

College of Education

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Purpose

The College of Education faculty is dedicated to the promotion of the full development of human beings through education. Using innovative, traditional and interdisciplinary programs and services, the faculty participates in partnerships to improve the quality of life of those we serve. Pre-service and in-service opportunities are provided for personal and professional growth. We promote a lifelong passion for learning and involvement.

The College of Education provides undergraduate and graduate professional education programs. Some programs lead to the initial certification of elementary, secondary, and special education teachers. Other programs lead to master's degrees in Educational Administration and Supervision, Elementary Education, Secondary Education, and Special Education. Graduate courses are also offered for certification in Educational Administration and Supervision.

The faculty of the College of Education offers the following degree or certification programs:

B.A.E. Elementary Education

Concentrations:

Bilingual education
Early childhood
English as a second language

Option:

Middle-school education

B.A.E. Secondary Education

Academic Specializations:

Biological sciences
English
History
Mathematics
Social studies

Option:

Middle-school education

B.A.E. Special Education

M.Ed. Educational Administration and Supervision

M.Ed. Elementary Education

Concentrations:

Bilingual education
ESL education
Educational technology
Reading

M.Ed. Secondary Education

Concentration:

Educational technology

M.Ed. Special Education

Concentration:

Infants and young children

Postbaccalaureate Programs for Teacher Certification

Elementary education
Secondary education

Certification programs

Education programs are approved by the Arizona Department of Education for the preparation of elementary, secondary, and special education teachers. Other programs of study offered by the faculty of the College of Education include:

- Concentrations in bilingual education and English as a second language required for endorsement of teachers specifically responsible for providing bilingual or English as a second language instruction to students in elementary grades.
- An early childhood concentration that allows teachers to specialize in teaching kindergarten through grade three.
- A middle school endorsement for both elementary and secondary education students.
- At the graduate level, Educational Administration and Supervision courses that meet the state certification requirements for supervision, principalship, and superintendency.

Undergraduate Professional Teacher Preparation

Nature of program

The College of Education faculty is dedicated to developing and continuously improving high quality teacher education programs that support and improve education for all children.

Career outlook

The career outlook for the teaching profession is quite promising in Arizona and the nation. Students seeking endorsements in bilingual and English as a second language, as well as those seeking certification in special education will find that demand is great in these areas. Demand for elementary and early childhood educators will continue to be strong. In secondary education, demand in the sciences and mathematics will be substantial. There will be more competition for teaching positions in English, history, and social studies at the secondary level. ASU West College of Education graduates are highly sought after by area school districts.

General information

Admission. To be considered for admission as undergraduate education majors, students must:

1. be admitted to ASU West as a degree-seeking student;
2. complete required postsecondary course work as specified for each major with a grade of “C” or better and attain a cumulative GPA of 2.50 or higher; and
3. submit a completed application form for the desired professional education program to the College of Education Academic Advising Office by the appropriate deadline date.

Students are considered for admission to undergraduate education programs in the spring of each year for the following fall semester and in the fall of each year for the following spring semester. Applicants should contact the College of Education Academic Advising Office for specific deadline dates, which are determined annually.

Admission to undergraduate education programs is selective. Meeting minimum requirements does not ensure admittance to the program.

Transfer. To be considered for admission to an undergraduate education major, prospective students must meet all admission requirements to ASU West as well as those for undergraduate education programs. Students must complete the first two years of specified course work at an accredited community college or four-year institution. Prospective students are discouraged from taking courses on a pass-fail basis. Pass/fail courses may be transferred to the College of Education only for elective credit. For assistance in planning a program of study for transfer to the B.A.E. program, contact the College of Education Academic Advising Office, (602) 543-6367.

Degree requirements. Students seeking a Bachelor of Arts in Education degree must satisfactorily complete a minimum of 120 semester hours and attain a cumulative GPA of 2.50 or higher. Specific requirements for majors in Elementary Education, Secondary Education, and Special Education are provided on the following pages of this catalog.

Education students must file a Declaration of Graduation during the first semester by consulting a College of Education academic advisor. The four semesters of the program are sequential.

The College of Education grades some courses, field experiences, and student teaching on a pass/fail basis. Students who successfully complete these courses, receive a grade of “Y” (satisfactory). Such grades are acceptable for meeting program requirements, but these grades are not included in computing the student’s grade point average.

Any exceptions to these requirements must be approved by a College of Education academic advisor.

Field-experience requirements. In addition to course work, students admitted to all undergraduate education programs are required to participate in structured field experiences during each of the four semesters of the program.

The field experiences progress from observation and short-term participation to long-term supervised student teaching. Students should expect these field experiences to be above and beyond the class times listed in the *ASU West Schedule of Classes* for each semester. Such field experiences typically take place in public schools throughout the greater Phoenix area. Education programs include at least one semester of field experiences at a local public school campus taken concurrently with university course work. Students should plan extra travel time and expect to confer with mentor teachers and student teacher supervisors before or after scheduled field experiences. Regular attendance is required during all field experiences. To meet field experience requirements, students must plan to have their own transportation and be available during regular school hours.

Student teaching. The major field experience, called student teaching, occurs in the fourth semester and is a full-day, full-semester obligation. Student teaching is only possible during fall and spring semesters.

Applications for student teaching must be completed early in the semester before the student teaching semester and turned in to the Office of Field Experiences. To be accepted for student teaching, students must:

1. have cumulative ASU GPA of 2.50 or higher;
2. have a GPA of 2.50 or higher in professional teacher preparation course work;
3. complete all required professional teacher preparation course work;
4. remove all academic deficiencies, such as grades of “D,” “E,” or “I” before placement;
5. demonstrate appropriate professional conduct; and
6. complete the application procedure and secure approval to student teach from the Offices of Field Experiences and Academic Advising prior to the deadline date.

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 Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8:00 a.m. to 4:00 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 policies. Students enrolled in undergraduate education programs are expected to maintain academic standards and demonstrate qualifications for the teaching profession, including mental health, interpersonal skills, basic communication skills, a positive attitude, appropriate professional conduct, and satisfactory performance in field experiences.

To be in good standing, students must maintain an overall cumulative GPA of 2.50 or higher with at least a grade of “C” in each undergraduate education course. Any undergraduate education student whose cumulative GPA falls below 2.50 may be placed on academic probation or suspended from enrollment in professional courses for the next semester. Students on academic probation or suspension from the university and/or the College of Education must seek advisement from a College of Education academic advisor before registering for additional course work. Probation and/or suspension status for academic reasons begins on the first day of classes of the semester after the probation or suspension action. Students placed on probation or suspension for any reason are subject to disqualification by the College of Education at the end of the following semester if the conditions imposed for reinstatement are not met. Students placed on probation or suspension for any reason are reviewed at the end of the following semester.

Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession may be disqualified or prescribed specific conditions under which continued participation is permitted, i.e., probation or suspension.

Students who wish to appeal decisions of the College of Education’s Student Issues Committee may do so in writing to the dean of the College of Education. Any exceptions to the above retention and disqualification policies and procedures must be approved by the College of Education’s Student Issues Committee and the dean of the College of Education.

Admission requirements

In order to be considered for admission to the elementary education major, applicants must:

1. complete a minimum of 56 semester hours of appropriate course work at ASU or equivalent courses at another accredited college or university, with a grade of “C” or better and an overall GPA of 2.50 or higher;
2. (applicants in Bilingual Education only) show proficiency in Spanish either by grade of “C” or better in SPA 201 and SPA 202 Intermediate Spanish *or* CLEP equivalency; and
3. submit a completed application form for the Elementary Education program to the College of Education Academic Advising Office by the appropriate deadline date.

Required course work. Students must complete the following ASU courses or transfer equivalents.

	Semester Hours
ENG 101, 102 First-Year Composition <i>or</i> ENG 105 Advanced First-Year Composition	3-6
MAT 117 College Algebra	3
MTE 180 Theory of Elementary Mathematics	3
CSE 180 Computer Literacy <i>or</i> EMC 321 Computer Literacy (<i>an</i> open entry/open exit course is not acceptable)	3
BIO 100 The Living World <i>or</i> BIO 181 General Biology <i>or</i> PLB 108 Concepts in Plant Biology* (<i>real, rather than virtual, laboratory experiences are required</i>)	4
CHM 101 Introductory Chemistry* <i>or</i> CHM 107 Chemistry and Society* <i>or</i> GLG 101, 103 Introduction to Geology I and Lab* <i>or</i>	4
GLG 110, 111 Environmental Geology and Lab* <i>or</i>	
GPH 111 Introduction to Physical Geography* <i>or</i>	
PHS 110 Fundamentals of Physical Science* <i>or</i>	
PHY 101 Introduction to Physics* (<i>real, rather than virtual, laboratory experiences are required</i>)	
Total	20-23

*Complete this ASU Main course or transfer equivalent.

Program requirements

Candidates for the degree of Bachelor of Arts in Education, Major in Elementary Education are required to complete an approved program of 120 semester hours. These hours include:

- 35 hours of General Studies courses
- 20-23 hours of specified lower division courses for admission
- 15 semester hours in human development courses
- an 18 semester hour academic specialization
- completion of ENG 213 Introduction to the Study of Language and MCE 446 Understanding the Culturally Diverse Child
- specified courses in teacher education for elementary education

The bilingual concentration requires proficiency in Spanish; the ESL concentration does not require proficiency, but does require a student to have six semester hours in a single foreign language or its equivalent.

For efficient progress toward the baccalaureate degree, much of this course work must be taken at the lower division and selected so that courses will count toward more than one requirement simultaneously. Prospective elementary education majors are encouraged to contact the College of Education Advising Office to plan their program of study beyond the required course work noted for admission above.

Specified courses in teacher education include classroom instruction course work, as well as field experiences prior to and during student teaching, that prepare individuals with the knowledge and skills to work in elementary schools. The combination of course work is intended to meet the standards adopted for teacher certification in Arizona. Specified courses in teacher education are listed on the following pages.

Elementary education students should review General Information, Field Experience Requirements, Student Teaching, and Academic Policies on pages 183-185 of this catalog.

Elementary Education (K-8) Major

Semester I-7 semester hours

EDP 301 Learning and Motivation in Education
EDP 303 Human Development (L/SB)
SPF 301 Culture and Schooling
DCI 396 Field Experience I

Semester II-12 semester hours

DCI 302 Principles and Applications of Effective Instruction
DCI 303 Classroom Organization and Management
EDP 302 Assessment and Evaluation in Education
EMC 300 Computers in Education
EED 404 Language Arts
RDG 401 The Teaching of Reading
DCI 397 Field Experience II

Semester III-9 semester hours

EED 401 Teaching Science and Social Studies to Children
EED 402 Teaching Strategies in Mathematics
RDG 402 Reading Practicum
EED 496 Field Experience

Semester IV-14 semester hours

EED 478 Student Teaching in the Elementary School
SPF 401 Theory and Practice in Education

Elementary Education (K-8) Major with Concentration in Bilingual Education or English as a Second Language

Semester I-7 semester hours

EDP 301 Learning and Motivation in Education
EDP 303 Human Development (L/SB)
SPF 301 Culture and Schooling
DCI 396 Field Experience I

Semester II-9 semester hours

BLE 407 Language Arts
DCI 302 Principles and Applications of Effective Instruction
DCI 303 Classroom Organization and Management
EDP 302 Assessment and Evaluation in Education
EMC 300 Computers in Education
DCI 397 Field Experience II

Semester III-12 semester hours

BLE 401 Teaching Science and Social Studies to Children
BLE 402 Teaching Strategies in Mathematics
BLE 405 Teaching Reading in BLE/ESL
BLE 406 Reading Practicum
BLE 496 Field Experience

Semester IV-14 semester hours

BLE 478 Student Teaching in the Elementary School
SPF 401 Theory and Practice in Education

Elementary Education (K-8) Major with Concentration in Early Childhood Education

Semester I-7 semester hours

EDP 301 Learning and Motivation in Education
 EDP 303 Human Development (L/SB)
 SPF 301 Culture and Schooling
 DCI 396 Field Experience I

Semester II-12 semester hours

DCI 303 Classroom Organization and Management
 ECD 400 Introduction to Early Childhood Education
 ECD 404 Language Arts
 RDG 401 The Teaching of Reading
 EDP 302 Assessment and Evaluation in Education
 EMC 300 Computers in Education
 DCI 397 Field Experience II

Semester III-9 semester hours

ECD 401 Instructional Strategies: Social Studies and Creative Arts
 ECD 402 Instructional Strategies: Math and Science
 RDG 402 Reading Practicum
 ECD 496 Field Experience

Semester IV-14 semester hours

EED 478 Student Teaching in the Elementary School
 SPF 401 Theory and Practice in Education

Bachelor of Arts Degree in Education, Major in Secondary Education

Chair, Department of Secondary Education: Nancy S. Haas, Ph.D.
 Location: FAB S254
 (602) 543-6344

Admission requirements

To be considered for admission to the Secondary Education major, applicants must complete a minimum of 56 semester hours with a GPA of 2.50 or higher of appropriate postsecondary course work. Students must complete the following ASU courses or transfer equivalents.

	Semester Hours
ENG 101, 102 First-Year Composition <i>or</i>	3-6
ENG 105 Advanced First-Year Composition	
MAT 114 College Mathematics <i>or</i> higher level math course	3
CSE 180 Computer Literacy	3
Two lab science courses that fulfill General Studies SQ and SQ/SG requirements	8

Program requirements

Secondary Education (7-12) Major

Semester I-7 semester hours

EDP 301 Learning and Motivation in Education
 EDP 303 Human Development (L/SB)
 SPF 301 Culture and Schooling
 DCI 396 Field Experience I

Semester II-7 semester hours

DCI 302 Principles and Applications of Effective Instruction
 EDP 302 Assessment and Evaluation in Education
 RDG 301 Reading in the Content Areas
 EMC 300 Computers in Education
 DCI 397 Field Experience II

Semester III-7 semester hours

SED 403 Principles, Curricula, and Methods
 SED 496 Field Experience
 _____ Major methods course

Semester IV-14 semester hours

SED 478 Student Teaching in the Secondary School
 SPF 401 Theory and Practice in Education

Additional requirements

Additional course work is required for the academic specialization in secondary education. This course work must be taken outside the College of Education. The ASU West College of Arts and Sciences offers courses that are required for secondary education certification in five areas - Biological Sciences, English, History, Social Studies,

and Mathematics. Since these five secondary specializations are best supported at ASU West, preference in admissions is given to students applying to these areas. Secondary majors, who elect a specialization other than the five offered at ASU West, must complete a substantial portion of their specialization course work and the major methods course at ASU Main. Students with specializations in Biological Sciences and Mathematics may be

required to take their major methods course at ASU Main. Refer to the pages shown below for descriptions of the academic specializations available at ASU West.

Academic specialization	Page
Biological Sciences	138
English	120
History	124
Mathematics	127
Social Studies	146

Bachelor of Arts Degree in Education, Major in Special Education

Chair, Department of Special Education: Ida Malian, Ph.D.
Location: FAB S242
(602) 543-6309

Career outlook

The career outlook for the teaching profession is quite promising. Special educators are in high demand in Arizona as well as many other states. Demand is expected to remain strong. ASU West Special Education graduates are highly regarded by school districts. There are also many opportunities for special education program graduates to take positions in K-8 classrooms as they may be eligible for elementary education certification. Increasing proportions of school districts practice full inclusion of students with disabilities into general education classes which increases the demand for qualified special educators.

Admission requirements

To be considered for admission to the special education major, students must complete the following ASU or transfer equivalent courses with a GPA of 2.50 or higher.

			Semester Hours
ENG	101, 102	First-Year Composition <i>or</i>	3-6
ENG	105	Advanced First-Year Composition	
ENG	213	Introduction to Study of Language	3
MAT	117	College Algebra <i>or</i> higher level math course	
MTE	180	Theory of Elementary Mathematics	3
EMC	321	Computer Literacy (<i>an open entry/open exit course is not acceptable</i>)	3
BIO	100	The Living World <i>or</i>	4
BIO	181	General Biology <i>or</i>	
PLB	108	Concepts in Plant Biology* (<i>real, rather than virtual, laboratory experiences are required</i>)	
CHM	101	Introductory Chemistry* <i>or</i>	4
CHM	107	Chemistry and Society* <i>or</i>	
GLG	101, 103	Introduction to Geology I and Lab* <i>or</i>	
GLG	110, 111	Environmental Geology and Lab* <i>or</i>	
GPH	111	Introduction to Physical Geography* <i>or</i>	
PHS	110	Fundamentals of Physical Science* <i>or</i>	
PHY	101	Introduction to Physics* (<i>real, rather than virtual, laboratory experiences are required</i>)	
PGS	101	Introduction to Psychology	3
SPF	111	Exploration of Education	3
SPE	311	Orientation to Education of Exceptional Children	3
MCE	446	Understanding the Culturally Diverse Child	3

*Complete this ASU Main course or transfer equivalent.

Program requirements Special Education (K-12) Major

	Semester Hours
Semester I-15 semester hours	
Professional Practices in Special Education	
EDP 303 Human Development (L/SB)	3
SPE 310 Professional Practice in Special Education	3
SPE 317 Special Education for Culturally & Linguistically Diverse Children & Youth	3
SPE 318 Family-School Collaboration	3
SPE 319 Issues in Cross-Categorical Special Education	3
SPE 496 Field Experience	0
Semester II-15 semester hours	
Individualization of Instruction	
SPE 320 Assessment and Evaluation in Special Education (L)	3
SPE 321 Parents & Professionals: Partners in Instructional Practices	3
SPE 322 Behavioral Management & Consultation	3
SPE 323 Technology & Instructional Methods	3
SPE 324 Methods in Cross-Categorical Special Education	3
SPE 496 Field Experience	0
Semester III-15 semester hours	
Adaptation through Collaboration	
SPE 430 Adaptive Methods for Students with Mild/Moderate Disabilities	3
SPE 431 Collaborative Teaching Methods	3
EED 401 Teaching Science & Social Studies to Children	4
EED 402 Teaching Strategies in Mathematics	2
RDG 401 Teaching of Reading	3
SPE 496 Field Experience	0
Semester IV-15 semester hours	
Professional Integration	
SPE 440 Professional Seminar in Special Education	3
SPE 478 Student Teaching in Special Education	12

Additional requirements

Special Education majors are required to complete an 18 semester hour academic specialization in Mathematics or Science.

Students may select course work in other disciplines to satisfy the academic specialization requirement.

To ensure completion of all degree requirements within 120 semester hours, students should consult with a College of Education advisor in the selection of appropriate course work at both the lower and upper division.

Postbaccalaureate Programs for Teacher Certification

Chair, Department of Graduate Studies and Professional Development: Eleanor Perry, Ph.D.
Location: FAB S246
(602) 543-6318

Nature of program

Postbaccalaureate programs that lead to initial teaching certification are designed for people who hold bachelor's degrees in areas other than education. Postbaccalaureate programs are available in elementary education and secondary education.

Please review Career Outlook, page 183, for employment demand and/or see a College of Education academic advisor.

Admission requirements

In order to be considered for admission to postbaccalaureate programs in education, students must:

1. submit transcripts indicating an earned bachelor's degree from an accredited institution;
2. have a cumulative GPA of 2.50 or higher on the last 60 semester hours of credit earned;
3. be admitted to ASU West as a nondegree graduate student; and
4. submit a completed application form for the Postbaccalaureate Programs for Teacher Certification by the appropriate deadline dates to the College of Education Academic Advising Office.

Note: Students will not be allowed to take course work prior to admittance to the program.

Students are admitted to the postbaccalaureate programs in education in the fall of each year for the following spring semester and in the spring of each year for the following fall semester. Applicants should contact the College of Education Academic Advising Office for specific deadline dates, which are determined annually.

Admission to postbaccalaureate programs is selective. Meeting minimum requirements does not ensure admittance to the program.

Curriculum

Secondary postbaccalaureate education students majoring in areas other than English or History or Social Studies may be required to take their major methods course at ASU Main. The curriculum in each postbaccalaureate program contains specified courses that must be taken prior to student teaching. Information about these courses is available from the College of Education Academic Advising Office.

Student teaching

Student teaching is the last course in the sequence taken by postbaccalaureate students. Students must file applications for student teaching early in the semester prior to the student teaching term. The Office of Field Experiences provides information about the deadlines for student teaching applications.

To be accepted for student teaching, students must:

1. be admitted to the Postbaccalaureate Programs for Teacher Certification;
2. have a cumulative GPA of 2.50 or higher in required professional education course work;
3. complete all required professional teacher education course work;
4. remove all academic deficiencies such as grades of "D," "E," or "I" before placement;
5. demonstrate appropriate professional conduct during the field experiences prior to student teaching; and
6. complete the application procedure and secure approval to student teach from the Offices of Field Experiences and Academic Advising prior to the deadline date.

Graduate Programs

Nature of programs

The College of Education offers Master of Education degrees in four program areas: Educational Administration and Supervision, Elementary Education, Secondary Education, and Special Education. In addition to master's degree course work, the Educational Administration and Supervision program also offers courses which meet the state certification requirements for supervision, principalship, and superintendency.

The faculty of the College of Education also offers course work that meets personal and professional development needs of West Valley teachers. For specific information about the four graduate programs in Education, contact the College of Education graduate programs secretary in the Faculty Administration Building S200 or call (602) 543-6378.

Admission requirements

Students applying to any of the Master of Education programs must apply to Graduate Studies at ASU West and to the specific program area to which they seek admission. Admission to a degree program is based on undergraduate and/or graduate grade point averages. Also considered are letters of recommendation, the personal statements, work and academic experiences, and the availability of faculty to supervise academic areas of interest. Applicants to the elementary or secondary programs must hold valid Arizona teaching certificates for that grade level. Admission to graduate programs is selective. Meeting minimum requirements does not ensure admittance to the program.

Graduation/exit requirements

Candidates for the Master of Education degree are required to complete a comprehensive exam unless their program requires an applied project or its equivalent.

Program requirements

	Semester Hours
Core requirements	9
COE 501 Introduction to Research and Evaluation in Education	
COE 504 Learning and Instruction	
COE 505 American Education System	
Required Elementary Education courses	3
EED 511 Principles of Curriculum Development <i>or</i>	
ECD 555 Modern Practices in Childhood Education	
Electives*	21
Total	33

*Elective courses must be selected in consultation with an advisor

Elementary Education concentrations. Elementary Education majors have the option of crafting 21 hours of electives or completing a concentration in Bilingual Education or English as a Second Language Education, Educational Technology or Reading.

Concentration in Bilingual Education

	Semester Hours
Required courses	21
BLE 511 Introduction to Language Minority Education	
BLE 515 Instructional Methods for Bilingual Students	
BLE 520 ESL for Children	
BLE 522 Literacy/Biliteracy Development	
BLE 541 Nature of Bilingualism/Second Language Acquisition	
BLE 561 Parent Involvement in Language Minority Ed. Programs	
BLE 580 Practicum (not required of teachers with two years of verifiable bilingual teaching experience) or BLE elective	

Concentration in ESL Education

	Semester Hours
Required courses	21
BLE 511 Introduction to Language Minority Education	
BLE 520 ESL for Children	
BLE 522 Literacy/Biliteracy Development	
BLE 541 Nature of Bilingualism/Second Language Acquisition	
BLE 561 Parent Involvement in Language Minority Ed. Programs	
BLE 598 ST: Assessment of Linguistically Diverse Students	
BLE 580 Practicum (not required of teachers with two years of verifiable ESL teaching experience) or BLE elective	

Concentration in Educational Technology

	Semester Hours
Required courses	9
EDT 530 Technology Integration Across the Curriculum	
EDT 575 Critical Issues in Technology	
EDT 593 Applied Project	
Electives	12
EDT ___ Other*	
EDT ___ Other*	
EDT ___ Other*	
EDT ___ Other* <i>or</i>	
___ ___ Other*	

*Elective courses must be selected in consultation with an advisor

Concentration in Reading

	Semester Hours
Required courses	9
RDG 505 Developmental Reading	
RDG 550 Practicum Experiences in Reading	
RDG 556 Assessment Procedures in Reading	
Electives*	12
RDG ___ Other	
RDG ___ Other	
___ ___ Other	
___ ___ Other	

*Elective courses must be selected in consultation with an advisor

Program requirements

	Semester Hours
Core requirements	
COE 501 Introduction to Research and Evaluation in Education	9
COE 504 Learning and Instruction	
COE 505 American Education System	
Required Secondary Education courses	6
SED 522 Secondary School Curriculum Development	
SED 533 Improving Instruction in Secondary Schools	
Electives in Secondary Education	12
SED 577 Issues and Trends in Secondary Education	
SED ___ Other*	
Electives*	6
Total	33

**Concentration in
Educational Technology**

In the Secondary M.Ed. program, students may complete a Concentration in Educational Technology (EDT) by taking 18 semester hours of EDT course work.

	Semester Hours
Required courses	
EDT 530 Technology Integration Across the Curriculum	9
EDT 575 Critical Issues in Technology	
EDT 593 Applied Project	
Electives	9
EDT ___ Other*	
EDT ___ Other*	
EDT ___ Other*	
*Elective courses must be selected in consultation with an advisor	

Master of Education in Special Education

For the Master of Education in Special Education, students must complete 12 semester hours of core requirements plus a concentration in Infants and Young Children.

Program requirements

Core requirements

COE 501	Introduction to Research and Evaluation in Education	Semester Hours 12
SPE 540	Family Centered Practices	
SPE 541	Consultation Frameworks and Issues	
SPE ___	Elective*	

Concentration in Infants and Young Children

Required courses

ECD/SPE 542	Systems, Policies and Program Practices for Infants and Young Children	Semester Hours 15-21
ECD/SPE 543	Issues in the Development of Infants and Young Children	
ECD/SPE 544	Assessment and Evaluation of Infants and Young Children	
ECD/SPE 545	Curricula, Methods, Technology, and Adaptations for Infants and Young Children	

ECD/SPE 546	Communication, Language, and Early Literacy	Semester Hours 0-6
ECD/SPE 547	Supporting Motor Development	
ECD/SPE 580	Practicum	

Electives*

Select courses from the following area(s):

Bilingual/ESL Education
Counselor Education
Early Childhood Education
Educational Administration and Supervision
Educational Media and Computers
Educational Psychology
Ethnic Studies
Music Education
Reading and Language Arts
Social and Behavioral Sciences
Social Work

Total

*Elective courses must be selected in consultation with an advisor.

33

Master of Education in Educational Administration and Supervision

Program requirements

Core requirements

COE 501	Introduction to Research and Evaluation in Education	Semester Hours 9
COE 504	Learning and Instruction	
COE 505	American Education System	

Educational Administration Requirements

EDA 501	Competency/Performance in Educational Administration	Semester Hours 24
EDA 511	School Law	
EDA 526	Instructional Supervision	

EDA 548	Community Relations in Education	Semester Hours 3
EDA 571	School Business Management	
EDA 573	School Personnel Administration	
EDA 576	The School Principalship	
EDA 634	Instructional Leadership	

Internship (select one)

EDA 584	Supervision Internship	Semester Hours 3
EDA 684	Principal Internship	
EDA 784	Superintendent Internship	

Total

36

Bilingual Education

BLE 401 Teaching Science and Social Studies to Children (4)

fall and spring only

Introduction of teaching strategies to be utilized in working in bilingual/ESL classroom settings. Corequisites: BLE 402, 405, 406, 496. Fee or deposit. Prerequisite: completed 6 hours in a single second language or equivalent.

BLE 402 Teaching Strategies in Mathematics (2)

fall and spring only

Introduction and implementation of concepts for teaching mathematics to minority language populations. Corequisites: BLE 401, 405, 406, 496. Prerequisites: MAT 117; MTE 180 or equivalent; completed 6 hours in a single second language or equivalent.

BLE 405 Teaching Reading in BLE/ESL (3)

fall and spring only

Instructional strategies for teaching reading to English language learners using systematic, research-based phonics to aid decoding, vocabulary, and comprehension development. Corequisite: BLE 401, 402, 406, 496. Prerequisites: ENG 213 or equivalent; completed 6 hours in a single second language or equivalent.

BLE 406 Reading Practicum (3)

fall and spring only

Supervised school-based experience in teaching reading to bilingual/ESL students. Corequisites: BLE 401, 402, 405, 496. Prerequisites: ENG 213 or equivalent; completed 6 hours in a single second language or equivalent.

BLE 407 Language Arts (2)

fall and spring only

Theory of the social nature of oral and written language and congruent classroom practices for students preparing to teach bilingual and ESL students. Corequisites: DCI 302, 303, 397; EMC 300; EDP 302. Prerequisite: completed 6 hours in a single second language or equivalent.

BLE 478 Student Teaching in the Elementary School (3-15)

fall and spring only

Supervised teaching in the area of specialization. A synthesized experience in curriculum, instruction and classroom management in a bilingual education/ESL setting. Fee or deposit. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Offices of Field Experiences and Academic Advising.

BLE 496 Field Experience (0)

fall and spring only

Application of course content in a bilingual/ESL school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Fee or deposit. Corequisites: BLE 401, 402, 405, 406. Prerequisite: completed 6 hours in a single second language or equivalent.

BLE 511 Introduction to Language Minority Education (3)

not regularly offered

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

BLE 515 Instructional Methods for Bilingual Students (3)

not regularly offered

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

BLE 520 ESL For Children (3)

not regularly offered

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

BLE 522 Literacy/Biliteracy Development (3)

not regularly offered

Examines approaches to first and second language reading and writing for bilingual/second language learners from a whole language perspective (Spanish-English emphasis). Prerequisite: BLE 511.

BLE 535 Sociolinguistic Issues in Bilingual Education (3)

not regularly offered

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)

not regularly offered

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

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

not regularly offered

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

BLE 580 Practicum (3)

not regularly offered

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

College of Education Core

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

fall, spring, summer

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

COE 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 EDP 504.

COE 505 American Education System (3)

fall, spring, summer

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

Counselor Education

CED 512 Introduction to the Helping Relationship (3)

fall only

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

CED 522 Personality Development (3)

fall only

Interaction of affective and cognitive factors in personality development at different age levels. Various personality theories examined.

CED 567 Group Procedures (3)

spring only

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

Curriculum and Instruction

DCI 302 Principles and Applications of Effective Instruction (3)

fall and spring only

Principles of teaching identified by research on teaching effectiveness. Application of principles to classroom practice. For education majors only. Prerequisite: EDP 303.

DCI 303 Classroom Organization and Management (2)

fall and spring only

Develops understanding and application of classroom organization and management principles, strategies, and procedures. For education majors only. Prerequisites: EDP 301, 303; SPF 301.

DCI 396 Field Experience I (0)

fall and spring only

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

DCI 397 Field Experience II (0)

fall and spring only

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

Early Childhood Education

ECD 310 Educational Environments: Infants/Toddlers (3)

fall and spring only

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

Provides a base for understanding and working with young children. Examines all aspects of development of children from birth through age eight, with implications for teachers and parents.

Key to General Studies

Credit Abbreviations

L Literacy and critical inquiry core courses

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SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses

, and / or

ECD 400 Introduction to Early Childhood Education (3)*fall and spring only*

Examines theoretical approaches to teaching young children and social, historical, political, and educational issues that impact early childhood education. For Early Childhood Education majors only. Corequisite: DCI 303, 397; ECD 404; EDP 302; EMC 300; RDG 401.

ECD 401 Instructional Strategies: Social Studies and Creative Arts (3)*fall and spring only*

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. Corequisites: ECD 402, 496; RDG 402.

ECD 402 Instructional Strategies: Math and Science (3)*fall and spring only*

Emphasizes developmentally appropriate educational strategies and instructional techniques in teaching mathematics and science to children (preschool through 3rd grade), within an integrated curriculum approach. Prerequisites: BIO 100; MTE 180 or equivalent; PHS 110 or equivalent. Corequisites: ECD 401, 496; RDG 402.

ECD 404 Language Arts (2)*fall and spring only*

Presents theory on the social nature of oral and written language and congruent classroom practices. Corequisites: DCI 303, 397; ECD 400; EDP 302; EMC 300; RDG 401.

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

Application of course content in a preschool through 3rd grade setting. Emphasis on observation, focus on child-centered curriculum, planning and delivering instruction, and assessment. Fee or deposit. Corequisites: ECD 401, 402; RDG 402.

ECD 542 Systems, Policies, and Program Practices for Infants and Young Children (3)*spring in even years only*

Analysis of historical, political, social, and legal factors affecting services for infants and young children. Examination of critical issues. Cross-listed as SPE 542. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 543 Issues in the Development of Infants and Young Children (3)*spring in even years only*

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as SPE 543. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 544 Assessment and Evaluation of Infants and Young Children (3)*fall in even years only*

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as SPE 544. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3)*fall in even years only*

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasis on cognitive development, social competence. Cross-listed as SPE 545. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 546 Communication, Language, and Early Literacy (3)*spring in odd years only*

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as SPE 546. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 547 Supporting Motor Development (3)*spring in odd years only*

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as SPE 547. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

ECD 555 Modern Practices in Early Childhood Education (3)*spring only*

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

Educational Administration and Supervision

EDA 501 Competency/Performance in Educational Administration (3)*fall only*

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

EDA 511 School Law (3)*fall only*

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

EDA 521 Evaluation of Teaching Performance (3)
not regularly offered

In-depth analysis of legal basis of teacher appraisal, teacher competency, measurement of teacher performance, and application of performance appraisal systems.

EDA 524 Theory and Application of Educational Administration (3)

not regularly offered

History and development of public school administration in the United States; current organizational patterns for public education at local, intermediate, state, and national levels; current theoretical positions in educational administration.

EDA 526 Instructional Supervision (3)

fall only

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

EDA 544 Public School Finance (3)

not regularly offered

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

EDA 548 Community Relations in Education (3)

spring only

Administrative factors of primary importance in developing community involvement in public schools. Emphasis on theory and skill of school system and individual communication.

EDA 571 School Business Management (3)

spring only

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

EDA 573 School Personnel Administration (3)

fall only

Organization for personnel services; development of policy to govern selection, orientation, placement, remuneration, transfers, separations, and development of morale among instructional and noninstructional personnel.

EDA 576 The School Principalship (3)

spring only

Problem and laboratory approaches used to provide application of administrative activities of elementary and secondary schools.

EDA 634 Instructional Leadership (3)

spring only

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

EDA 675 Politics of Education (3)

not regularly offered

Social science theory and research are used to consider the political context of educational policy making.

EDA 679 Administration of Special Programs in Education (3)

not regularly offered

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

Educational Media and Computers

EMC 300 Computers in Education (1)

fall, spring, summer

An introduction to word processing, databases, spreadsheets, teacher utility programs, and evaluation of educational software. For Education majors only. Prerequisite: EMC 321 or equivalent.

EMC 321 Computer Literacy (3)

fall and spring only

Survey of the role of computers in business and education. Emphasis on word processing, database, and spreadsheets. General studies: CS.

Educational Psychology

EDP 301 Learning and Motivation in Education (2)

fall and spring only

Using a case format, learning and motivation principles are applied to education contexts. Education majors only.

EDP 302 Assessment and Evaluation in Education (1)

fall and spring only

Using a case format, assessment and evaluation principles are applied to education contexts. Education majors only.

Key to General Studies

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, and
/ or

EDP 303 Human Development (3)*fall and spring only*

Selected aspects of child and adolescent development. Emphasis on possibilities for influence by teachers and parents. Education majors only. Prerequisite: ENG 101 (or 105). General studies: L/SB.

EDP 310 Educational Psychology (3)*fall, spring, summer*

Human behavior in educational situations presented through instructional modules. Students may re-enroll for credit to a 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.

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.

EDP 510 Essentials of Classroom Learning (3)*fall and spring only*

Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology. Prerequisite: admission to postbaccalaureate programs for teacher certification. Corequisite: DCI 396 or 397.

EDP 523 Educational Assessment (3)*fall and spring only*

Increases teachers' and others' competence in classroom assessment, grading, and testing. Emphasis on integration of curriculum, instruction, and assessment. Prerequisite: graduate standing or SED 501 or EED 344.

Educational Technology

EDT 530 Technology Integration Methods Across the Curriculum (3)*spring only*

Course examines a constructivist approach to technology in education. Students investigate technology as a catalyst for rethinking instructional goals/practices. Prerequisite: EMC 321 or instructor approval.

EDT 545 Using the Internet in Education (3)*summer only*

Exploration of the Internet as an educational tool for research, inquiry-based learning, and online learning communities. Course incorporates constructivist theory. Hands-on lab. Prerequisite: EDT 530.

EDT 546 Using Technologies for Presentations (3)*summer only*

Students will create presentations appropriate for educational settings and electronic portfolios on CD-ROMs using scanners, digital/video cameras, and multimedia software. Hands-on lab. Prerequisites: EDT 530, 545.

EDT 547 Technology in Language Arts and Social Studies Education (3)*fall in odd years only*

An applied course examining numerous ways technology is used to enhance teaching and learning in language arts/social studies classrooms. Hands-on lab. Prerequisite: EDT 530.

EDT 548 Technology in Mathematics and Science Education (3)*summer in even years only*

An applied course examining numerous ways technology is used to enhance teaching and learning in mathematics and science classrooms. Hands-on lab. Prerequisite: EDT 530.

EDT 549 Using the Internet and Case Studies to Solve Educational Problems (3)*fall only*

Course provides a model of the use of distance education technologies.

EDT 555 Advanced Web Site Design and Development (3)*fall only*

An applied course that prepares technology leaders to design and create interactive school and district web sites. Prerequisites: EDT 530, 545, and 546.

EDT 556 Managing School Information Systems (3)*spring only*

An applied course based on constructivist theory that examines the techniques and strategies of networking information systems within educational settings. Prerequisites: EDT 530 plus two other EDT courses.

EDT 575 Critical Issues in Technology (3)*fall only*

Exploration and critical analysis of theoretical issues related to using technology in education. Students do literature reviews for EDT 593. Prerequisites: EDT 530 plus three other EDT courses.

EDT 593 Applied Project (3)*spring only*

Preparation of a supervised applied project that synthesizes students' EDT Masters experience. Students will create a final electronic portfolio. Prerequisites: EDT 530, 575 plus three other EDT courses.

Elementary Education

EED 320 Teaching Science to Children (3)

spring only

Develops students' personal philosophies of the nature of elementary school science; why teach science and how children learn science. Knowledge and skills in planning instruction, using instructional models, integrating the curriculum, employing current science programs and materials, and evaluating children's learning. Fee or deposit. Prerequisites: a basic biological and physical science course; admission to postbaccalaureate programs for teacher certification.

EED 333 Communication Arts in the Elementary School (3)

fall only

Factors affecting language growth. Setting conditions for teaching oral and written language. Prerequisite: admission to post-baccalaureate programs for teacher certification.

EED 344 Elementary School Organization and Management (3)

fall and spring only

Overall program of the elementary school. Practical approaches to discipline and to planning, organizing, and managing the classroom. Prerequisite: admission to postbaccalaureate programs for teacher certification. Corequisite: DCI 397.

EED 355 Social Studies in the Elementary School (3)

spring only

Methods and materials for teaching social studies in the elementary grades. Prerequisite: admission to postbaccalaureate programs for teacher certification.

EED 380 The Teaching of Mathematics in the Elementary School (3)

fall only

A beginning course in methods and materials used. Laboratory experiences and computer applications with curriculum materials. Prerequisites: MTE 180 or equivalent; admission to postbaccalaureate programs for teacher certification.

EED 401 Teaching Science and Social Studies to Children (4)

fall and spring only

Examines core functions, processes, concepts, materials, goals, objectives, scope and sequence, unit and lesson planning, and models of instruction. Fee or deposit. Corequisites: EED 402, 496; RDG 402.

EED 402 Teaching Strategies in Mathematics (2)

fall and spring only

Strategies and methodologies of teaching elementary mathematics integrating modern technologies, problem solving, manipulatives, current research, and learning theories. Prerequisite: MTE 180 or equivalent. Corequisites: EED 401; RDG 402.

EED 404 Language Arts (2)

fall and spring only

Presents theory on the social nature of oral and written language and congruent classroom practices. Corequisite: EDP 302, EMC 300, RDG 401.

EED 464 Middle-School Curriculum and Organization(3)

fall and spring only

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as SED 464. Prerequisite: Semester I of the PTPP.

EED 478 Student Teaching in the Elementary School (3-15)

fall and spring only

Supervised teaching in the area of specialization. A synthesized experience in curriculum, instruction, and classroom management. Fee or deposit. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Offices of Field Experiences and Academic Advising.

EED 496 Field Experience (0)

fall and spring only

Application of course content in a (K-8) school classroom. Emphasis on observation, pupil management, planning and delivery of instruction, and assessment. Fee or deposit. Corequisites: EED 401, 402; RDG 402.

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 564 Middle-School Curriculum and Organization (3)

fall and spring only

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as SED 564.

Key to General Studies

Credit Abbreviations

L Literacy and critical inquiry core courses

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, and / or

EED 578 Student Teaching in the Elementary School (3-15)*fall and spring only*

Supervised teaching for postbaccalaureate students, synthesized experience in curriculum, instruction, and classroom management. Fee or deposit. Prerequisites: a GPA of 2.50; completion of all professional course work; approval of Offices of Field Experiences and Academic Advising.

Mathematics Education**MTE 180 Theory of Elementary Mathematics (3)***spring only*

Number systems, intuitive geometry, elementary algebra, and measurement. Intended for prospective elementary school teachers. Prerequisite: MAT 117.

MTE 380 Arithmetic in the Elementary School (3)*not regularly offered*

Historical numeration systems, overview of elementary number theory, including primes, factorization, divisibility, bases, modular systems, linear congruence, and continued fractions. Prerequisite: MTE 180 or instructor approval.

MTE 482 Methods of Teaching Mathematics in Secondary School (3)*summer only*

Examination of secondary school curricular material and analysis of instructional devices. Teaching strategies, evaluative techniques, diagnosis, and remediation and problem solving. Prerequisite: instructor approval.

Multicultural Education**MCE 446 Understanding the Culturally Diverse Child (3)***fall, spring, summer*

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.

Music Education**MUE 310 Music in Early Childhood Education (3)***not regularly offered*

Identifying and understanding musical needs of young children. Methods and materials for program development for classroom teachers.

MUE 311 Music for the Classroom Teacher (3)*fall and spring only*

Development of the classroom music program in the elementary school. No previous music experience or course work required. Not for Music majors or minors.

MUE 464 Music of World Cultures in the Classroom (3)*fall and spring only*

Study of contemporary music of representative cultures within the context of a people's total way of life. General studies: HU, G

Reading Education**RDG 301 Reading in the Content Areas (2)***fall and spring only*

Required course for all Secondary Education candidates. Introduces theory and instructional strategies for learning from text across academic disciplines.

Corequisites: DCI 302 and 397, EMC 300, EDP 302.

RDG 314 Introduction to Teaching of Reading (3)*fall and spring only*

Instructional strategies for teaching reading using systematic, research-based phonics to aid decoding, vocabulary, and comprehension development.

Prerequisites: ENG 213 or equivalent; admission to postbaccalaureate programs for teacher certification.

RDG 401 The Teaching of Reading (3)*fall and spring only*

Instructional strategies for teaching reading using systematic, research-based phonics to aid decoding, vocabulary, and comprehension development.

Prerequisite: ENG 213 or equivalent. Corequisite: EED 404 or ECD 404.

RDG 402 Reading Practicum (3)*fall and spring only*

A supervised school-based practicum utilizing diagnostic and treatment procedures with children experiencing reading difficulty. Required for Elementary, Early Childhood, and Special Education candidates.

Prerequisites: EED 404 or ECD 404 and RDG 401.

RDG 481 Practicum: Elementary Reading (3)*fall only*

Practicum experience through supervised tutoring of K-8 public school students experiencing reading difficulty. Conducted in public school setting. Prerequisites: RDG 314; admission to postbaccalaureate programs for teacher certification.

RDG 505 Developmental Reading (3)*fall only*

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 Reading (3)*fall and spring only*

Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines. Prerequisite: admission to postbaccalaureate programs for teacher certification.

RDG 550 Practicum Experiences in Reading (3)

fall only

Experience utilizing reading diagnostic and instructional techniques for classroom and clinic settings. Participants tutor public school students twice weekly. Lab sections. (Recommended for State of Arizona reading endorsement.) Prerequisite: RDG 505 or equivalent.

RDG 556 Assessment Procedures in Reading (3)

spring only

Techniques for classroom and clinical reading assessment and instruction. Emphasis on continuous assessment. Recommended for State of Arizona reading endorsement. Prerequisite: RDG 505.

Secondary Education

SED 403 Principles, Curricula, and Methods (4)

fall and spring only

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

SED 464 Middle-School Curriculum and Organization (3)

fall and spring only

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as EED 464. Prerequisite: Semester I of the PTPP.

SED 478 Student Teaching in the Secondary School (3-12)

fall and spring only

The practice of teaching. The relationship of theory and practice in teaching. Fee or deposit. Prerequisites: a 2.50 GPA; completion of all professional course work; approval of Offices of Field Experiences and Academic Advising.

SED 480 Special Methods of Teaching Social Studies (3)

fall and spring only

Interdisciplinary approaches; production and collection of materials.

SED 481 English Teaching Methods for Secondary Schools (3)

fall and spring only

Instructional, organizational, and presentation methods for English in secondary schools. Cross-listed as ENG 480. Prerequisite: ENG 312 or 314 (available at ASU Main) or instructor approval.

SED 496 Field Experience (0)

fall and spring only

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

SED 501 Introduction to Effective Instruction (3)

fall and spring only

Introductory course for postbaccalaureate certification program in secondary education. Emphasis upon developing basic classroom management, instruction, and evaluation. Includes a field assignment of at least 120 hours. Prerequisite: admission to postbaccalaureate programs for teacher certification. Corequisite: DCI 396.

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)

spring only

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

SED 564 Middle-School Curriculum and Organization (3)

fall and spring only

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as EED 564.

SED 577 Issues and Trends in Secondary Education (3)

fall only

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

SED 578 Student Teaching in the Secondary School (3-12)

fall and spring only

The practice of teaching. The relationship of theory and practice in teaching. Postbaccalaureate students only. Fee or deposit. Prerequisites: completion of approved postbaccalaureate program; a minimum 2.50 GPA; approval of Offices of Field Experiences and Academic Advising.

Key to General Studies

Credit Abbreviations

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core courses

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quantitative core courses

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United States courses

G Global awareness courses

H Historical awareness courses
,
and
/ or

Social and Philosophical Foundations

SPF 111 Exploration of Education (3)

not regularly offered

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 (2)

fall and spring only

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

SPF 401 Theory and Practice in Education (2)

fall and spring only

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

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

fall and spring only

Organizational structure and administration of public education are explored through the application of legal and ethical concepts and relevant information of the social sciences. Prerequisite: admission to postbaccalaureate programs for teacher certification.

SPF 511 School and Society (3)

fall and spring only

Interrelationship of school and society and the role of education in social change. Prerequisite: admission to postbaccalaureate programs for teacher certification.

Special Education

SPE 310 Professional Practices in Special Education (3)

fall and spring only

Emphasis on the roles and professional responsibilities of special educators in all service delivery models. Prerequisite: SPE 311 or equivalent. Corequisites: EDP 303; SPE 317, 318, 319, 496. General studies: L.

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 317 Special Education for Culturally and Linguistically Diverse Children and Youth (3)

fall and spring only

General issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities. Prerequisite: SPE 311 or equivalent. Corequisites: EDP 303; SPE 310, 318, 319, 496.

SPE 318 Family-School Collaboration: An Integrated Approach for Children and Adolescents with Special Needs (3)

fall and spring only

Exploration of relationships between families of children with special needs and professionals in educational institutions and community agencies. Prerequisite: SPE 311 or equivalent. Corequisites: EDP 303; SPE 310, 317, 319, 496.

SPE 319 Issues in Cross-Categorical Special Education (3)

fall and spring only

Issues and instructional implications for students with mild to moderate mental retardation, learning disability, emotional disabilities, and physical/health impairment. Prerequisite: SPE 311 or equivalent. Corequisites: EDP 303; SPE 310, 317, 318, 496.

SPE 320 Assessment and Evaluation in Special Education (3)

fall and spring only

Norm-referenced, criterion-referenced, and authentic strategies to determine eligibility, plan individualized programs, and monitor progress of students with disabilities. Prerequisites: ENG 101 (or 105); EDP 303; SPE 310, 317, 318, 319. Corequisites: SPE 321, 322, 323, 324, 496. General studies: L.

SPE 321 Parents and Professionals: Partners in Instructional Practices (3)

fall and spring only

Emphasis on communication and collaboration skills necessary for working with parents of students with disabilities. Prerequisites: EDP 303; SPE 310, 317, 318, 319. Corequisites: SPE 320, 322, 323, 324, 496.

SPE 322 Behavior Management and Consultation (3)

fall and spring only

Analysis, intervention, and consultation strategies for effective management of classroom behavior will be developed and implemented for students with disabilities. Prerequisites: EDP 303; SPE 310, 317, 318, 319. Corequisites: SPE 320, 321, 323, 324, 496.

SPE 323 Technology and Instructional Methods in Language, Reading and Mathematics for Students With Mild/Moderate Disabilities (3)

fall and spring only

Effective use of technology; instruction and assessment of performance in language, reading, and mathematics for students with mild/moderate disabilities.

Prerequisites: EDP 303; SPE 310, 317, 318, 319.

Corequisites: SPE 320, 321, 322, 324, 496.

SPE 324 Methods in Cross-Categorical Special Education (3)

fall and spring only

Assessment and instructional methods for students with mild to moderate mental retardation, learning disability, emotional disabilities, and physical/health impairment. Prerequisites: EDP 303; SPE 310, 317, 318, 319.

Corequisites: SPE 320, 321, 322, 323, 496.

SPE 430 Adaptive Methods for Students with Mild/Moderate Disabilities (3)

fall and spring only

Methods of adapting curricula and instructional practices to support the inclusion of students with disabilities in general education settings. Prerequisites: SPE 320, 321, 322, 323, 324. Corequisites: SPE 431; EED 401, 402; RDG 401; SPE 496.

SPE 431 Collaborative Teaching Methods for General Education Classroom Environments (3)

fall and spring only

Methods and issues in cooperative teaching for special education students in general education classrooms.

Prerequisites: SPE 320, 321, 322, 323, 324.

Corequisites: SPE 430; EED 401, 402; RDG 401; SPE 496.

SPE 440 Professional Seminar in Special Education (3)

fall and spring only

Examination of critical issues in the delivery of special education services. Emphasis on self-reflection and professional development. Prerequisites: SPE 430, 431; EED 401, 402; RDG 401; SPE 496. Corequisite: SPE 478.

SPE 478 Student Teaching in Special Education (3-15)

fall and spring only

“Y” grade only. Fee or deposit. Prerequisites: a 2.50 GPA; completion of all professional course work; approval of Offices of Field Experiences and Academic Advising.

SPE 496 Field Experience (0)

fall and spring only

Application of course content in a special education setting. Emphasis on observation pupil management, planning and delivering instruction, and assessment. Fee or deposit. For Special Education majors only.

SPE 511 The Exceptional Child (3)

fall and spring only

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

SPE 540 Family Centered Practices (3)

fall in odd years only

Issues associated with families and family systems. Effects of disabilities on families. Strategies for family support and empowerment.

SPE 541 Consultation Frameworks and Issues (3)

fall in odd years only

Models, activities, and roles of educational consultants working with families, professionals, and support personnel across disciplines and agencies.

SPE 542 Systems, Policies, and Program Practices for Infants and Young Children (3)

spring in even years only

Analysis of historical, political, social, and legal factors affecting services for infants and young children.

Examination of critical issues. Cross-listed as ECD 542. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

SPE 543 Issues in the Development of Infants and Young Children (3)

spring in even years only

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as ECD 543. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

SPE 544 Assessment and Evaluation of Infants and Young Children (3)

fall in even years only

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as ECD 544. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

Key to General Studies

Credit Abbreviations

L Literacy and critical inquiry core courses

MA Mathematics core courses

CS Computer/statistics/quantitative applications core courses

HU Humanities and fine arts core courses

SB Social and behavioral sciences core courses

SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses
, and
/ or

SPE 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3)*fall in even years only*

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasis on cognitive development, social competence. Cross-listed as ECD 545. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

SPE 546 Communication, Language, and Early Literacy (3)*spring in odd years only*

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as ECD 546. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

SPE 547 Supporting Motor Development (3)*spring in odd years only*

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as ECD 547. Prerequisites: SPE 311 or the equivalent; EDP 303 or the equivalent.

Omnibus courses: See pages 55-57 for omnibus courses that may be offered.