

fall and spring

Provides for practical application in school settings of principles of BLE/ESL. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

BUSINESS EDUCATION (BUE)

BUE 480 Teaching Business Subjects. (3)

fall and spring

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

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

fall and spring

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

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

fall

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

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

spring

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

CURRICULUM AND INSTRUCTION (DCI)

DCI 510 Teacher as Researcher. (3)

fall, spring, summer

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

DCI 511 Establishing Effective Teaching Practice. (2–3)

fall and spring

Helps beginning teachers establish and strengthen best practices. Interactive.

DCI 512 Developing Strategies for Teaching Practice. (2–3)

fall and spring

Helps beginning teachers refine management strategies and instructional methods. Interactive.

DCI 520 Teaching Standards Applied to Professional Practice. (1–3)

fall and spring

Develops teacher skills and self-reflective practices to assess instruction and document and achieve professional growth in teaching standards. Interactive.

DCI 521 Reflective Practice in Teaching Standards. (1–3)

fall and spring

Teachers apply reflective practices to develop professional presentation portfolios. Interactive.

DCI 530 Establish a Mentoring Partnership. (2–3)

fall and spring

Prepares veteran educators for mentoring. Mentors collaborate, reflect on their practice, and become teacher leaders through professional development. Interactive.

DCI 531 Analyzing and Planning for Professional Growth Through Mentoring. (2–3)

fall and spring

Refines strategies for assessing instruction and provides collegial feedback. Interactive.

DCI 591 Seminar. (1–12)

selected semesters

DCI 701 Curriculum Theory and Practice. (3)

fall and spring

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.

DCI 702 Interdisciplinary Research Seminar. (3)

fall and spring

Core research course for students in the interdisciplinary PhD in Curriculum and Instruction program.

DCI 791 Seminar. (1–12)

selected semesters

Topics may include the following:

- Interdisciplinary Research Seminar. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

EARLY CHILDHOOD EDUCATION (ECD)

For more ECD courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M ECD 501 Interprofessional Collaboration. (3)

fall

Dispositions, knowledge, experiences, and skills necessary for inter-professional collaboration required of professionals who work with multineed families with young children. Preparation to implement effective strategies and workable plans to support interprofessional collaboration for providing integrative services to young children and their families.

M ECD 521 Primary/Elementary Communication Arts in Bilingual Education. (3)

spring

Examines bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices.

M ECD 522 Developmental Social Experiences in Early Childhood Education. (3)

fall

Materials, techniques, aesthetic expression, creative activities, and values in the integrated curriculum.

M ECD 525 Emergent Literacy. (3)

fall, spring, selected summers

Examines recent research on oral language and literacy development and effective strategies for teaching language and literacy in prekin- dergarten to grade 3, including phonemic awareness and alphabet instruction and beginning decoding. Lecture, discussion. Cross-listed as RDG 525. Credit is allowed for only ECD 525 or RDG 525.

M ECD 527 Mathematics in Early Childhood Education. (3)

fall

Theory and practice in the use of manipulative materials for teaching mathematics to preschool and primary grade children.

M ECD 544 Play Education. (3)

spring and summer

Theories of play and the educational implications of each. Practical applications at the early childhood level.

M ECD 555 Modern Practices in Early Childhood Education. (3)

fall and summer

Trends and practices, instructional and resource materials, and methods and techniques in early childhood education.

M ECD 601 Theories and Issues in Early Childhood Education. (3)

fall and summer

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.

M ECD 733 Social and Emotional Development. (3)

once a year

Inquiry into the social and emotional development dynamics in children, such as peer relationships, self-concept, and parenting processes, with implications for teachers.

M ECD 744 Evaluative Procedures: Young Children. (3)

spring

Critical examination and use of developmentally appropriate evaluative procedures for children from birth through age 8.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ELEMENTARY EDUCATION (EED)

For more EED courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EED 510 Teaching Writing in the Elementary Classroom. (3)

summer

Develops rationale, theory, and related practices for teaching writing in K–8 classrooms. Lecture, discussion in a workshop setting. Cross-listed as RDG 510. Credit is allowed for only EED 510 or RDG 510.

M EED 511 Principles of Curriculum Development. (3)

fall, spring, summer

Contemporary curriculum theories. Curriculum as an interrelated entity. Principles of conceiving and effecting change.

M EED 526 Communication Arts in the Elementary School. (3)

spring and summer

Critical examination of school language arts teaching, focusing on the-oretical assumptions regarding oral- and written-language develop-ment.

M EED 528 Social Studies in the Elementary School. (3)

fall and summer

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

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

spring

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

M EED 530 Outdoor/Environmental Education. (3)

summer

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

M EED 537 Mathematics in the Elementary School. (3)

fall and summer

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

M EED 538 Teaching Social Studies with Literature. (3)

fall and summer

Develops the rationale, resources, and strategies for adopting a litera- ture-based approach to social studies teaching in grades K–8. Lec- ture, discussion, cooperative learning.

M EED 578 Student Teaching in the Elementary School. (3–15)

fall and spring

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

M EED 581 Diagnostic Practices in Mathematics. (3)

fall and spring

Specific skills in diagnosing and treating children's learning difficulties in mathematics. Includes practicum experiences, both on and off cam- pus, in identifying strengths and weaknesses and initial remediation. Prerequisite: instructor approval.

M EED 584 Internship. (1–12)

selected semesters

M EED 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Using Math Manipulatives/Elementary Schools
Fee.
- Using Math Manipulatives/Middle Schools
Fee.

M EED 720 Language in Education. (3)

once a year

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

M EED 730 Discourse Analysis in Education. (3)

spring in even years

Survey of issues in and approaches to discourse analysis in educa- tional research, with focus on students' projects using discourse anal- ysis. Lecture, discussion, workshop.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

COLLEGE OF EDUCATION

INDIAN EDUCATION (IED)

IED 410 History of American Indian Education. (3)

fall and spring

Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. Credit is allowed for only IED 410 or 510.

IED 413 Language Arts Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Theory and practice on the social nature of oral and written language and the development of appropriate classroom practices for indigenous students. Prerequisite: ITC admission.

IED 414 Reading Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Development of reading and phonics instruction, management, and assessment methods necessary for successful literacy development for indigenous students. Prerequisite: ITC admission.

IED 420 Science Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Develops and applies elementary science lessons accommodating multiple world views, including those of Native societies, while conforming to Arizona standards. Fee. Prerequisite: ITC admission.

IED 430 Issues in Language and Literacy of Indigenous Peoples. (3)

spring

Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective. Credit is allowed for only IED 430 or 530.

IED 444 The Role of Governments in Native Education Policy and Administration. (3)

fall

Examines the interrelationship of federal Indian policy, federal/state/tribal law, and tribal sovereignty as they have shaped American Indian education. Analyzes administrative practices and personnel, program and fiscal management, and resources as they reflect the historic and present influence of this triad of factors. Credit is allowed for only IED 444 or 544. Lecture, seminar.

IED 455 Social Studies Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Examines methods, classroom management, and assessment for elementary social studies instruction for indigenous learners, while incorporating language and culture. Prerequisite: ITC admission.

IED 460 Yaqui History and Culture. (3)

fall

Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival. Credit is allowed for only IED 460 or 560.

IED 480 Mathematics Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Develops and applies elementary mathematics lessons incorporating learning styles and cultural perspectives, while conforming to state standards. Prerequisite: ITC admission.

IED 496 Field Experience: Classroom Management and Organization. (0-3)

fall, spring, summer

Applies course content in indigenous classrooms. Emphasizes observation, management, and planning and delivering instruction. May be repeated for credit. Lecture, lab. Fee. Prerequisite: ITC admission.

IED 500 Administration and Management of Indian Education Programs. (3)

fall

Emphasizes educational leadership research and practice in the schooling of American Indian students. Examines effective practices.

IED 510 History of American Indian Education. (3)

fall and spring

Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. Credit is allowed for only IED 510 or 410.

IED 530 Issues in Language and Literacy of Indigenous Peoples. (3)

spring

Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective. Credit is allowed for only IED 530 or 430.

IED 544 The Role of Governments in Native Education Policy and Administration. (3)

fall

Examines the interrelationship of federal Indian policy, federal/state/tribal law, and tribal sovereignty as they have shaped American Indian education. Analyzes administrative practices and personnel, program and fiscal management, and resources as they reflect the historic and present influence of this triad of factors. Credit is allowed for only IED 544 or 444. Lecture, seminar.

IED 560 Yaqui History and Culture. (3)

fall

Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival. Credit is allowed for only IED 560 or 460.

IED 594 Workshop in Indian Education. (6)

summer

Examines curriculum, pedagogy, community involvement, current issues, and research.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

LIBRARY SCIENCE (LIS)

LIS 510 Computers and Technology in the School Library. (3)

fall

Library uses of technology and computers. Fundamental concepts and issues in library media centers.

LIS 533 Current Library Problems. (3)

fall

Critical analysis of current practices and problems in school librarianship.

LIS 540 Classification and Cataloging. (3)

fall

Descriptive cataloging and Dewey Decimal Classification of print and nonprint library materials.

LIS 561 Selection of Library Materials. (3)

fall

Principles and procedures used in the selection of materials for the school library.

LIS 563 Children's Literature. (3)

fall, spring, summer

Selects and uses 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 Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as BLE 565/RDG 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

LIS 571 Basic Reference Resources. (3)

spring

Provides reference service in the school library. Content and use of basic resources.

LIS 581 School Library Administration. (3)

spring

Administration of K-12 libraries and media centers.

LIS 584 School Library Internship. (1-6)

fall and spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

READING EDUCATION (RDG)

For more RDG courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M RDG 481 Reading Practicum. (3)

fall and spring

Applies concepts from RDG 414 in classroom settings. Students demonstrate teaching strategies under supervision. Required for Elementary Education candidates. Prerequisite: ITC admission.

M RDG 505 Developmental Reading. (3)

fall, spring, summer

For classroom and special reading teachers. Specific professional skills in decoding, comprehension, and evaluation. Required for Special Reading Endorsement. Prerequisite: teaching certificate.

M RDG 507 Content Area Literacy. (3)

fall, spring, summer

Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines.

M RDG 510 Teaching Writing in the Elementary Classroom. (3)

summer

Develops rationale, theory, and related practices for teaching writing in K–8 classrooms. Lecture, discussion in a workshop setting. Cross-listed as EED 510. Credit is allowed for only EED 510 or RDG 510.

M RDG 512 Theoretical Foundations in Language and Literacy. (3)

spring and summer

Introduces theoretical lenses useful in understanding issues in language and literacy education and research. Lecture, discussion in workshop setting.

M RDG 522 Literacy/Biliteracy Development. (3)

fall

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.

M RDG 525 Emergent Literacy. (3)

fall, spring, selected summers

Examines recent research on oral language and literacy development and effective strategies for teaching language and literacy in prekindergarten to grade 3, including phonemic awareness and alphabet instruction and beginning decoding. Lecture, discussion. Cross-listed as ECD 525. Credit is allowed for only RDG 525 or ECD 525.

M RDG 530 Research Issues in Literacy. (3)

fall and spring

For graduate students interested in research on major issues related to literacy instruction. Seminar activities include reviewing quantitative and qualitative methods and analyzing literacy research.

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

spring

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.

M RDG 534 Literacy in Science and Math. (3)

fall

Strategies for improving literacy and learning for middle school students in math and science. Lecture, discussion.

M RDG 544 Adolescent Literacy Programs for New Times. (3)

selected semesters

Theories, strategies, and issues in developing, implementing, and assessing approaches to literacy instruction for today’s diverse adolescent students (grades 7–12). Prerequisite: RDG 507 or instructor approval.

M RDG 550 Practicum Experiences in Elementary and Secondary Reading. (3)

spring and summer

Practicum experience utilizing assessment and instructional techniques for classroom settings. See RDG 557 for State of Arizona reading endorsement. Lab. Prerequisite: RDG 505 (or its equivalent).

M RDG 556 Assessment and Procedures in Elementary and Secondary Reading. (3)

fall

Techniques for classroom and clinical reading assessment and instruction. Emphasizes continuous assessment. May be taken concurrently with RDG 557. Recommended for State of Arizona reading endorsement. Lecture, lab. Prerequisite: RDG 505.

M RDG 557 Advanced Elementary and Secondary Reading Practicum. (3)

spring and summer

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. Lab. Prerequisites: RDG 505; instructor approval.

M RDG 563 Children’s Literature. (3)

fall, spring, summer

Selects and uses 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.

M RDG 565 Literature for Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as BLE 565/LIS 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

M RDG 581 Literature-Based Reading Programs. (3)

fall, spring, summer

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. Introduces literature studies. Prerequisite: teaching certificate.

M RDG 582 Practicum: Literature Studies. (3)

spring

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

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

spring

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

M RDG 630 Research in Literacy. (3)

selected semesters

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

SECONDARY EDUCATION (SED)

For more SED courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SED 400 Principles of Effective Instruction in Secondary Education. (3)

fall, spring, summer

Examines different models of education. Develops and applies appropriate teaching practices for each model to secondary school classrooms. Lecture, discussion. Prerequisite: ITC admission.

M SED 480 Special Methods of Teaching Social Studies. (3)

fall and spring

Interdisciplinary approaches; production and collection of materials. Prerequisite: ITC admission.

M SED 502 Equity in Mathematics and Science Education. (2)

fall

Introduction to equity issues in science and mathematics as they relate to gender, social class, and ethnicity. Examines current research in these areas. Discussion, case studies.

M SED 520 Science Methods for Early Adolescence. (3)

fall

Examines the interrelationships between theory and practice in teaching science. Lecture, discussion.

M SED 522 Secondary School Curriculum Development. (3)

fall, spring, summer

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

M SED 523 Middle School Curriculum and Organization. (3)

summer

Overview of the organization, curriculum, and philosophy of the U.S. public school system with emphasis on the middle school.

M SED 533 Improving Instruction in Secondary Schools. (3)

fall, spring, summer

Analyses of procedures, methods, techniques, and experiments in teaching in secondary schools.

M SED 544 Creating Classroom Climates. (3)

summer

Emphasizes classroom management and instructional strategies for establishing positive classroom climates that facilitate learning. Includes field experience.

M SED 547 Teaching Mathematics in the Middle Grades (5–9). (3)

fall

Strategies and methodologies to teach mathematics in the middle grades (5–9). Lecture, discussion.

M SED 560 Teaching Mathematics with Technology. (3)

fall

Strategies and methodologies to teach mathematics with technology, focusing mainly on the middle grades (5–9).

M SED 561 Teaching Science with Technology. (3)

fall

Strategies and methodologies for effective technology-enhanced science classrooms and improved learning. Models student-driven inquiry teaching throughout the course.

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

selected semesters

Analyses of lay and professional reports; problems and issues in American secondary education.

M SED 578 Student Teaching in the Secondary Schools. (3–15)

fall and spring

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

M SED 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Using Math Manipulatives/Middle Schools
Fee.

M SED 711 Secondary Curriculum Development. (3)

spring and summer

Theories and processes of developing curriculum; evaluation of research.

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

fall

Evaluates the research; issues and theories related to the improvement of instruction.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Interdisciplinary Doctoral Program

**Robert B. Rutherford Jr., Associate Director
of Research and Graduate Education**

Art

Professors: Erickson, Stokrocki, B. Young

Curriculum and Instruction

Professors: Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, E. Garcia, Guzzetti, Hudelson, Ovando, Rutherford, Surbeck, Swadener, Tobin, Zucker
Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Gomez, MacSwan, McCoy, Middleton, Smith, Young

Assistant Professor: Clark

Clinical Associate Professors: Lamorey, Mathur

Educational Leadership and Policy Studies

Regents' Professor: Berliner

Professor: Wiley

Associate Professor: Margolis

English

Professors: Crowley, Nilsen, Roen

Associate Professors: Goggin, Nelson

Geological Sciences

Professor: Reynolds

Kinesiology

Professor: Darst

Assistant Professor: Kulinna

Life Sciences

Professor: Lawson

Mathematics and Statistics

Associate Professor: Carlson

Assistant Professor: Zandieh

The Interdisciplinary Committee on Curriculum and Instruction offers an interdisciplinary graduate program leading to the PhD degree in Curriculum and Instruction. Areas of concentration are as follows: art education, curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, language and literacy, mathematics education, physical education, science education, and special education.

One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, students may work in concert with their program committee to tailor a course of study to fit individual needs and goals.

The interdisciplinary PhD committee mentors set guidelines and supervise programs of study, while an executive committee, appointed by the dean of the College of Education and the dean of graduate studies, has primary responsibility for the operation of the program. It is composed of faculty representing the various concentrations.

Special Education

Master's Programs

The faculty in the Division of Curriculum and Instruction offer graduate programs in Special Education leading to the MA and Master of Education (MEd) degrees in Special Education. MEd degree concentrations are available in the education of gifted, mildly disabled, the multicultural exceptional, and severely/multiply disabled.

At the PhD level, a concentration in special education is offered through the interdisciplinary PhD degree program in Curriculum and Instruction. See "Interdisciplinary Doctoral Program," page 152, for more information on the interdisciplinary PhD in Curriculum and Instruction.

To be considered for admission, applicants must meet all Division of Graduate Studies requirements. The applicant for master's degree program admission is required to provide the following:

1. Graduate Record Examination test scores or Miller Analogies Test scores, or a 3.00 or higher junior/senior GPA;
2. three letters of recommendation;
3. a summary of professional experiences; and
4. evidence of certification in special education for applicants to the MEd program. (The MEd Initial Teacher Certification sequence must be pursued concurrently with the MEd degree by applicants who do not meet this requirement.)

MASTER OF ARTS

The MA program in Special Education requires at least 36 hours of course work. A thesis is required for the MA degree. Candidates are required to take an oral examination in defense of the thesis. For students in the MEd or MA program lacking prerequisite courses, additional course work is required.

MASTER OF EDUCATION

The MEd degree in Special Education requires a minimum of 36 semester hours of course work and a written comprehensive examination paper. The program structure includes a 12-hour methods core, a 12-hour knowledge core, and a 12-hour elective block that includes four content/theme areas: learning and instruction, diversity, foundations and values, and research and technology.

MEd initial teacher certification sequences leading to standard certificates by the State of Arizona in mental retardation and learning and emotional disabilities, as well as an endorsement in gifted education, are available.

Concurrent admission to the Initial Teacher Certification (ITC) sequence and the MEd degree is required unless already certified in special education. See the *General Catalog* for more information. Students seeking initial certification by the State of Arizona in special education who have already completed a bachelor's degree in another area may

apply for the initial certification sequence without enrolling in a master's degree program. Further information is available in the Curriculum and Instruction Graduate Advising/Referral Office (480/965-4602).

RESEARCH ACTIVITY

Current faculty research activities include family-centered early identification of children with learning disabilities and behavior disorders; partnerships in the medical home; bilingual/English as a second language/special education; Arizona behavior initiative creating school environments that support high academic standards for all students; a crossover model of leadership preparation in special education; six interdisciplinary options; and education, disability, and juvenile justice.

SPECIAL EDUCATION (SPE)

For more SPE courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SPE 411 Parent Involvement and Regulatory Issues. (3)

fall and spring

Emphasizes parent and school relations through effective communication and state and federal regulations impacting services for the handicapped. Prerequisite: ITC admission.

M SPE 418 Quality Practices in the Collaborative Indigenous Classroom. (3)

fall and spring

Develops skills, strategies, and knowledge for preservice teachers, focusing on indigenous children, while building collaborative partnerships with special education. Prerequisite: ITC admission.

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

fall

Early childhood education as it applies to the handicapped child.

M SPE 510 Inclusionary Curriculum for Special Education Teachers. (3)

fall and summer

Curricular practices used in inclusion classrooms.

M SPE 511 The Exceptional Child. (3)

fall, spring, summer

Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 311.

M SPE 512 Individuals with Mental Retardation. (3)

fall, spring, summer

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.

M SPE 514 Bilingual/Multicultural Aspects of Special Education. (3)

fall, spring, summer

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

M SPE 515 Methods for the Remediation of Learning Problems of Exceptional Children. (3)

spring

Methods and materials for remediating the basic academic problems of exceptional children. Prerequisites: SPE 511; a methods course in teaching reading and mathematics.

M SPE 522 Academic Assessment of Exceptional Children. (3)

fall

Normative and criterion-referenced assessment of learning problems in exceptional children. Includes formative evaluation. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511); elementary methods courses; program approval.

COLLEGE OF EDUCATION

M SPE 523 Prescriptive Teaching with Exceptional Children. (3) *fall*

Language, reading, and arithmetic methods, techniques, and materials used in individualized instruction. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511); elementary methods courses; program approval. Pre- or corequisite: SPE 522.

M SPE 524 Effective Classroom Behavior Management. (3) *spring*

Organization and delivery of instruction, including formative evaluation and techniques of academic behavior management for exceptional children. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511), 522, 523; program approval.

M SPE 525 Social Behavior Interventions. (3) *spring*

Analysis and intervention into social behavior problems of exceptional students. Focuses on strategies to change maladaptive social behavior. Requires practicum. Prerequisites: SPE 311 (or 511 or 522 or 523); program approval.

M SPE 531 Behavior Management Approaches with Exceptional Children. (3) *fall and summer*

Behavior management approaches for classroom behavior of exceptional children. Prerequisite: SPE 511 (or its equivalent).

M SPE 536 Characteristics of Children with Behavioral Disorders. (3) *fall, spring, summer*

Variables contributing to behavior patterns of behaviorally disordered children.

M SPE 551 Teaching Young Children with Special Needs. (3) *spring*

Methods, materials, and curriculum for preschool and primary-aged children with special needs. Prerequisites: SPE 455 and 511 (or their equivalents).

M SPE 552 Management of Individuals with Severe Handicaps. (3) *spring*

Instruction and management of school-aged and adult individuals with severe, physical, or multiple handicaps. Prerequisites: SPE 511 (or its equivalent); instructor approval.

M SPE 553 Developmental/Functional Assessment. (3) *fall*

Teacher-focused developmental/functional assessment of preschool and severely, physically, and multiply handicapped individuals. Requires field experience. Prerequisites: SPE 511 and 512 and 574 (or their equivalents).

M SPE 554 The Parent/School Partnership. (3) *spring*

Includes knowledge and procedures for involvement and training of parents and caregivers of preschool and severely handicapped individuals. Requires field experience. Prerequisites: SPE 455 and 511 (or their equivalents).

M SPE 561 Characteristics/Diagnosis of Learning Disabilities. (3) *fall, spring, summer*

Theories related to learning disabilities, including identification and characteristics.

M SPE 562 Methods of Teaching Students with Learning Disabilities. (3) *selected semesters*

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

M SPE 574 Educational Evaluation of Exceptional Children. (3) *fall*

Design and statistical considerations of normative and criterion-referenced tests. Collection, recording, and analysis of data from formative

evaluation. Prerequisites: SPE 511 (or its equivalent); a methods course in teaching reading and mathematics.

M SPE 575 Current Issues in the Education of Exceptional Children. (3) *fall*

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

M SPE 577 Mainstreaming Methods. (3) *spring*

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

M SPE 578 Student Teaching in Special Education. (3–15) *fall and spring*

"Y" grade only. Fee. Prerequisites: completion of specified courses; approval by the special education program coordinator.

M SPE 582 Classroom Research with Exceptional Children. (3) *summer*

Introduces interpreting research. Specific research techniques with primary emphasis on classroom research, including applied behavior analysis.

M SPE 585 Creativity: Research and Development. (3) *spring*

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

M SPE 586 Advising the Gifted Child. (3) *once a year*

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

M SPE 587 Controversies in Educating the Gifted. (3) *fall*

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

M SPE 588 The Gifted Child. (3) *fall and summer*

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

M SPE 589 Methods in Teaching the Gifted. (3) *spring and summer*

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

M SPE 774 Characteristics and Causation of Exceptionality. (3) *fall*

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

M SPE 775 Evaluation and Intervention in Special Education. (3) *spring*

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

M SPE 781 Research and Evaluation in Special Education. (3) *spring*

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Division of Educational Leadership and Policy Studies

coe.asu.edu/elps

480/965-6357

ED 120

Terrence G. Wiley, Director

Regents' Professors: Berliner, Glass, Smith

Professors: Appleton, Barone, Beaulieu, Fenske, González, McCarty, Molnar, Tobin, Turner, Valverde, Webb, Wiley

Associate Professors: Danzig, Hunnicutt, Margolis, Rund, Wilkinson

Assistant Professors: Begaye, Garcia, Moses, Powers, Read

Clinical Associate Professors: Jurs, Macey

Research Professor: de los Santos

PROGRAM AREAS

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations

Degrees: MA, MEd, EdD, PhD

Educational Administration and Supervision

Master's and Doctoral Programs

**Kay Hartwell Hunnicutt, Academic Program Coordinator,
D.E.L.T.A. Doctorate and EdD in Educational
Administration and Supervision**

**James E. Jurs, Academic Program Coordinator,
MEd in Educational Administration and Supervision**

**L. Dean Webb, Academic Program Coordinator,
PhD in Educational Administration and Supervision**

Donna J. Macey, Internship Coordinator and Certification

The faculty in the Division of Educational Leadership and Policy Studies offer graduate programs leading to the Master of Education and Doctor of Education degrees in Educational Administration and Supervision. Graduate

course work leading to Arizona certification for principal, supervisor of instruction, and the superintendency is also available through the program and requires three to six semester hours of internship.

A minimum of 36 semester hours is required for the MEd degree. Applicants for admission to the doctoral degree programs must submit scores on the GRE.

Candidates for all degrees must pass a written comprehensive examination or meet alternative requirements. Candidates for the MEd degree must present a satisfactory capstone project addressing leadership. An oral examination over the written portion of the comprehensive examination may be required of EdD candidates at the discretion of the student's program committee. In addition, candidates for the EdD and PhD must pass a final oral examination in defense of the dissertation and candidates for the EdD programs may also be required to take certain College of Education core courses depending upon previous experience and education. Pre-approval by an advisor is required. For core courses, see specific program requirements. A set of research courses is required for the EdD degree.

MASTER OF EDUCATION

See "Master of Education," page 142, for general information on the Master of Education degree.

DOCTOR OF EDUCATION

See "Doctor of Education," page 143, for general information on the Doctor of Education degree.

RESEARCH ACTIVITY

Faculty research includes the study of economics and financing of education, competency performance, administrator preparation, roles and characteristics of school administrators, educational demographics, equity in leadership, administrative decision processes, evaluation of teaching performance, evaluation of administrative performance, community education, effects of legislative budget limitations, personnel administration communications, alternative school programs, policy formation, planning, school board problems, and law-related issues.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

For more EDA courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDA 501 Competency/Performance in Educational Administration. (3)

fall and summer

Nature of educational administration and the concept of competency as it applies to educational administration.

M EDA 511 School Law. (3)

spring

Constitutional, statutory, and case law that relates to all school personnel, pupils, the school district, and other governmental units. Contracts, dismissals, tenure, retirement, pupil injuries, liability of personnel and district, school district boundary changes, and bonding.

M EDA 525 Human Relations and Societal Factors in Education. (3)

selected semesters

Interrelations between problems of educational administration and interdisciplinary social sciences. Communications skills, morale,

COLLEGE OF EDUCATION

authority, and perception. Concepts from political science, economics, and social-psychology useful to the administrator.

M EDA 526 Instructional Supervision. (3)

fall, spring, summer

Administering curriculum improvement, in-service education, evaluating, and improving teaching competence; administrative instructional responsibilities.

M EDA 544 Public School Finance. (3)

fall

Measures of ability, efforts, and educational need; capital outlay funding; tax revenues; federal, state, and local financing alternatives; major issues and trends in the financing of public education.

M EDA 548 School, Family, and Community Connections. (3)

selected semesters

Provides deeper understandings of the nature of community in American life, and of connections between schools, families, and communities.

M EDA 555 Educational Facility Planning. (3)

selected semesters

School building needs, educational planning for facilities, responsibilities of architects, duties of contractors, and equipping and furnishing of school buildings.

M EDA 571 School Business Management. (3)

fall, spring, summer

Purchasing, budgeting, accounting, payroll management, auditing, financial reporting, insurance, and administration of nonteaching personnel and services.

M EDA 573 Human Resources Administration. (3)

spring

Organization for human resources services; development of policy to govern the human resources function and its related processes.

M EDA 576 The School Principalship. (3)

fall

Problem and laboratory approaches used to provide application of administrative activities of elementary and secondary schools. Prerequisites: EDA 501, 526.

M EDA 611 Educational Policy and the Law. (3)

summer in odd years

Emphasizes policy analysis and application of federal and state law to policy evaluation and development in public schools. Lecture, case studies. Prerequisite: EDA 511 or HED 649. Corequisite: admission to doctoral program in education.

M EDA 624 Organizational Development and Management of Schools. (3)

spring

Current organizational patterns for public schools. Emphasizes the organizations, human, and social dimensions on organizations. Lecture, discussion, projects.

M EDA 634 Instructional Leadership. (3)

selected semesters

Curricular practices and processes used by instructional leaders who plan, organize, and coordinate the professional activities in elementary and secondary schools. Prerequisite: EDA 526.

M EDA 645 Leadership Development for Education Leaders. (3)

spring

Principles, theories, attributes, and skills related to individual leadership development. Lecture, online computer modules. Also offered as a Web-only course. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 675 Politics of Education. (3)

spring

Uses social science theory and research to consider the political context of educational policy making. Prerequisite: COE 505.

M EDA 676 The School Superintendency. (3)

spring

Critical examination of the school superintendency and the primary functions of this educational position. Includes duties, responsibilities, activities, and problems of the school superintendent. Examines the

unique leadership role of the school superintendent. Prerequisite: instructor approval.

M EDA 677 Foundations of Educational Reform Movements. (3)

fall

Historical and contemporary survey of curricular reform movements in the United States with emphasis on equity and social justice issues. Cross-listed as SPF 677. Credit is allowed for only EDA 677 or SPF 677. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 679 Administration of Special Programs in Education. (1-3)

selected semesters

For personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, audiovisual, library science, and others.

M EDA 685 Education in Global Contexts. (3-6)

spring

Global perspectives on education in contemporary society with emphasis on social, political, and economic factors that affect access and equity. Lecture, travel. Cross-listed as SPF 685. Credit is allowed for only EDA 685 or SPF 685. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 691 Seminar. (1-12)

selected semesters

Topics may include the following:

- Cultural Diversity in Educational Administration. (3)

M EDA 711 Administrative Leadership. (3)

fall

Emphasizes research in leadership; application of research findings to administrative and supervisory functions in educational endeavors. Prerequisites: EDA 624; 30 semester hours in educational administration; admission to doctoral program in education.

M EDA 722 Administration of Instructional Improvement. (3)

spring

Recent research relating to administrative and supervisory responsibilities for the improvement of the educational program. Effective processes by administrators, supervisors, consultants, and coordinators. Prerequisites: 30 semester hours in educational administration; admission to doctoral program in education.

M EDA 723 Diversity in Education for School Leaders. (3)

spring

Discusses current issues and leadership strategies for meeting the needs of diverse student populations combating inequity and inequality in education. Lecture, field experience. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 791 Seminar. (1-12)

selected semesters

Topics may include the following:

- Curricular and Instructional Leadership. (3)
- Economics and Finance of Schools. (3)
- Evaluation and Assessment of School Change. (3)
- Research on Teaching. (3)

M EDA 792 Research. (1-12)

selected semesters

M EDA 799 Dissertation. (1-15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

EDUCATION POLICY ANALYSIS (EPA)

EPA 691 Seminar. (1-12)

selected semesters

EPA 791 Seminar. (1-12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

**Educational Leadership
and Policy Studies**

Doctoral Program

Gene V Glass, Academic Program Coordinator

PROGRAM OVERVIEW

The Division of Educational Leadership and Policy Studies offers a PhD in Educational Leadership and Policy Studies that emphasizes methods of policy analysis and provides for specializations in particular disciplines. Education policy studies deal with the entire process by which society derives, institutes, evaluates, and modifies the rules, both stated and unspoken, by which the educational system runs. Doctoral students receive course work and practical experiences in a variety of special contexts, including higher education, elementary and secondary schools, and education-governing bodies. The faculty seeks to train persons who will teach or pursue policy studies in school districts, government agencies, and universities. Admissions information and forms for this and other graduate programs are available online.

DOCTOR OF PHILOSOPHY

See “Doctor of Philosophy,” page 69, for general requirements.

Admission. Admission to the PhD program in the division is based on undergraduate and/or graduate GPAs, scores on the Graduate Record Exam (GRE) or Graduate Management Aptitude Test (GMAT), letters of recommendation, a letter of intent, work and academic experiences, and availability of faculty to supervise the academic area of interest. Citizens of Mexico applying to the PhD program may substitute the EXANI-III that is required by CONACYT of all applicants for a fellowship from the Mexican government.

The program does not have a minimum score for either the GRE or GMAT. International applicants must have a TOEFL score of at least 550 on the paper test or 213 on the computer-based TOEFL. Applicants are not required to submit a TOEFL score if (1) they graduated from a college or university in a country whose native language is English, or (2) if they have had immigrant status (permanent residency) in the U.S. for at least 18 months. Test results should be reported to the Division of Graduate Studies directly by ETS.

The division considers applicants for admission to the PhD program at the end of October, February, and April each year. To be considered at any of the admission meetings, an applicant’s file must be completed no later than the first day of the month in which the meeting is to be held. Admissions information and forms for this and other graduate programs are available online.

Students entering the program must have a bachelor’s or master’s degree in either education or an appropriate subject

field (e.g., anthropology, economics, history, philosophy, or sociology), or additional courses are required in the areas of deficiency before admission to the program. Contact the division office for the appropriate admissions application. In selecting applicants, the program looks for background and career aspirations consistent with program goals and willingness to devote primary attention to courses and experiences on campus.

Program Committee. The program committee (chair and at least two other members) advises in the preparation of the program of study and administers the comprehensive examinations. The committee must be approved by the dean of graduate studies.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed upon the approval of the dean of graduate studies. The dissertation committee approves the subject and title of the dissertation. Members of the program committee may also serve as members of the dissertation committee; however, the committees may have different memberships. The dissertation chair must be a faculty member designated eligible to serve in this capacity by the dean of graduate studies.

Program of Study. Students entering the PhD program with a master’s degree in a related discipline and with credit for between 24 and 30 semester hours of graduate course work are expected to earn a total of 84 semester hours past the BA, including the transferred master’s hours; of these 84 semester hours at ASU, 54 must be earned at ASU. Of the 54 semester hours at ASU, 24 must be earned in research or dissertation. A typical student’s course of study would take the following form:

Policy Studies Core. At the heart of the PhD program are 12 semester hours of course work on the foundations of policy studies.

SPF 591 S: Foundations of Inquiry	3
SPF 791 S: Pro-Seminar*	3
Choose one diversity course	3
EDA 691 S: Cultural Diversity in Educational Administration (3)	
HED 691 S: Cultural Diversity in Education (3)	
SPF 598 ST: Education of Women (3)	
Choose one organizational theory course	3
HED 688 Organizational Theory (3)	
SPF 622 Organizational Theory (3)	
Total	12

* This course must be taken in the first year.

Research Methods. Students gain expertise in many approaches to research, evaluation, and policy analysis. A wide variety of courses, both inside and outside the College of Education, is available to deepen a student’s competence and research emphasis. The particular courses should be chosen in consultation with the student’s program committee. Twelve semester hours is required in research methods.

COE 502 Introduction to Data Analysis	3
COE 503 Introduction to Qualitative Research	3
Research electives	6
Total	12

COLLEGE OF EDUCATION

Specialty Studies. Students complete at least 12 semester hours (approved by the student's program committee) in an area of special interest: educational administration and supervision, higher education, policy analysis, social foundations, or research and evaluation methods.

Recommended Courses for the PhD Specialization in Educational Administration and Supervision

EDA 573 Human Resources Administration.....	3
EDA 611 Educational Policy and the Law	3
EDA 645 Leadership Development for Education Leaders	3
EDA 675 Politics of Education	3
EDA 677 Foundations of Educational Reform Movements.....	3
EDA 685 Education in Global Contexts.....	3
EDA 711 Administrative Leadership	3
EDA 791 S: Curricular and Instructional Leadership	3
EDA 791 S: Economics and Finance of Schools	3
EDA 791 S: Evaluation and Assessment of School Change	3
EDA 791 S: Research on Teaching	3

Recommended Courses for the PhD Specialization in Higher Education

HED 510 Introduction to Higher Education.....	3
HED 602 Institutional Research/Strategic Planning	3
HED 611 Curriculum and Instruction	3
HED 649 Law of Higher Education	3
HED 687 Governance, Coordination, and External Influences.....	3
HED 689 Leadership and Administration in Higher Education.....	3
HED 691 S: Critical Policy Issues in Higher Education	3
HED 691 S: Special Policy Issues	3

Total hours for specialty studies vary depending on specialization.

Practicum. Students must earn three semester hours of credit for a supervised practicum. The setting must be other than the student's normal workplace, and the experience should lead to a written report.

Research and Thesis. Each PhD candidate must register for a combined total of 24 semester hours for 792 Research and 799 Dissertation.

Foreign Language Requirements. None.

Comprehensive Examinations. The examination centers on the professional focus and the cognate study and must be passed before admission to candidacy. A written examination is required; an oral examination over the written portion may be required by the student's program committee.

Research and Dissertation. Twenty-four semester hours of research and dissertation credit are required. The dissertation must consist of a fully documented written study demonstrating a high level of research competence and scholarship in the student's area of professional focus. The dissertation should make an original contribution to knowledge in the area of educational leadership and policy studies and be worthy of publication by an established press as a book or monograph or as one or more articles in a refereed, scholarly journal.

Dissertation Precis and Proposal. The precis is a summary of the dissertation research proposed by the student. Upon approval of the precis by the dissertation committee, the student proceeds to develop a dissertation proposal.

Final Examination. A final oral examination in defense of the dissertation is required.

COURSES

For courses, see *Education Policy Analysis (EPA)*, page 156.

Higher and Postsecondary Education

Master's and Doctoral Programs

coe.asu.edu/elps/highed.php

480/965-6357

ED 120

Caroline Sotello Vieres Turner, Academic
Program Coordinator

The faculty in the Division of Educational Leadership and Policy Studies offer graduate programs leading to the Master of Education and Doctor of Education degrees in Higher and Postsecondary Education.

Candidates for the MEd and EdD programs may be required to take certain College of Education core courses, depending upon previous experience and education. Pre-approval by an advisor is required. The MEd program requires 33 semester hours of course work, including a practicum. Candidates for all degrees must pass a written comprehensive examination, and candidates for the EdD must pass a final oral examination in defense of the dissertation.

Students interested in the PhD degree with a field of study encompassing higher education should refer to "Educational Leadership and Policy Studies," page 157. See "Doctor of Philosophy," page 69, for information on the PhD degree.

Admissions information and forms for this and other programs are available online.

MASTER OF EDUCATION

Applicants for admission to the MEd degree program must submit scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test; scores on the GRE are preferred. For more information, see "Master of Education," page 142.

DOCTOR OF EDUCATION

Applicants for admission to the Doctor of Education program must submit scores on the GRE. For more information, see "Doctor of Education," page 143.

RESEARCH ACTIVITY

Faculty members in higher education are conducting research on a variety of significant topics according to their areas of special research interest. These areas include student access, retention of underrepresented students, student



The courtyard of the Farmer Education Building offers shade on summer days. The building contains classroom and office space for the College of Education.

Tim Trumble photo

financial assistance, faculty development, organizational influences on the community college, Hispanic studies, legal aspects of higher education, assessment and program evaluation, faculty diversity, women of color and leadership in higher education, qualitative approaches to policy research, and policy analysis.

HIGHER AND POSTSECONDARY EDUCATION (HED)

HED 510 Introduction to Higher Education. (3)

fall

Overview of American higher education, including philosophical, political, and social aspects.

HED 527 Seminar: Student Affairs Administration. (3)

fall

Organizational models, administrative competencies and skills, and emerging challenges of student affairs administration. Lecture, discussion, group projects, written assignments.

HED 533 The Community-Junior College. (3)

fall and spring

History, functions, organization, and current issues. Meets Arizona community college course requirement for certification.

HED 602 Institutional Research/Strategic Planning. (3)

fall

Provides an overview of policy research and planning in higher education at the campus system and governing/coordinating agency levels. Lecture, group discussion, research projects. Prerequisite: HED 510.

HED 611 Curriculum and Instruction. (3)

spring

Curriculum development, instructional organization, and improvement of instruction in higher education. Prerequisite: HED 510.

HED 620 Diversity in Higher Education. (3)

spring

Overview of the demographic profile of college students, faculty, and staff. Addresses issues of access, retention, and development. Lecture, collaborative learning, group projects.

HED 644 Higher Education Finance and Budgeting. (3)

spring

Financial planning and budgeting in higher education institutions. Issues related to financing public and private colleges and universities. Prerequisite: HED 510.

HED 649 Law of Higher Education. (3)

fall

Analyzes legal issues related to higher education; examines key court decisions. Prerequisite: HED 510.

HED 679 The American College Student. (3)

spring

Overview of American college student from demographic, background characteristics, and values/attitudes/perspectives. Includes access, persistence, and degree completion. Lecture, group discussion, research projects.

HED 687 Governance, Coordination, and External Influences in Higher Education. (3)

spring in odd years

Study of governance and coordination in higher education systems and the impact of external forces on them. Lecture, discussion.

HED 688 Organizational Theory. (3)

spring

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

HED 689 Leadership in Higher Education. (3)

fall

Theory and practice of leadership and administration in higher education institutions.

HED 691 Seminar. (1–12)

selected semesters

Topics may include the following:

- Approaches to Higher Education Policy Research
- Critical Policy Issues in Higher Education. (3)
- Cultural Diversity in Education. (3)
- Information Technology

COLLEGE OF EDUCATION

- Qualitative Case Study
- Special Policy Issues. (3)

HED 792 Research. (1–12)
selected semesters

HED 799 Dissertation. (1–15)
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Institutional Research

Certificate Program

For information on the new Graduate Certificate in Institutional Research, call the Division of Educational Leadership and Policy Studies at 480/965-6357.

Social and Philosophical Foundations of Education

Master's Program

Nicholas R. Appleton, Academic Program Coordinator

MASTER OF ARTS

The faculty in the Division of Educational Leadership and Policy Studies offer a graduate program leading to the MA degree in Social and Philosophical Foundations of Education. Students may also select policy analysis as an area of study. The program offers students a grounding in historical, social, and philosophical literature. The program is geared toward students seeking relevant and advanced preparation for doctoral-level study in one of the fields of education. The program is also appropriate for educational practitioners seeking terminal master's degrees and advanced intellectual development that will make them more thoughtful teachers and better informed decision makers. Students study both classic and leading contemporary thought taken from educational, social, and philosophical literature. The program draws on intellectual sources and scholarly disciplines, including anthropology, curriculum theory, history, law, philosophy, sociology, and comparative international and multicultural perspectives.

A thesis or equivalent is required for candidates. The thesis proposal serves as the comprehensive examination. An oral examination in defense of the thesis or equivalent is required.

RESEARCH ACTIVITY

Faculty currently conduct research in philosophy of education, visual sociology and sociology of education, and education policy.

SOCIAL AND PHILOSOPHICAL FOUNDATIONS (SPF)

SPF 501 Culture and Schooling. (3)

fall and spring

Introduces 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)

fall and spring

Explores organizational structure and administration of public education through the application of legal and ethical concepts and relevant information of the social sciences.

SPF 511 School and Society. (3)

selected semesters

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

SPF 515 Gender and Education. (3)

selected semesters

Analyzes relationships of gender and education emphasizing analyses and critiques of traditional conception of knowledge, identity, and feminist theory. Seminar.

SPF 520 Cultural Diversity in Education. (3)

selected semesters

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

SPF 530 Sociology of Education. (3)

fall

Current issues in the sociology of education: stratification, social mobility.

SPF 534 Foundations of Educational Inquiry. (3)

fall

Overview of the nature of inquiry examining the philosophy of science and social science, approaches to knowing in the humanities. Seminar. Credit is allowed for only SPF 534 or 634.

SPF 544 Philosophical Foundations of Education. (3)

selected semesters

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

SPF 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Foundations of Inquiry. (3)

SPF 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Education of Women. (3)

SPF 603 Visual Ethnography in Education. (3)

fall

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)

fall

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

SPF 622 Organizational Theory. (3)

spring

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 634 Foundations of Educational Inquiry. (3)

fall

Overview of the nature of inquiry examining the philosophy of science and social science, approaches to knowing in the humanities. Seminar. Credit is allowed for only SPF 634 or 534.

SPF 677 Foundations of Educational Reform Movements. (3)

fall

Historical and contemporary survey of curricular reform movements in the United States with emphasis on equity and social justice issues. Cross-listed as EDA 677. Credit is allowed for only EDA 677 or SPF 677. Prerequisite: admission to the program or instructor approval.

SPF 685 Education in Global Contexts. (3–6)*spring*

Global perspectives on education in contemporary society with emphasis on social, political, and economic factors that affect access and equity. Lecture, travel. Cross-listed as EDA 685. Credit is allowed for only EDA 685 or SPF 685. Prerequisite: admission to doctoral program in education or instructor approval.

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

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

SPF 791 Seminar. (1–12)*selected semesters*

Topics may include the following:

- Pro-Seminar. (3)

SPF 792 Research. (1–12)*selected semesters***SPF 799 Dissertation. (1–15)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Division of Psychology in Education

coe.asu.edu/psyched

480/965-3384

EDB 302

Elsie G. J. Moore, Director

Regents' Professors: Berliner, Glass, Smith

Professors: Arredondo, Bernstein, Bitter, Blanchard, Claiborn, Green, Hackett, Hood, Horan, Kerr, Kinnier, Klein, Moore, Robinson Kurpius, Santos de Barona, Strom, Sullivan, Tracey

Associate Professors: Arciniega, Brown, Ladd, Nakagawa, Savenye, Wodrich

Assistant Professors: Arzubiaga, Atkinson, Brem, Gorin, Husman, Rayle, Thompson

Clinical Associate Professors: Glidden-Tracey, Homer, Stamm

Program Areas

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

Degrees: MA, MC, MEd, PhD

Counseling

Master's Program

Terence J. G. Tracey, Academic Program Leader

MASTER OF COUNSELING

The Master of Counseling (MC) degree is a 60-semester-hour program designed to prepare students for counseling as a profession and includes a set of required professional studies supported by elective subjects in related disciplines. Practitioner, research, and school counseling options are available. The MC program, which is in community counseling, is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The school counseling option is appropriate for school counselor certification in Arizona and other states. The MC degree identifies the recipient as a professional counselor and prepares individuals to work in a variety of human service fields.

Admission. A student initiates application for admission to the MC degree program with the Division of Graduate Studies. Admission is determined by a variety of criteria in addition to GPAs. Applications are reviewed once a year. Applicants to the MC degree must submit all application materials before January 15 to be considered for admission for the following academic year. The number of students admitted to the MC degree program is limited by the size of the faculty and the facilities available for practica. Applicants may get the complete program brochure from the Division of Psychology in Education and the program Web site, coe.asu.edu/psyched.

Supervisory Committee. Following admission to the MC program, a supervisory committee consisting of a chair and two other faculty members is appointed to plan a program of study with the student.

Program of Study. The program of study should be planned in consultation with the supervisory committee. In addition to course work, the program may include supervised practica in consultation, individual and group counseling, marriage and family counseling, and stress management. These experiences involve a variety of client populations. The program of study must be approved by the supervisory committee, the division director, and the dean of graduate studies.

Credit Before Admission. A maximum of 32 semester hours of graduate course work earned in a completed master's degree from an accredited institution may be applied to the program. In all other circumstances, a maximum of nine semester hours of prior course work may be applied to the MC degree program.

Final Examinations. The practitioner option requires students to take a final written comprehensive examination.

COLLEGE OF EDUCATION

The research option requires students to complete a thesis; an oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

See "Counseling Psychology," page 162, for research activity.

COUNSELOR EDUCATION (CED)

CED 512 Introduction to Helping Relationships. (3)

selected semesters

Introduces the skills used in the helping professions and examines the settings in which they occur.

CED 522 Theories of Counseling and Psychotherapy. (3)

fall and spring

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

CED 523 Psychological Tests. (3)

fall and spring

Standardized tests in the study of the individual, with emphasis on test score interpretation in counseling. Prerequisite: COE 502 or equivalent.

CED 527 Community Counseling. (3)

fall and summer

Community focus with emphasis on outreach, prevention, psychoeducation, consulting, and advocacy from a systematic multicultural perspective. Lecture, discussion, visitations, experiential activities.

CED 528 School Counseling. (3)

fall and spring

Introduces counseling within multicultural settings. Emphasizes counseling, consultation, and coordination skills needed for schools' comprehensive developmental guidance programs. Lecture, discussion, experiential activities.

CED 534 Occupations and Careers. (3)

fall and spring

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

CED 545 Analysis of the Individual. (3)

fall and spring

Theory and methods commonly used in studying the individual. Observational methods, diagnostic interviews, structured, and semi-structured methods for assessing personality.

CED 567 Group Dynamics and Counseling. (3)

fall and spring

Group process factors, theory, and diversity issues determining effective interaction in small groups. Emphasis placed on lecturettes, self awareness, and experiential components. Lecturettes, discussion, experiential activities. Prerequisite: admission to the degree program.

CED 577 Counseling Prepracticum. (3)

fall and spring

Focus on racial, social, and cultural factors in the development of helping relationships through integration of cognitive and affective self-awareness with counseling skills. Lecture, lab. Prerequisite: admission to MC or school counselor certification program. Pre- or corequisite: CED 522.

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

once a year

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 672 Marriage and Family Counseling. (3)

fall

Introduces marriage and family counseling theories. Emphasizes a systems-communication model utilizing cocounseling.

CED 680 Practicum. (1–12)

selected semesters

CED 684 Internship in Community and/or School Counseling. (3–6)

fall, spring, summer

Prerequisites: CED 680; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Counseling Psychology

Doctoral Program

Richard T. Kinnier, Training Director
Terence J. G. Tracey, Academic Program Leader

DOCTOR OF PHILOSOPHY

The faculty in the Division of Psychology in Education offer a graduate program leading to the PhD degree in Counseling Psychology. The PhD program in Counseling Psychology is accredited by the American Psychological Association. The PhD program adheres closely to the scientist-practitioner model in preparing graduates for positions in academic and psychological service settings. Although faculty interests are diverse, there is a strong emphasis on empirical data as the basis for professional decision making. All applicants must submit scores of the Graduate Record Examination and submit all application materials before December 1 to be considered for admission for the following academic year.

Curriculum requirements of the Counseling Psychology program include course work from several domains (general psychology core, empirical foundations, and counseling theory and methods), as well as practicum and internship experiences. Comprehensive examinations cover the psychology core, empirical foundations, and counseling theory and practice. Applicants should contact the Division of Psychology in Education and request the Counseling Psychology Program brochure for a complete description of admissions and curricular requirements. A copy of the program brochure is also available on the Web site, coe.asu.edu/psyched.

RESEARCH ACTIVITY

Research activity includes career development and self-efficacy, counseling process, drug abuse prevention, meaning-in-life related issues, problem solving and decision making, interpersonal skill development, ethnic and gender issues, health psychology topics, student development, program evaluation, gerontological counseling, ethics, marriage and family counseling, at-risk youth, and the counseling of the gifted and talented.

COUNSELING PSYCHOLOGY (CPY)

CPY 613 Child Counseling. (3)

selected semesters

Applications of counseling theory in working with children in clinics and elementary schools. Integrated practicum available with instructor approval. Prerequisite: CED 577 (or its equivalent).

CPY 622 Group Counseling. (3)

fall and spring

Theories and methodologies used in group counseling. Prerequisites: CED 567 and 577 (or their equivalents).

CPY 634 Organizational Development and Planned Change. (3)

selected semesters

Organizational/individual dynamics, including theory, analysis, techniques, and consultation/intervention strategies used in organizational

development. Field consultation projects. Prerequisites: CED 567 and 577 (or their equivalents).

CPY 644 Psychology of Careers. (3)

spring

Advanced career counseling, including theory, research, and practice. Prerequisite: CED 577 (or its equivalent).

CPY 645 Professional Issues and Ethics. (3)

fall and spring

Ethical, legal, and professional issues of concern to practitioners and researchers functioning in a variety of settings.

CPY 667 Patterns of Behavior Disorders. (3)

once a year

Etiology and treatment of a variety of psychological problems, particularly those represented in DSM III-R. Prerequisite: CED 577 (or its equivalent).

CPY 671 Multicultural Counseling. (3)

fall

Provides awareness of the influence of sociocultural variables on human development and explores implications for counseling minority populations.

CPY 672 Human Diversity: Social Psychological Perspectives. (3)

once a year

Implications for psychological practice of social, psychological, and biological factors in the development of behavioral differences.

CPY 674 Counseling Women. (3)

fall

Explores women's development and its implications for counseling. Sexism in mental health, sex differences in diagnosis and psychopathology, and women's particular treatment needs.

CPY 675 Health and Wellness Counseling. (3)

selected semesters

Theory, research, and practice in health and wellness counseling.

CPY 677 Advanced Counseling. (3)

selected semesters

Advanced topics in counseling theory, research, and practice. Prerequisite: CED 577 (or its equivalent).

CPY 679 History and Systems of Psychology. (3)

once a year

Examines the development and differentiation of the discipline of psychology from its origins in philosophy to the present.

CPY 701 Science and Practice of Counseling Psychology. (3)

fall

Directed experiences involving the integration of theory, research, and practice in counseling psychology. Prerequisite: instructor approval.

CPY 702 Research Methods in Counseling Psychology. (3)

once a year

Applies experimental and/or quasi-experimental methods to theory construction and treatment evaluation in counseling psychology. Prerequisite: COE 502 (or its equivalent).

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Counselor Education

Master's Program

Terence J. G. Tracey, Academic Program Leader

MASTER OF EDUCATION

The faculty in the Division of Psychology in Education offer a degree program leading to the Master of Education (MEd) degree in Counseling.

The MEd degree in Counseling is a 30-semester-hour program for certified or certifiable teachers. The degree is

designed to provide a greater understanding of the psychological and behavioral development of individual students; the dynamics and use of groups in the instructional process; principles of testing and vocational and career dynamics that have applications in the instructional process; the effective utilization of school specialists in aiding student development; and the role of the school counselor in the instructional process. While the MEd program is generally chosen as a student's fifth year of teacher preparation, the MEd does not result in certification as a school counselor. Those wishing to be certified for school counseling should apply to the Master of Counseling (MC) degree program.

Admission to the MEd in Counseling is based on the applicant's potential for graduate study and completion of an undergraduate degree in education or certification as a teacher in Arizona public schools. To balance student demand with resources available, the program is limited in the number of students admitted each admissions period.

Applicants must submit all application materials before October 15 or April 15 to be considered for admission for the following semester. Applicants should get the complete program brochure from EDB 302 or from the Web site. For more information, see "Master of Education," page 142.

RESEARCH ACTIVITY

See "Counseling Psychology," page 162.

COURSES

For courses, see "Counseling," page 161

Educational Psychology

Master's and Doctoral Programs

Samuel B. Green, Academic Program Leader

The faculty in the Division of Psychology in Education offer graduate programs leading to the MA, MEd, and PhD degrees in Educational Psychology. Doctoral concentrations are available in learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology.

Students applying for admission to these programs should see "Admission to the Division of Graduate Studies," page 58. Applicants to these programs must submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination. Applicants to the MEd may substitute a Miller Analogies Test score. These programs generally require a statement of purpose as well as other items. Applicants should refer to the division's Web site at coe.asu.edu/psyched for other requirements and applicable forms.

These programs, except school psychology, accept students for fall and spring semesters. A completed graduate application and all program application materials should be received by October 15 for admission in the spring

COLLEGE OF EDUCATION

semester. For admission in the fall semester, a completed graduate application and all program application materials should be received by February 15. School psychology applicants should submit a completed graduate application and all program application materials before January 1 for fall admission.

MASTER OF EDUCATION

This program is intended for persons who wish to further prepare themselves as classroom teachers or for other positions related to instruction. The degree requires 36 semester hours of graduate course work and a written evaluation as a culminating experience. Students completing this program are not expected to continue for a PhD degree in Educational Psychology at ASU.

See “Master of Education,” page 142, for more information on the degree.

MASTER OF ARTS

The program of each student is prepared in consultation with the supervisory committee, consisting of a chair and two or more additional faculty members. A minimum of 30 semester hours is required. The program must include six hours of thesis and a written comprehensive examination. Students in this program generally are preparing for doctoral studies.

See “Master’s Degrees,” page 67, for general requirements.

DOCTOR OF PHILOSOPHY

The PhD degree in Educational Psychology offers the following areas of study: learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology. These programs prepare students for professional positions in universities, school districts, departments of education, and industry. Complete descriptions of each area are on the division’s Web site at coe.asu.edu/psyched.

School Psychology. The faculty specializing in school psychology offer a scientist-practitioner program leading to the PhD degree. The program provides preparation in academic and professional areas through course work, research, practica, and internship. Graduates are employed in school districts, behavioral health settings serving children and adolescents, and universities. The school psychology program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information on the faculty, the programs of study, and admission requirements, applicants should contact the Division of Psychology in Education or access the Web site at coe.asu.edu/psyched.

See “Doctor of Philosophy,” page 69, for general information on the PhD degree.

RESEARCH ACTIVITY

Research in learning includes teacher education, argumentation and discourse, reading, spatial cognition, and neuropsychological development in early childhood. Research in lifespan development includes studies of pre-

school and family literacy programs, social and moral development, peer relations, and intergenerational relationships. Research in methodology includes quantitative and qualitative methodology, program evaluation, testing practices, and testing with computers.

School psychology research involves assessment of cognitive and academic skills, classroom processes, interventions with high-risk children and youth, informed consent, substance abuse prevention, and assessment of minority individuals, as well as ethnic and gender issues.

EDUCATIONAL PSYCHOLOGY (EDP)

For more EDP courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDP 502 Introduction to Data Analysis. (3)

fall, spring, summer

Descriptive statistics, visual approaches, estimation, and inferential methods for univariate and bivariate educational research problems. Experience using statistical software. Cross-listed as COE 502. Credit is allowed for only COE 502 or EDP 502.

M EDP 503 Introduction to Qualitative Research. (3)

fall, spring, summer

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.

M EDP 504 Learning and Instruction. (3)

fall, spring, summer

Introduces 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.

M EDP 510 Essentials of Classroom Learning. (3)

fall, spring, summer

Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology.

M EDP 513 Child Development. (3)

fall, spring, summer

Examines problems and achievements experienced by children growing up in a technological society. Emphasizes discovering the child’s perspective.

M EDP 514 Psychology of the Adolescent. (3)

fall, spring, summer

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 its equivalent).

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

fall

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

M EDP 535 Applied Behavior Analysis. (3)

fall

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

M EDP 536 Physiology of Behavioral Disorders. (3)

fall

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

M EDP 540 Theoretical Views of Learning. (3)

fall and spring

Classical and cognitive theories of learning, plus recent orientations. Illustrative experimental and rational foundations; implications for educational practice.

- M EDP 542 Research Methods in the Learning Sciences. (3)**
spring
Students read, design, and carry out original research in the learning sciences. Lecture, discussion. Prerequisites: EDP 540; instructor approval.
- M EDP 544 Psychology of Reading. (3)**
fall
Alternate analyses of the reading process; designs and procedures for investigating instructional and noninstructional variables related to reading achievement.
- M EDP 545 Higher-Order Processes in the Learning Sciences. (3)**
spring
Examines original research on induction, deduction, analogy and transfer, knowledge representation, and other issues in learning. Discussion. Prerequisite: EDP 540 or instructor approval.
- M EDP 550 Introduction to Measurement in Education. (3)**
fall and spring
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 equivalent course as determined by the program.
- M EDP 552 Multiple Regression and Correlation Methods. (3)**
fall, spring, summer
Educational applications of regression techniques. Quantitative and qualitative predictors, curvilinear trends, and interactions. Emphasizes analyzing data and interpreting results. Lecture, lab. Prerequisite: EDP 502 or equivalent course as determined by the program.
- M EDP 554 Analysis-of-Variance Methods. (3)**
fall, spring, summer
Educational applications of ANOVA techniques. Between- and within-subjects designs, multiple comparisons. Emphasizes using statistical software and interpreting results. Lecture, lab. Prerequisite: EDP 552 or equivalent course as determined by the program.
- M EDP 556 Data Processing Techniques in Measurement and Research. (3)**
once a year
Use of statistical packages for data analysis. Emphasizes data management, data structures, and related statistical procedures. Lecture, lab. Prerequisite: EDP 552. Pre- or corequisite: EDP 554 or instructor approval.
- M EDP 560 Individual Intellectual Assessment. (3)**
fall and spring
Issues in administration and interpretation of individual intelligence tests. Theoretical basis, ethical considerations, and diagnostic use of test results. Fee. Prerequisite: admission to a program in professional psychology or instructor approval.
- M EDP 561 Lab in Psychological Assessment. (3)**
spring
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.
- M EDP 562 School Psychology: Ethics, Theory, and Practice. (3)**
fall
Provides information regarding the ethics, history, and theory of current school psychology practice.
- M EDP 563 Interventions in School Psychology. (3)**
fall
Examines case-based consultation and consultation research relevant to school psychology practice. Field experience. Prerequisite: school psychology program or instructor approval.
- M EDP 564 Academic Interventions. (3)**
spring
Skills-building course emphasizing academic interventions and outcome-based educational decisions. Prerequisite: EDP 535.
- M EDP 566 Diagnosis of Learning Difficulties. (3)**
spring
Clinical diagnosis of learning difficulties, emphasizing specific academic problems. Use and interpretation of diagnostic instruments in practical school situations. Fee. Prerequisites: EDP 560 and 562 (or their equivalents); instructor approval.

- M EDP 567 School Psychological Services to Minority Students. (3)**
spring
Historical perspectives and major issues in psychological and academic assessment and interventions with minority school children.
- M EDP 568 Diagnosis and Interventions for Children and Adolescents with Emotional Handicaps. (3)**
fall
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. Fee. Prerequisites: EDP 566; PSY 578 (or its equivalent).
- M EDP 651 Methods and Practices of Qualitative Research. (3)**
spring
Advanced course for students familiar with theory and extant work. Topics include data collection, analysis, reporting, and an extensive fieldwork project. Prerequisite: COE 503.
- M EDP 652 Multivariate Procedures for Data Analysis. (3)**
fall
Educational applications of multivariate methods, including MANOVA, discriminant analysis, and exploratory factor analysis. Emphasizes analyzing data and reporting results. Lecture, lab. Prerequisite: EDP 554 or equivalent course as determined by the program.
- M EDP 654 Structural Equation Modeling in Educational Research. (3)**
spring
Educational applications of confirmatory factor analysis, path analysis, and full latent variable models. Experience in conducting analyses and reporting results. Lecture, lab. Prerequisite: EDP 652 or equivalent course as determined by the program.
- Omnibus Courses.** For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Educational Technology

Master's and Doctoral Programs

James D. Klein, Academic Program Leader

The faculty in the Division of Psychology in Education offer graduate programs leading to the Master of Education (MEd) and Doctor of Philosophy (PhD) degrees in Educational Technology. The focus of these programs is on design, development, and evaluation of instructional systems and on educational technology applications to support learning. The doctoral program emphasizes research using educational technology in applied settings.

The graduate programs leading to a degree in Educational Technology prepare students for a variety of positions consistent with their professional goals. Most doctoral graduates of the program accept appointments as university or college faculty, instructional designers or evaluators in academic and business settings, or training managers in corporate environments. Employment opportunities for master's degree graduates include positions as educational technologists in schools, community colleges, and universities; and as training specialists in business and industry.

Applicants for admission to the PhD degree program in Educational Technology must submit scores for the Graduate Record Examination (GRE). MEd program applicants must submit scores for either the GRE or the Miller

COLLEGE OF EDUCATION

Analogies Test. All application materials should be received at least three months before the semester in which the applicant wishes to begin study.

MASTER OF EDUCATION

The MEd degree in Educational Technology requires the completion of a minimum of 30 semester hours beyond the bachelor's degree, which includes 18 semester hours of required courses and 12 semester hours of electives. For a complete description of the MEd program in Educational Technology, access the Web site at coe.asu.edu/psyched. For general requirements, see "Master of Education," page 142.

DOCTOR OF PHILOSOPHY

The PhD degree in Educational Technology requires a minimum of 84 semester hours beyond the bachelor's degree. The content focus of the program is on instructional design, development, evaluation, and the application of educational technology to support learning. In addition, the doctoral program has a strong emphasis on research using educational technology in applied settings. Students participate in research courses and practica that lead to conference presentations and journal publications. Each PhD student must complete a comprehensive examination and satisfy a publication requirement before beginning work on their dissertation.

For a complete description of the PhD in Educational Technology, access the Web site at coe.asu.edu/psyched. For more information, see "Doctor of Philosophy," page 69.

EDUCATIONAL TECHNOLOGY (EDT)

For more EDT courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDT 455 Authoring Tools. (3)

fall, spring, summer

Use of current authoring tools to design and deliver computer-based instructional materials.

M EDT 501 Foundations and Issues in Educational Technology. (3)

fall and spring

Introduction to educational technology. Examines accomplishments and issues in the field.

M EDT 502 Design and Development of Instruction. (3)

fall and spring

Design, development, and formative evaluation of objectives-based instructional materials. Prerequisite: Educational Technology major.

M EDT 503 Instructional Media Design. (3)

fall and spring

Uses media selection, design, and production principles to prepare design specifications for solutions to instructional messages and products. Pre- or corequisite: EDT 502.

M EDT 504 Development of Computer-Based Instruction. (3)

fall and spring

Systematic design, development, and formative evaluation of computer-based instruction. Prerequisites: EDT 455 (or instructor approval), 502.

M EDT 505 Multimedia Presentation Technologies. (3)

fall

Explores the design of multimedia presentations and the utilization of tools and resources to effectively deliver those presentations. Lecture, lab.

M EDT 506 Educational Evaluation. (3)

spring

Procedures for evaluating educational programs, training systems, and new-technology applications. Prerequisite: EDT 502.

M EDT 511 Technology Applications in Education. (3)

fall and summer

Integration and evaluation of emerging technologies into K–12 and adult teaching and learning. Online and lecture.

M EDT 520 Educational Technology and Training. (3)

spring

Applications of educational technology to training and human performance systems in business, industry, and government; emphasizing trends and project management. Lecture, lab. Prerequisites: EDT 501, 502.

M EDT 523 Distance Education Theory and Practice. (3)

fall

Explores development of distance learning principles by examining national and international systems and applications. Online and lecture.

M EDT 525 Web Resources for Educators. (3)

spring

Explores Web-based and distance learning applications for educators. Online and lecture.

M EDT 527 Instructional Video Production. (3)

spring

Design and production of instructional video. Lecture, lab. Prerequisite: EDT 503 or instructor approval.

M EDT 528 Development of Web-Based Instruction. (3)

fall

Design and development of online instruction using advanced technologies. Prerequisite: EDT 502.

M EDT 531 Hypermedia. (3)

fall

Design, development, and evaluation of open-ended, nonlinear computer-based tools and applications. Lecture, lab. Prerequisites: EDT 455 (or instructor approval), 502.

M EDT 701 Research in Educational Technology. (3)

spring

Review and analysis of research studies in educational technology. Methodology for designing, conducting, and reporting educational technology research. Prerequisites: EDT 501, 502; instructor approval.

M EDT 702 Research in Technology-Based Education. (3)

fall

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

M EDT 703 Research in Distance Education. (3)

spring

Seminar with emphasis on research in telecommunications and distance education.

M EDT 704 Emerging Technologies in Education. (3)

spring

Examines the role and impact of emerging technologies in education.

M EDT 780 Advanced Instructional Development. (3)

spring

Conducting and documenting selected instructional development activities. Prerequisites: EDT 502; instructor approval.

M EDT 792 Advanced Educational Technology Research. (3)

fall and spring

Design and execution of educational technology research on selected topics. Prerequisites: EDT 701; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.