

## Declaration of Graduation

A declaration of graduation must be filed during the first semester of enrollment in the PTPP. Preprofessional students completing 87 hours (the university limit for registering without a program of study) who have not been admitted to the PTPP are provided a registration waiver by the College of Education. See “University Graduation Requirements,” page 74.

## ADVISING

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

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

## DEGREES

### Bachelor of Arts in Education

The faculty in the College of Education offer the Bachelor of Arts in Education (B.A.E.) degree. See the “College of Education Baccalaureate Degrees and Majors” table, page 179, for more information. Candidates for the Bachelor of Arts in Education degree must complete the Professional Teacher Preparation Program (PTPP) offered by the College of Education. Graduates of this program are able to demonstrate proficiency in specified knowledge areas or skills, including the following:

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

Each student in the PTPP selects one of ten programs that provide specialized education and preparation. The program areas are

1. Apprentice Teacher Program (ATP)
2. Bilingual Education (K–8)/English as a second language (BLE/ESL)
3. Diné Teacher Education Program
4. Early Childhood Interprofessional Program (birth–third grade)
5. Elementary Education
6. Secondary Education Professional Teacher Preparation (SED) (7–12)

7. Special Education Professional Teacher Preparation (SPE)
8. Teaching for a Diverse Future (TDF)
9. Integrated Certification in Teacher Education (INCITE)
10. Teacher Education for Arizona Mathematics and Science (TEAMS).

**Apprentice Teacher Program (ATP).** ATP is a fast-track certification option that is completed in one calendar year, January through December, with all course work based in the participating schools. The program conforms to the public school calendar, thus extending the academic year for ASU students by eight weeks. Students are engaged in K–5 classroom experiences and ASU classes from 8 a.m. to 4 p.m., Monday through Friday for 46 weeks. The theoretical premises that undergird the ATP program might be called “practice informed by theory” as students are immersed in both “school” and “teacher” cultures throughout their program. Admission for spring semester only.

**Bilingual Education (K–8)/English as a Second Language (BLE/ESL).** The Bilingual/ESL program is a four-semester sequence offered in “blocks” with focused field requirements in a professional development school and other bilingual or ESL settings. The bilingual education option prepares teachers to teach elementary students whose primary language is Spanish or a Native American language spoken in Arizona. The ESL option prepares teachers to teach elementary school students from any language background who are still acquiring English as an additional language. Methods courses are divided into BLE or ESL sections, although some course work is planned together to promote collaboration. The program meets Arizona requirements for an elementary education teaching certificate with an endorsement in bilingual education or English as a second language.

**Diné Teacher Education Program.** The Diné Teacher Education Program is a collaborative effort between Diné College and the ASU College of Education. All course work is done at the Diné College campus (Tsaile, Arizona) and all field placements are in Navajo bilingual classrooms in Navajo schools. The program is designed to prepare Navajo Teachers to teach in Navajo communities of the Navajo Nation. Graduates qualify for an initial teaching certificate for elementary education and an Arizona endorsement in bilingual education. For more information, call 520/724-6819.

**Early Childhood Interprofessional Program (Birth–Third Grade).** The early childhood program has a core focus on interprofessional education that includes cross-training. Students work with members of other disciplines and collaborate between and across community programs and university departmental structures to promote a broad-based professional preparation. Students participate in schools and community agencies that also operate cross-professionally. The early childhood faculty and its community partners work from a child-sensitive, or constructivist approach that emphasizes constructivist theory, multiple points of view, emergent learning, and a developmental, integrative approach to classroom practice.



Ira D. Payne Education Hall

Marco Fernandez photo

**Elementary Education Partnership Program.** Students in the Elementary Education Partnership Program work in three different elementary schools, one each semester, prior to their student teaching. Each semester, or block, includes methods courses that are taught on an elementary school campus through an internship of six hours each week. Students become an integral part of the life of the elementary school and assignments link the classroom observations and experiences to the content of the methods courses. Faculty from each of the school sites coordinate assignments and activities to ensure a wide range of learning experiences; some assignments are continued across semesters. Optional course content is in place to qualify all students in this program for a provisional ESL certificate.

**Secondary Education Professional Teacher Preparation (SED) (7–12).** In order to integrate teacher education preparation with the secondary education requirement for an academic specialization, the College of Education maintains connections with academic departments across the university. Each program semester requires an internship in the schools, and some courses are taught in the field. Graduates are eligible for secondary certification in grades 7–12 in one of 25 subject specializations. Fine arts and physical education majors receive a K–12 endorsement.

**Special Education Professional Teacher Preparation (SPE).** The SPE leads to certification in K–12 special education for children with learning disabilities, mild mental

retardation, or emotional/behavioral disorders. This program provides preparation in each disability area; however, the certificate the student qualifies for will be determined by their student teaching placement. A school internship is required for each semester. The program is accredited by the Council for Exceptional Children.

**Teaching for a Diverse Future (TDF).** TDF enrolls one group of students every other year in the fall semester. The program is based on premises derived from work in anthropology, language acquisition, and cognitivist and social interactionist views of the development of mathematical and scientific concepts and curriculum theory. Students work in two elementary schools that honor this perspective throughout the program. Methods courses are distributed across three semesters, and each semester's field experience includes a full-time, two-week immersion. Certification options include a certificate in elementary education, an elementary certificate with an endorsement in bilingual education, or an elementary certificate with an endorsement in ESL. Only available in specific fall semesters.

**Integrated Certification in Teacher Education (INCITE).** Integrated Certification in Teacher Education is a flexible program that prepares working adults for teaching. This school-based program offers both secondary education and elementary education options, including a middle school endorsement. All course work, including authentic

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**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.

field experience with children, is offered during the evening and on weekends.

**Teacher Education for Arizona Mathematics and Science (TEAMS).** TEAMS is a year-long, middle grades program leading to secondary certification, middle school endorsement, and a Master's Degree specializing in mathematics, science, and technology. It is based around technology, field based experiences, internships, and course work.

### **PTPP Certification Areas or Endorsements**

- Elementary Education
  - bilingual education
  - English as a second language
- Secondary Education
  - certification in specific academic specializations
  - K–12 endorsements in fine arts and physical education
- Special Education
  - emotionally disabled
  - learning disabilities
  - mental retardation

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

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

Courses for the academic specialization are determined by the faculty in the academic discipline. Therefore, students with majors in Secondary Education have two academic advisors: one in the college and department of the academic specialization and one in the Office of Student Affairs in the College of Education. For more information, refer to "Academic Specializations," page 185.

### **UNIVERSITY GRADUATION REQUIREMENTS**

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see "University Graduation Requirements," page 74.

#### **General Studies Requirement**

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work as described in "General Studies," page 78. Note that all three General Studies awareness areas are required. General Studies courses are listed in the "General Studies Courses" table, page 81, in the course

descriptions, in the *Schedule of Classes*, and in the *Summer Sessions Bulletin*.

Preprofessional students should complete as many of the General Studies courses as possible before admission to the PTPP. Students are encouraged to consult with an academic advisor to ensure they comply with all necessary requirements.

### **COLLEGE DEGREE REQUIREMENTS**

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

1. academic specialization (secondary education);
2. college core requirements (Early Childhood Education, Elementary Education, and Special Education majors only); and
3. PTPP.

The College of Education expects its degree candidates to meet individual course assessment standards, field-experience observation criteria, courses required for teacher certification, and other proficiency standards and performance criteria required to demonstrate knowledge and skill in the areas listed under "Bachelor of Arts in Education," page 182.

#### **Program Requirements**

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

### **MAJOR REQUIREMENTS**

#### **Academic Specialization**

Courses in the academic specialization give students a greater depth of knowledge in one academic area. A Secondary Education major completes 36 to 60 hours, depending upon the area, in the subject in which the student wishes to be certified; fine arts may require more. Refer to the pages shown in the "Academic Specializations" table, page 185.

#### **College of Education Core Requirements**

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

#### **Professional Teacher Preparation Program (PTPP)**

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

**Selected Studies in Education—B.A.E.**

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

**Field Experience Requirements**

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

Students should expect these field experiences to be above and beyond the class times listed in the *Schedule of Classes* for each semester. Such field experiences typically take place in public schools throughout the greater Phoenix area. Regular attendance is required during all field experiences. Students should plan extra travel time and expect to confer with placement teachers and field facilitators before or after scheduled field experiences. To meet field experience requirements, students must plan to have their own transportation and *be available during regular school hours*.

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

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

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

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

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

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

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

Students must complete the application procedure and approval to student teach from the Office of Professional Field Experiences (EDB L1-14, 480/965-6255) at least 12 weeks before the beginning of the student teaching term. Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which they are placed. Beginning and ending dates for student teaching are determined by the Office of Professional Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8 a.m. to 4 p.m. Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and course work that would interfere with the heavy demands placed upon them while student teaching.

**Academic Specializations**

Academic Specialization	Page
Art education <sup>1</sup>	272
Biological sciences	341
Business education	—
Chemistry	347
Chinese <sup>2</sup>	388
Dance education <sup>1</sup>	286
Economics <sup>3</sup>	—
English	355
Family and human development (home economics) <sup>2</sup>	364
French	388
Geography	368
German	388
History	376
Japanese	388
Journalism	479
Mathematics	404
Mathematics/chemistry	404
Mathematics/physics	404
Music <sup>4</sup>	291
Physical education	361
Physics	421
Physics/chemistry	421
Political science	433
Russian <sup>2</sup>	388
Social studies	446
Spanish	388
Theatre education <sup>3</sup>	305

<sup>1</sup> Art education and dance education concentrations are under corresponding B.F.A. majors.

<sup>2</sup> Applications are not being accepted at this time.

<sup>3</sup> See an advisor for details.

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

## ASU EXTENDED CAMPUS

The College of Extended Education was created in 1990 to extend the resources of ASU throughout Maricopa County, the state, and the region. The College of Extended Education is a university-wide college that oversees the ASU Extended Campus and forms partnerships with other ASU colleges to meet the instructional and informational needs of a diverse community.

The ASU Extended Campus goes beyond the boundaries of the university's three physical campuses to provide access to quality academic credit and degree programs for working adults through flexible schedules; a vast network of off-campus sites; classes scheduled days, evenings, and weekends; and innovative delivery technologies including television, the Internet, and independent learning. The Extended Campus also offers a variety of professional continuing education and community outreach programs.

For more information, see "ASU Extended Campus," page 683, or access the Web site at [www.asu.edu/xed](http://www.asu.edu/xed).

## ACADEMIC STANDARDS

### Preprofessional Status

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

### Professional Program Status

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

A copy of the Retention and Disqualification Policy for the PTPP may be obtained from the Office of Student Affairs, EDB L1-13.

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

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

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

### Postbaccalaureate Programs

Postbaccalaureate programs prepare students for certification by the state and are designed for those who hold a bachelor's degree in an area other than education. The college offers postbaccalaureate programs in early childhood education, elementary education, secondary education, and special education. Special education students must qualify for and be concurrently admitted to a master's degree program in special education. Information on postbaccalaureate programs is available through the Office of Student Affairs, EDB L1-13 (480/965-5555). The office provides academic advising and information regarding requirements, procedures, and deadline dates.

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

1. an earned bachelor's degree from an accredited institution;
2. a cumulative GPA of 2.50 or higher for the last 60 semester hours of credit earned;
3. submission of a completed application form and supporting materials by the appropriate deadline dates during the semester before admission; and
4. completion of an academic specialization for secondary education (consult the Office of Student Affairs, EDB L1-13).

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

Some academic units have additional requirements. Students seeking admission to K-8 or secondary education programs (7-12) should consult the Office of Student Affairs in the College of Education (480/965-5555) to determine if there are additional admission requirements for their teaching fields.

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

### Student Teaching

Students in a postbaccalaureate program for initial teacher certification must file student teaching applications early in the semester before the student teaching term. Application deadlines are September 15 for spring semester and February 1 for fall semester. To be accepted for student teaching, students must:

1. attain a cumulative ASU GPA of 2.50 or higher in required professional education course work;
2. complete all required professional education course work other than one preapproved course that can be taken concurrently with student teaching (Secondary Education students must also receive approval from their academic specialization advisors);

3. remove all academic deficiencies such as grades of “D,” “E,” or “I” before placement; and
4. obtain a final approval from the Office of Professional Field Experiences (this review considers appropriate professional conduct and satisfactory performance in field settings and academic achievement).

### Certification for Teaching

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

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

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

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

The College of Education also offers courses for certified teachers leading to special endorsements by the Arizona Department of Education. Of special interest are endorsements in the areas of bilingual education, English as a second language (ESL), middle school education, reading, and school library science. The bilingual education endorsement is required of all teachers specifically responsible for providing bilingual instruction. The ESL endorsement is required of all teachers specifically responsible for providing ESL instruction. Students should contact the Office of Student Affairs for information and advising regarding teaching concentrations or special teaching endorsements.

### Independent Learning Course Work for Credit

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

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## Division of Curriculum and Instruction

Nicholas Appleton  
*Director*  
 (ED 426) 480/965-1644  
[www.ed.asu.edu/coe/candi](http://www.ed.asu.edu/coe/candi)

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### PROFESSORS

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

### ASSOCIATE PROFESSORS

ARIAS, BENAVIDES, BLUMENFELD-JONES, COHEN, COHN, Di GANGI, GOMEZ, MCCOY, MIDDLETON, RADER, SMITH, SURBECK, VALLEJO

### ASSISTANT PROFESSORS

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

### CLINICAL ASSOCIATE PROFESSOR

GARCIA

### CLINICAL ASSISTANT PROFESSOR

CHRISTINE

### LECTURERS

BURSTEIN, COCCHIARELLA, GLASS, KORTMAN, SPANIAS

### Professional Teacher Preparation Programs

Apprentice Teacher Program (ATP)  
 Bilingual Education (K–8)/English as a Second Language (BLE/ESL)  
 Diné Teacher Education Program  
 Early Childhood Interprofessional Program (birth–third grade)  
 Elementary Education Partnership Program  
 Integrated Certification in Teacher Education (INCITE)  
 Secondary Education Professional Teacher Preparation (SED) (7–12)  
 Special Education Professional Teacher Preparation (SPE)  
 Teacher Education for Arizona Mathematics and Science (TEAMS)  
 Teaching for a Diverse Future (TDF)

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

### DEGREES

#### Bachelor of Arts in Education—B.A.E.

The faculty in the Division of Curriculum and Instruction offer several undergraduate academic programs designed to prepare persons to teach effectively in early childhood,

elementary, secondary, and special education settings. Concentrations available at the undergraduate level include bilingual education, English as a second language (ESL) and Indian education. Programs in special education lead to Arizona teacher certification in the mentally disabled, emotionally disabled, learning disabilities, and early childhood education for the disabled. Programs of study leading to special endorsements by the Arizona Department of Education are bilingual education, ESL, middle school education, reading, and school library science.

## GRADUATE PROGRAMS

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

See “College of Education Graduate Degrees and Majors” table, page 180, and the *Graduate College*.

### BILINGUAL EDUCATION (BLE)

#### **BLE 335 Language Diversity in Classrooms. (3)**

*fall and spring*

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

#### **BLE 400 Principles of Language Minority Education. (3)**

*fall and spring*

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

#### **BLE 409 Language-Sensitive Content Teaching. (3)**

*fall and spring*

For preservice students seeking K–8 certification and the endorsement in bilingual education or ESL. Lecture, discussion. Prerequisite: PTPP admission.

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

*fall and spring*

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

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

*fall and spring*

Methods, management strategies, and assessment procedures for teaching science to BLE/ESL students in elementary schools. Lecture, lab, discussion. Prerequisite: PTPP admission.

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

*fall and spring*

Social nature of oral and written, first- and second-language acquisition and congruent teaching, management, assessment practices in BLE/ESL settings. Lecture, lab, discussion. Prerequisite: PTPP admission.

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

*fall and spring*

Examines methods, classroom management strategies, and assessment techniques for social studies instruction in elementary BLE/ESL classes. Lecture, lab, discussion. Prerequisite: PTPP admission.

#### **BLE 478 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: PTPP admission.

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

*fall and spring*

Teaching, management, and assessment of mathematics in K–8 BLE/ESL settings. Lecture, lab, discussion. Prerequisite: PTPP admission.

#### **BLE 481 Reading Practicum. (3)**

*fall and spring*

Applications of concepts from BLE 414. Supervised school-based experiences in teaching reading to BLE/ESL students. Prerequisite: PTPP admission.

#### **BLE 496 Field Experience. (0)**

*fall and spring*

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

#### **BLE 498 Pro-Seminar. (1–7)**

*fall and spring*

Small-group study and research for advanced students within their majors. Prerequisites: PTPP admission; major status in the department (or instructor approval).

#### **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.

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

*spring*

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

#### **BLE 515 Instructional Methods for Bilingual Students. (3)**

*fall*

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

#### **BLE 520 ESL for Children. (3)**

*spring*

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

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

*spring*

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

#### **BLE 522 Literacy/Biliteracy Development. (3)**

*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. Prerequisite: BLE 511.

#### **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. Corequisite: BLE 541.

#### **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. Prerequisite: BLE 511.

#### **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. Prerequisite: BLE 511.

#### **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. Prerequisite: BLE 511.

#### **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. Prerequisite: BLE 511.

**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. Prerequisite: BLE 511.

**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. Prerequisite: BLE 511.

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

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

**BLE 580 Practicum. (1–6)***fall and spring*

Provides for practical application in school settings of principles of BLE/ESL. Special permission required.

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

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

**BUE 481 Technology in Business and Vocational Education. (3)***spring in even years*

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

**BUE 501 Principles of Business Education. (3)***fall*

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

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

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

**BUE 503 Competency-Based Business and Vocational Education. (3)***spring*

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

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

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

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

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

**CURRICULUM AND INSTRUCTION (DCI)****DCI 302 Principles and Applications of Effective Instruction. (3)***fall and spring*

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

**DCI 396 Field Experience I. (0)***fall and spring*

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

**DCI 397 Field Experience II. (0)***fall*

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

**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 591 Seminar. (1–12)***not regularly offered***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.

**COLLEGE OF EDUCATION (COE)**

See the *Graduate Catalog* for the COE courses.

**COUNSELING PSYCHOLOGY (CPY)**

See the *Graduate Catalog* for the CPY courses.

**EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)**

See the *Graduate Catalog* for the EDA courses.

**HIGHER AND POSTSECONDARY EDUCATION (HED)**

See the *Graduate Catalog* for the HED courses.

**EARLY CHILDHOOD EDUCATION (ECD)****ECD 300 Principles of Interprofessional Collaboration. (3)***fall and spring*

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

**ECD 310 Educational Environments: Infants/Toddlers. (3)***fall, spring, summer*

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

**ECD 314 The Developing Child. (3)***fall, spring, summer*

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

**ECD 315 Classroom Organization and Guidance in the Early Years. (2)***fall and spring*

Develops understanding and application of classroom organization and management principles, strategies, and procedures. Prerequisite: PTPP admission.

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

Factors affecting language development. Setting conditions for learning in listening, speaking, reading, and writing. Prerequisites: ENG 213 (or its equivalent); postbaccalaureate certification program admission.

**ECD 378 Practicum in Early Childhood Development. (3)***fall and spring*

Provides a field-based experience in selected early childhood settings (outside the public schools before student teaching). Prerequisite: ECD 314.

**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.



**ECD 400 Inquiry Into Teaching and Learning. (3)***fall and spring*

Foundational basis of the early childhood field, including historical roots, current practices, ethics, models of teaching, and application in early childhood settings. Prerequisite: PTPP admission.

**ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts. (3)***fall and spring*

Presents materials, techniques, and resources for a balanced program of social studies and aesthetic expression appropriate for children in preschool through 3rd grade, with emphasis on the integrated curriculum. Prerequisite: PTPP admission.

**ECD 402 Integrated Curriculum and Assessment: Math and Science. (3)***fall and spring*

Emphasizes developmentally appropriate educational strategies and instructional techniques in teaching mathematics and science to children in preschool through 3rd grade, within an integrated curriculum approach. Prerequisite: PTPP admission.

**ECD 403 Educational Environments: Preschool/Kindergarten/Primary Grades. (3)***fall and spring*

Focuses on interactions between young learners and the physical and social environments encountered in preschool, kindergarten, and primary settings. Prerequisite: PTPP admission.

**ECD 404 Teaching Reading and Language Arts in Early Childhood. (3)***fall and spring*

Development of oral and written language from birth to age 8. Describes developmentally appropriate educational strategies for promoting growth in speaking, listening, reading, and writing. Prerequisite: PTPP admission.

**ECD 405 Practicum in Teaching Reading and Language Arts in Early Childhood. (2)***fall and spring*

Supervised experience teaching reading and language arts at the preschool, kindergarten, and primary-grade (1–3) levels. Developmentally appropriate strategies to promote young children's speaking, listening, reading, and writing abilities. Prerequisite: PTPP admission.

**ECD 414 Interprofessional Practicum. (3)***fall and spring*

Investigates services and agencies available in the local community to parents of children with special needs. Practical experiences with an intermittent seminar format. Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration across multiple agencies and programs. Prerequisite: PTPP admission.

**ECD 496 Field Experience. (0)***fall and spring*

Applies course content in a preschool through 3rd grade setting. Emphasis on observation, focus on child-centered curriculum, planning and delivering instruction, and assessment. Fee. Corequisite: ECD 404.

**ECD 501 Interprofessional Collaboration. (3)***fall*

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

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

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

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

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

**ECD 525 Emergent Literacy. (3)***spring*

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

**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. Prerequisite: ECD 402 (or its equivalent).

**ECD 544 Play Education. (3)***spring and summer*

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

**ECD 555 Modern Practices in Early Childhood Education. (3)***fall and summer*

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

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

**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.

**ECD 744 Evaluative Procedures: Young Children. (3)***spring*

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

**ELEMENTARY EDUCATION (EED)****EED 334 Children's Literature and Elementary School Curriculum. (3)***fall and spring*

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

**EED 420 Science Methods, Management, and Assessment in the Elementary School. (3)***fall and spring*

Examines philosophies of science and how these relate to the implementation, management, and assessment of science teaching. Lecture, discussion, lab. Fee. Prerequisite: PTPP admission.

**EED 433 Language Arts Methods, Management, and Assessment in the Elementary School. (3)***fall and spring*

Theory on the social nature of oral and written language and congruent teaching, management, and assessment practices. Lecture, discussion, lab. Corequisite: EED 455.

**EED 444 Organizing the Classroom Culture. (1)***fall and spring*

Examines how teachers can create and maintain a classroom learning community within the context of an elementary school program. Discussion, workshop, lab. Prerequisite: PTPP admission.

**EED 455 Social Studies Methods, Management, and Assessment in the Elementary School. (3)***fall and spring*

Teaching methods, classroom management strategies, and assessment techniques for social studies instruction in the elementary grades. Lecture, discussion, lab. Prerequisite: PTPP admission.

**EED 478 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. Fee. Prerequisite: PTPP admission.

**EED 480 Mathematics Methods, Management, and Assessment in the Elementary School. (3)**

*fall and spring*

Beginning course in the teaching, management, and assessment of mathematics in grades K–8. Lecture, discussion, lab. Prerequisite: PTPP admission.

**EED 496 Field Experience. (0)**

*fall and spring*

Application of course content in a K–8 school classroom. Emphasis on observation, pupil management, planning and delivery of instruction, and assessment. Fee.

**EED 498 Pro-Seminar. (1–7)**

*not regularly offered*

Possible topics:

- (a) Language and Learning. (3)

*General Studies: L*

**EED 511 Principles of Curriculum Development. (3)**

*fall, spring, summer*

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

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

*spring and summer*

Critical examination of school language arts teaching, focusing on theoretical assumptions regarding oral- and written-language development.

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

*fall and summer*

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

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

*spring*

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

**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 literacy.

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

*fall and summer*

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

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

*fall and summer*

Develops the rationale, resources, and strategies for adopting a literature-based approach to social studies teaching in grades K–8. Lecture, discussion, cooperative learning. Prerequisite: EED 455 (or its equivalent).

**EED 578 Student Teaching in the Elementary School. (9–15)**

*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.

**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 campus, in identifying strengths and weaknesses and initial remediation. Prerequisite: instructor approval.

**EED 584 Internship. (1–12)**

*not regularly offered*

**EED 598 Special Topics. (1–4)**

*not regularly offered*

Possible topics:

- (a) Using Math Manipulatives/Elementary Schools  
Fee.

- (b) Using Math Manipulatives/Middle Schools  
Fee.

**EED 720 Language in Education. (3)**

*once a year*

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

**INDIAN EDUCATION (IED)**

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

*fall*

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

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

*spring*

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

**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.

*General Studies: SB, C, H*

**IED 422 Methods of Teaching Indian Students. (3)**

*spring*

Philosophies, methodologies, and materials used in Indian education. Examines local and tribal classroom materials. Experimentation with new teaching concepts. Prerequisite: IED 410.

**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.

*General Studies: HU/SB, C*

**IED 433 Counseling the Indian Student. (3)**

*fall*

Techniques and methods used in counseling, with emphasis on understanding Indian cultures and values. Experimentation with new counseling concepts. Prerequisite: IED 410.

**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.

*General Studies: SB*

**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.

*General Studies: HU/SB, C, H*

**IED 498 Pro-Seminar. (1–7)**

*fall and spring*

Possible topics:

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

**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.

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

Emphasis on 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.

**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.

**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 444 or 544. 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.

**IED 594 Workshop in Indian Education. (6)***summer*

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

**LIBRARY SCIENCE (LIS)****LIS 410 Children's Literature. (3)***fall, spring, summer*

Selects, analyzes, and utilizes modern and classic literature with young readers.

**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. Prerequisites: both LIS 571 and 581 or only instructor approval.

**LIS 533 Current Library Problems. (3)***fall*

Critical analysis of current practices and problems in school librarianship. Prerequisites: a combination of LIS 540 and 561 and 571 and 581 or only instructor approval.

**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 Hispanic Youth/Literatura para Jóvenes Hispanoparlantes. (3)***spring*

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

**LIS 571 Basic Reference Resources. (3)***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*

Prerequisites: LIS 410, 540, 561, 571, 581; instructor approval.

**MULTICULTURAL EDUCATION (MCE)****MCE 446 Understanding the Culturally Diverse Child. (3)***once a year*

Survey of cultural and linguistic diversity in American education, including education equity, pluralism, learning styles, and roles of schools in a multiethnic society.

*General Studies: C***MCE 447 Diversity in Families and Communities in Multicultural Settings. (3)***fall and spring*

Diversity and the changing role of schools in a multiethnic society. Lecture, simulation activities, discussion.

**READING EDUCATION (RDG)****RDG 301 Literacy and Instruction in the Content Areas. (3)***fall, spring, summer*

Required course for all Secondary Education candidates. Introduces theory and instructional strategies for learning written and oral texts across academic disciplines. Prerequisite: PTPP admission.

**RDG 334 Children's Literature and Elementary School Curriculum. (3)***fall and spring*

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

**RDG 414 Teaching Reading/Decoding. (3)***fall and spring*

Emphasizes teaching reading as part of an integrated classroom curriculum. Includes strategies and skills for teaching decoding (phonics), vocabulary, comprehension, study skills, and content area reading. Prerequisite: PTPP admission.

**RDG 481 Reading Practicum. (3)***fall, spring, summer*

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

**RDG 494 Special Topics. (1–4)***fall and spring*

Possible topics:

- (a) Reading/Decoding. (3)

**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.

**RDG 507 Content Area Literacy. (3)***fall, spring, summer*

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

**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. Prerequisite: BLE 511.

**RDG 525 Emergent Literacy. (3)***spring*

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

**RDG 530 Research Issues in Literacy. (3)***spring in odd years*

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. Prerequisite: COE 501 or DCI 510 or EDP 502.

**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. Prerequisite: BLE 511.

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

*not regularly offered*

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.

**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).

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

*fall*

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

**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.

**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.

**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. Introduction to literature studies. Prerequisite: teaching certificate.

**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.

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

*spring*

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

**RDG 630 Research in Literacy. (3)**

*not regularly offered*

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

**SECONDARY EDUCATION (SED)**

**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: PTPP admission.

**SED 403 Principles, Curricula, and Methods. (3)**

*fall, spring, summer*

Advanced level of development of knowledge and skills of instructional planning and methods of teaching and evaluating in the secondary school. Requires observation/participation. Prerequisite: PTPP admission.

**SED 478 Student Teaching in Secondary Schools. (3–12)**

*fall and spring*

Practice of teaching. Relationship of theory and practice in teaching. Fee. Prerequisite: PTPP admission.

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

*fall and spring*

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

**SED 496 Field Experience. (0)**

*fall and spring*

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

**SED 501 Introduction to Effective Instruction. (6)**

*fall, spring, summer*

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

**SED 522 Secondary School Curriculum Development. (3)**

*fall, spring, summer*

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

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

*fall, spring, summer*

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

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

*not regularly offered*

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

**SED 578 Student Teaching in the Secondary Schools. (3–12)**

*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.

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

*once a year*

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

**SED 598 Special Topics. (1–4)**

*not regularly offered*

Possible topics:

- (a) Using Math Manipulatives/Middle Schools  
Fee.

**SED 711 Secondary Curriculum Development. (3)**

*spring and summer*

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

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

*fall*

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

**SPECIAL EDUCATION (SPE)**

**SPE 294 Special Topics. (1–4)**

*not regularly offered*

**SPE 309 Basic Special Education Curriculum. (3)**

*fall, spring, summer*

Introduction to curricular practices used in inclusion classrooms.

**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.

**SPE 311 Orientation to Education of Exceptional Children. (3)***fall, spring, summer*

Includes gifted, mildly handicapped, severely handicapped, and the bilingual/multicultural exceptional child.

*General Studies: SB*

**SPE 312 Mental Retardation. (3)***fall, spring, summer*

Characteristics and assessment specific to mental retardation. Emphasizes terminology, development, educational programming, and therapeutic procedures. Prerequisite: PTPP admission.

**SPE 314 Introduction to Bilingual/Multicultural Special Education. (3)***fall, spring, summer*

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

**SPE 336 Behavioral and Emotional Problems in Children. (3)***fall, spring, summer*

Characteristics and assessment specific to emotionally and behaviorally disturbed children. Emphasizes terminology, development, and educational programming. Prerequisite: PTPP admission.

**SPE 361 Introduction to Learning Disabilities. (3)***fall, spring, summer*

Characteristics and assessment specific to learning disabilities. Emphasizes terminology, development, and educational programming. Prerequisite: PTPP admission.

**SPE 394 Special Topics. (1–4)***fall and spring*

Possible topics:

- (a) Basic Special Education Curriculum. (3)
- (b) Inclusion Practices at the Secondary Level. (3)
- (c) Quality Practices in the Collaborative Classroom. (3)

Prerequisite: PTPP admission.

**SPE 411 Parent Involvement and Regulatory Issues. (3)***fall and spring*

Emphasis on parent and school relations through effective communication and state and federal regulations impacting services for the handicapped. Prerequisite: PTPP admission.

**SPE 412 Evaluating Exceptional Children. (3)***fall and spring*

Normative and criterion-referenced diagnostic techniques, including formative evaluation. Emphasis on application. Requires daily practicum. Prerequisite: PTPP admission.

**SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children. (3)***fall and spring*

Methods, techniques, and materials for use in prescriptive teaching. Requires daily practicum. Prerequisite: PTPP admission.

**SPE 414 Methods and Strategies in Behavior Management. (3)***fall and spring*

Organization and delivery of instruction, including formative evaluation techniques. Techniques of behavior management. Requires daily practicum. Prerequisite: PTPP admission.

**SPE 415 Social Behavior Problems of Exceptional Children. (3)***fall and spring*

Analysis and intervention into social behavior problems of exceptional populations. Requires daily practicum. Prerequisite: PTPP admission.

**SPE 455 Early Childhood and the Handicapped. (3)***fall*

Early childhood education as it applies to the handicapped child.

**SPE 478 Student Teaching in Special Education. (3–15)***fall and spring*

“Y” grade only. Fee. Prerequisite: PTPP admission.

**SPE 494 Special Topics. (1–4)***fall and spring*

Possible topics:

- (a) Instruction in Content Areas: Science/Social Studies. (3)

**SPE 496 Field Experience. (0)***not regularly offered*

Applies course content in a special education setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Fee. Prerequisite: PTPP admission.

**SPE 498 Pro-Seminar. (1–7)***fall and spring*

Possible topics:

- (a) Field Experience. (1–3)

Applies course content in a special education setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Fee. Prerequisite: PTPP admission.

**SPE 510 Inclusionary Curriculum for Special Education Teachers. (3)***fall and summer*

Curricular practices used in inclusion classrooms.

**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.

**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.

**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.

**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; methods course in the teaching of reading and mathematics.

**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.

**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.

**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.

**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.

**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).

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

Variables contributing to behavior patterns of behaviorally disordered children.

**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).

**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.

**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).

**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).

**SPE 561 Characteristics/Diagnosis of Learning Disabilities. (3)**

*fall, spring, summer*

Theories related to learning disabilities, including identification and characteristics.

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

*not regularly offered*

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

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

*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); methods course in teaching reading and mathematics.

**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.

**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.

**SPE 578 Student Teaching in Special Education. (9–15)**

*fall and spring*

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

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

*summer*

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

**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.

**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.

**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.

**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.

**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.

**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.

**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.

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

*spring*

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

## Division of Educational Leadership and Policy Studies

Terrence G. Wiley

*Director*

(ED 120) 480/965-6357

[www.ed.asu.edu/elps](http://www.ed.asu.edu/elps)

**REGENTS' PROFESSOR**  
BERLINER

**PROFESSORS**

APPLETON, FENSKE, GLASS, GONZÁLEZ, HANSON,  
NORTON, SMITH, TURNER, VALVERDE, WEBB, WILEY

**ASSOCIATE PROFESSORS**

CASANOVA, HARTWELL-HUNNICUTT, WILKINSON

**ASSISTANT PROFESSORS**

MARGOLIS, MOSES, PEÑA

**CLINICAL PROFESSOR**

DYER

**CLINICAL ASSOCIATE PROFESSOR**

MACEY

**RESEARCH PROFESSOR**

DE LOS SANTOS

### PROGRAM AREAS

Educational Administration and Supervision

Educational Policy Studies

Higher and Postsecondary Education

Social and Philosophical Foundations

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

### GRADUATE PROGRAMS

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

**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.

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

### SOCIAL AND PHILOSOPHICAL FOUNDATIONS (SPF)

#### SPF 111 Exploration of Education. (3)

*fall and spring*

Education as an instrument in the development of the individual and society, and its significance as an American institution.

*General Studies: SB*

#### SPF 301 Culture and Schooling. (3)

*fall and spring*

For the professional teacher preparation program. Overview of the cultural, social, and political milieus in which formal schooling takes place in the United States. Prerequisite: education major.

*General Studies: L*

#### SPF 401 Theory and Practice in Education. (1–2)

*fall and spring*

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

#### SPF 501 Culture and Schooling. (3)

*fall and spring*

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

#### SPF 510 Introduction to Organization and Administration of American Public Schools. (3)

*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. Cross-listed as EDA 510. Credit is allowed for only EDA 510 or SPF 510.

#### SPF 511 School and Society. (3)

*fall, spring, summer*

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

#### SPF 520 Cultural Diversity in Education. (3)

*spring*

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

#### SPF 530 Sociology of Education. (3)

*fall*

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

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

*not regularly offered*

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

#### SPF 544 Philosophical Foundations of Education. (3)

*fall*

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

#### SPF 566 History of Education. (3)

*spring*

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

#### SPF 603 Visual Ethnography in Education. (3)

*spring*

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 711 Social and Historical Foundations of Education. (3)

*not regularly offered*

Problems of American education and their sociohistorical context.

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## Division of Psychology in Education

Elsie G. J. Moore

*Director*

(EDB 302) 480/965-3384

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### REGENTS' PROFESSORS

BERLINER, KULHAVY

### PROFESSORS

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

### ASSOCIATE PROFESSORS

ARCINIEGA, ARREDONDO, BEHRENS, BROWN, HOOD, MOORE, ROBERTS, SAVENYE, STAFFORD

### ASSISTANT PROFESSORS

BREM, BRUSH, FISHER, JULIAN, MATTHEWS, NAKAGAWA, OTA WANG, THOMPSON

### CLINICAL ASSOCIATE PROFESSOR

HOMER

### CLINICAL ASSISTANT PROFESSORS

GLIDDEN-TRACEY, IGOE, STAMM

### PROGRAM AREAS

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

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

### GRADUATE PROGRAMS

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

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

### COUNSELOR EDUCATION (CED)

#### CED 294 Special Topics. (1–4)

*fall and spring*

Possible topics:

- Career Development. (1–3)
- Foundations of Leadership. (1–3)
- Leadership Colloquium. (1–3)
- Trio. (1–3)

**CED 394 Special Topics. (1–4)**

*fall and spring*

Possible topics:

- (a) Special Topics in Leadership. (1)  
Courses bring together a faculty member with no more than 12 students to discuss and learn about a specific interest or topic. Topics designed to engage students in intellectual dialogue on one of the themes of leadership, diversity, and service/civic responsibility. Pass/fail elective; taught in the classroom of McClintock Residence Hall. Open to freshmen through senior undergraduates; all majors welcome.

**CED 484 Internship. (1–12)**

*fall and spring*

Possible topics:

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

**CED 493 Honors Thesis. (1–6)**

*fall and spring*

**CED 494 Special Topics. (1–4)**

*fall and spring*

Possible topics:

- (a) Paraprofessional Training. (3)

**CED 498 Pro-Seminar. (1–7)**

*fall and spring*

Possible topics:

- (a) Resident Assistant Experience. (2)

**CED 512 Introduction to Helping Relationships. (3)**

*fall, spring, summer*

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

**CED 522 Theories of Counseling and Psychotherapy. (3)**

*fall, spring, summer*

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

**CED 523 Psychological Tests. (3)**

*fall, spring, summer*

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

**CED 534 Occupations and Careers. (3)**

*fall, spring, summer*

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

**CED 545 Analysis of the Individual. (3)**

*fall, spring, summer*

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

**CED 567 Group Dynamics and Counseling. (3)**

*fall, spring, summer*

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. Prerequisite: admission to graduate degree program.

**CED 577 Counseling Prepracticum. (3)**

*fall, spring, summer*

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 M.C. 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 656 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. Cross-listed as HED 679. Credit is allowed for only CED 656 or HED 679.

**CED 672 Marriage and Family Counseling. (3)**

*fall*

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

**CED 684 Internship in Community Counseling. (3–6)**

*fall, spring, summer*

**EDUCATIONAL PSYCHOLOGY (EDP)**

**EDP 301 Learning and Motivation in Education. (2)**

*fall and spring*

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

**EDP 302 Assessment and Evaluation in Education. (1)**

*fall and spring*

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

**EDP 303 Human Development. (3)**

*fall and spring*

Selected aspects of child and adolescent development. Emphasis on possibilities for influence by teachers and parents. Prerequisites: CDE 232 (or its equivalent); education major.

*General Studies: L*

**EDP 310 Educational Psychology. (1–6)**

*fall, spring, summer*

Human behavior in educational situations presented through instructional modules. May be repeated for credit for total of 6 hours.

*General Studies: SB*

**EDP 313 Childhood and Adolescence. (3)**

*fall, spring, summer*

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

**EDP 454 Statistical Data Analysis in Education. (3)**

*fall, spring, summer*

Role of data analysis in research and decision making. Elements of exploratory data analysis, descriptive indexes, and statistical inference. Lecture, lab. Prerequisite: MAT 117.

*General Studies: CS*

**EDP 502 Introduction to Quantitative Methods. (3)**

*fall, spring, summer*

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

**EDP 503 Introduction to Qualitative Research. (3)**

*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.

**EDP 504 Learning and Instruction. (3)**

*fall, spring, summer*

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

**EDP 510 Essentials of Classroom Learning. (3)**

*fall, spring, summer*

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

**NOTE:** For the General Studies requirement, courses, and codes (such as L, SQ, C, and H), see "General Studies," page 78. For graduation requirements, see "University Graduation Requirements," page 74. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 51.



**EDP 513 Child Development. (3)***fall, spring, summer*

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

**EDP 514 Psychology of the Adolescent. (3)***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).

**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.

**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.

**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.

**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.

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

Critical review and evaluation of research on learning variables relevant to acquisition and retention of instructional materials. Lab.

**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.

**EDP 545 Foundational Studies in Language and Learning. (3)***spring*

Historical developments in research relating cognitive models to the instructional process in language learning. Prerequisites: both EDP 540 and 552 or only instructor approval.

**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 instructor approval.

**EDP 552 Quantitative Data Analysis in Education I. (3)***fall, spring, summer*

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

**EDP 554 Quantitative Data Analysis in Education II. (3)***fall, spring, summer*

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

**EDP 556 Data Processing Techniques in Measurement and Research. (3)***once a year*

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

**EDP 560 Individual Intellectual Assessment. (3)***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.

**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.

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

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

**EDP 563 Interventions in School Psychology. (3)***fall*

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

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

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

**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. Prerequisites: EDP 560 and 562 (or their equivalents); instructor approval.

**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.

**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. Prerequisites: EDP 566; PSY 578 (or its equivalent).

**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.

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

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

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

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

**EDUCATIONAL TECHNOLOGY (EDT)****EDT 300 Computers in Education. (1)***fall, spring, summer*

Introduction to general computer applications, teacher utility programs, World Wide Web, and evaluation of educational software. Required for majors in the College of Education.

**EDT 321 Computer Literacy. (3)***fall, spring, summer*

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

*General Studies: CS***EDT 323 Computer Applications. (3)***fall, spring, summer*

Introduction to computer applications such as HyperCard, telecommunications, authoring Languages, and expert systems. Lecture, lab.

*General Studies: CS*

**EDT 405 Presentation Technology for Multimedia. (3)***fall*

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

**EDT 406 Computer Graphics and Animation. (3)***spring*

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

**EDT 455 Authoring Tools. (3)***fall, spring, summer*

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

**EDT 501 Foundations and Issues in Educational Technology. (3)***fall and spring*

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

**EDT 502 Design and Development of Instruction. (3)***fall and spring*

Design, development, and formative evaluation of objectives-based instructional materials.

**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.

**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.

**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.

**EDT 506 Educational Evaluation. (3)***spring*

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

**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.

**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.

**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.

**EDT 525 Web Resources for Educators. (3)***spring*

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

**EDT 527 Instructional Video Production. (3)***spring*

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

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

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

**EDT 531 Hypermedia. (3)***spring*

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

**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.

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

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

**EDT 703 Research in Distance Education. (3)***spring*

Seminar with emphasis on research in telecommunications and distance education.

**EDT 704 Emerging Technologies in Education. (3)***spring*

Examines the role and impact of emerging technologies in education.

**EDT 780 Advanced Instructional Development. (3)***spring*

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

**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.

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