
College of Education

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coe.asu.edu

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PURPOSE

For students, choosing a professional college is an important step because it establishes the foundation on which a career will be built. The College of Education provides a stimulating, challenging forum wherein scholars and practitioners interact in the discovery and mastery of the science and art of educational endeavors. This balanced approach, in which research and practice are viewed as essential and complementary, enables the college to produce superior educators.

The purposes of the faculty of the College of Education are as follows:

1. to engage in the scholarly, scientific, and professional study of education;
2. to prepare competent professionals who will serve in a variety of critical educational roles;
3. to develop productive scholars who will make significant contributions to the educational literature and to the quality of educational practice; and
4. to serve the education profession at the local, national, and international levels.

In accord with these purposes, the College of Education is committed to producing quality scholarship and research and to excellence in teaching.

Information about the college can be found on the Web at coe.asu.edu.

ORGANIZATION

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

Division of Curriculum and Instruction

The Initial Teacher Certification program is the largest program in the college, designed to prepare students for teaching positions in bilingual education, early childhood education, elementary education, English as a second language, secondary education, and special education. The program is a blend of on-campus and school-based methods courses. All programs involve professional school-based

internships with experienced teachers. For specific program descriptions, see “Degrees,” page 195.

Division of Educational Leadership and Policy Studies

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

Division of Psychology in Education

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

In addition to divisions, administrative units and centers provide services to students and the community. These administrative units and centers are listed below.

Beginning Educator Support Team. Beginning Educator Support Team (BEST) is a quality research-based comprehensive teacher induction and mentoring program that promotes professional growth and development for the ultimate support of student learning. BEST partners with school districts and with individual teachers to provide support in strengthening effective teaching practices and aligning practice to the teaching standards. BEST includes four program components: BEST for Beginning Teachers, BEST Visitation Coaching, BEST Standards in Teaching and BEST for Mentor Teachers. For more information, call 480/965-4339, send e-mail to best@asu.edu, or access the Web site at coe.asu.edu/oss/best.

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

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

Center for Indian Education. The Center for Indian Education serves as a service agency to Native American communities, school districts, and students attending ASU. The center also conducts research on Indian education in Arizona and other states with American Indian populations. For more information, call 480/965-6292, or access the Web site at coe.asu.edu/cie.

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

Education Policy Studies Laboratory. Located within the College of Education, the Education Policy Studies Laboratory (EPSL) conducts and coordinates original research in areas such as student performance standards, assessment, commercialism in schools, curriculum, and language policy issues. EPSL disseminates its analyses and reports to policy makers, educators, media, and the public. It provides high-quality research through three specialized units—the Commercialism in Education Research Unit, the Education Policy Research Unit, and the Language Policy Research Unit; an initiative—the Arizona Education Policy Initiative; and an online, peer-reviewed, academic journal—the Education Policy Analysis Archives.

For more information, visit EDB L1-01, call 480/965-1886, or access the lab's Web site at asu.edu/educ/epsl.

Office of Professional Field Experiences. Part of the Division of Curriculum and Instruction, the Office of Professional Field Experiences places all teacher preparation students in public schools and similar institutions for internships and student teaching. This office monitors students' progress in their field experiences, provides assistance for pre-service teachers who need intervention to improve performance, sponsors courses for mentor teachers, and conducts research on student teacher performance in the field. For more information, call 480/965-6255, or access the Web site at coe.asu.edu/pfe.

Office of Student Services. The Office of Student Services (OSS) is committed to providing a quality, service-oriented environment to promote the development and growth of the education community. The OSS assists undergraduate and postbaccalaureate students interested in entering and completing a teacher preparation program. Services offered by the OSS include high school outreach and recruitment, community college articulation and recruitment, a living and learning community in Manzanita Hall, academic advising, Initial Teacher Certification professional program admissions and retention, scholarships and financial aid, teacher placement, and certification assistance. Students should contact the OSS with questions regarding Declaration of Graduation, program agreements, student petitions, and the Arizona Educators Proficiency Assessment (AEP) exam.

For more information about services, or to schedule an appointment with an advisor, call 480/965-5555, or access the Web site at coe.asu.edu/oss.

Southwest Center for Education Equity and Language Diversity. This center, located in ED 440, conducts, supports, and promotes research, scholarship, and innovative practice in the linguistic education of minority students in public schools. The center's primary focus is on equity aspects of education in Arizona, especially as they relate to nonnative English-speaking children and youth. Research, scholarly discourse, and program development activities, aimed at improving language education for minority students in public schools, serve the purpose of informing public policy in Arizona and the larger U.S. Southwest region. For more information, call 480/965-7134, or access the Web site at asu.edu/educ/sceed.

Other Units. Other units within the college offering specialized research and educational services include the College of Education Preschool and Technology-Based Learning and Research. For more information about the preschool, call 480/965-2510, or access the Web site at asu.edu/educ/preschool. For more information about Technology-Based Learning and Research, call 480/965-3322, or access the Web site at tblr.ed.asu.edu.

TEACHER EDUCATION

Programs that prepare students for teacher certification by the state are available to both the undergraduate pursuing a first degree and the individual with a college degree in a noneducation field (postbaccalaureate).

Undergraduate students interested in teacher certification in art, music, or dance enroll through programs offered by the Katherine K. Herberger College of Fine Arts. These students must also meet the same eligibility requirements for admission to the Initial Teacher Certification (ITC) program for certification, and a formal application must be submitted to the ITC program. For more information, see "Initial Teacher Certification Professional Program Admission," page 194.

Undergraduate programs leading to the Bachelor of Arts in Education degree are described in the text that follows. Information about postbaccalaureate certification programs can be obtained by either visiting the Office of Student Services, EDB L1-13, or by accessing the Web site at coe.asu.edu/oss. For descriptions of graduate degree programs, see the *Graduate Catalog*. For more information, see the "College of Education Graduate Degrees and Majors," page 204.

ADMISSION

Preprofessional Admission

All newly admitted students to the ASU College of Education are admitted as preprofessional education majors. Preprofessional students are advised by a team of academic

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See "General Studies," page 92.

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advisors whose primary focus is on preparing students for admission into the Initial Teacher Certification (ITC) program during their junior year. Admission to ASU with pre-professional status in the College of Education does not guarantee admission to the ITC program. Admission to the ITC is a separate, competitive process. Preprofessional students are strongly encouraged to meet each semester with the preprofessional team of advisors to ensure proper progression through their chosen major. It is crucial that all applicants seeking application to the ITC program gain valuable experience with the population of students they intend to teach; the Office of Student Services can provide information on various opportunities to gain such experience. To schedule an appointment with a preprofessional advisor, call 480/965-5555.

Initial Teacher Certification Professional Program Admission

Undergraduate students are eligible for admission consideration into the Initial Teacher Certification (ITC) program if they meet the following criteria:

1. admission to the Tempe campus as a degree-seeking student. Application information is available at www.asu.edu/admissions. Students planning to begin the ITC program in the spring should submit ASU admission materials in May. Students planning to begin the ITC program in the fall should submit admission materials in October;
2. a minimum 2.50 cumulative GPA (ASU GPA and transfer GPA combined) (verified one month before program start date);
3. a minimum 2.50 cumulative ASU GPA by the time the student begins the ITC program (verified one month before program start date);
4. completion of at least 56 semester hours (verified one month before program start date);
5. in progress or completion of the following prerequisites: ENG 101 and 102, the Mathematics (MA) requirement, and the Literacy and Critical Inquiry (L) requirement or the Natural Science (SQ or SG) requirement. Proof of in-progress course work (transcripts) must be submitted within the student's ITC Application Portfolio. The above courses must be completed with grades of "C" (2.00) or higher by the time the student begins the ITC program (verified one month before program start date). For more information regarding courses that satisfy these requirements, consult with an Office of Student Services (OSS) advisor. Students from out-of-state institutions or students from outside of the Arizona public community college and university system need to have course equivalency approval before submitting an application;
6. demonstration of experience with children/adolescents. Individuals who wish to become teachers need to have demonstrated a commitment to working with children in a way that helps children/adolescents learn a new skill, acquire knowledge, reinforce concepts, or expand their talents. The applicant's interactions with children/adolescents need to be observed by a supervisor and referred to in the letters of recommendation; and

7. formal application to the ITC program made by February 1 for fall admission or September 1 for spring admission.

Note: Secondary Education students must complete a portion of their academic specialization before submitting application materials. See an advisor for more details.

Admission is a selective, competitive process and is not guaranteed to all that satisfy the minimum admission requirements. The ITC application is available online at coe.asu.edu/oss/admission before application deadlines.

Some ITC programs have additional admission requirements; consequently, students should consult with an OSS academic advisor as they prepare to apply to the ITC program of their choice, to verify what additional requirements must be met. Students may also attend an Initial Advising Session (IAS), offered through the OSS, to learn more about the ITC application and admission process. To schedule an IAS appointment, call the OSS at 480/965-5555.

Application Deadlines

The College of Education has three admission cycles. Priority application deadlines for most ITC programs are February 1 for fall admission and September 1 for spring admission. An additional application deadline of June 1 applies to students seeking spring admission to the Apprentice Teacher Program (ATP) or fall admission to the Integrated Certification in Teacher Education (INCITE) and the Teacher Education and Certification Highway + Master in Education option (TEACH+ME) postbaccalaureate programs. Spring admission to INCITE follows the regular September 1 deadline. For the most updated admission dates, access the ITC admission Web site at coe.asu.edu/oss/admission.

Transfer Students

To be considered for admission to the ITC program, transfer students must first be formally admitted to ASU. For more information, see "Transfer Students or Readmission Students," page 66.

Note: Once students receive notification of ASU admission, all education transfer students must attend an Initial Advising Session (IAS) as their first step in securing academic advising from the college. These sessions are conducted by academic advisors and are provided in groups according to the student's desired degree program (early childhood, elementary, secondary, special education, multi-lingual/multicultural). During the IAS, students are given an overview of the various ITC programs available, application requirements are discussed, and individualized degree audits (through the Degree Audits Reporting System) are provided to each student. Course selection, degree requirements, and general education requirements are also covered during these sessions. To sign up for an IAS, call the Office of Student Services at 480/965-5555. ASU Undergraduate Admissions should receive the application for admission to ASU, transcripts, and other required information at least five months before the ITC application deadline for the desired ITC admission semester.

Students who are considering transferring to ASU and the College of Education, who are not yet committed to ASU as their school of choice, may schedule an appointment with the transfer recruitment specialist by calling 480/965-5555.

Transfer students from Arizona institutions should access the ASU Education Transfer guides for optimal course selection on the Web at asu.edu/provost/articulation.

Postbaccalaureate Students

Postbaccalaureate programs prepare students for certification by the state and are designed for those students who hold a bachelor's degree in an area other than education. The college offers postbaccalaureate programs in early childhood education, elementary education, multilingual/multicultural education, secondary education, and special education. Information on postbaccalaureate programs is available through the Office of Student Services, 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 admission to the ITC program must meet the following College of Education admission requirements for postbaccalaureate programs:

1. be admitted to ASU as a nondegree seeking graduate student;
2. have earned a bachelor's degree from an accredited institution;
3. possess a junior/senior cumulative GPA of 2.50 or higher on a 4.00 scale; and
4. have submitted a completed application form and supporting materials by the appropriate deadline dates during the semester before admission.

Note: Students in the secondary education program must complete academic specialization requirements. Visit the Office of Student Services, EDB L1-13, for this form. INCITE applicants must submit passing scores on the Arizona Educator Proficiency Assessment subject knowledge portion at time of application.

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

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

Information on deadline dates and applications can be downloaded via the Web at coe.asu.edu/oss/admission.

ADVISING

All new students are required to meet with an academic advisor before registering for their first semester. To further assist and support freshmen in their first year, these students are also required to meet with an advisor before registering for their second semester. Each fall, freshmen are notified of "Welcome Week." Freshmen should take advantage of this time to meet with their advisors. This is an opportunity to consult with advisors regarding academic difficulties, avenues for student involvement in campus activities, and preparation of spring schedules.

To schedule an appointment with an advisor, call 480/965-5555.

DEGREES

Bachelor of Arts in Education

The College of Education offers five Bachelor of Arts in Education (BAE) degree programs. See the "College of Education Baccalaureate Degrees and Majors" table, page 196, for more information on these degrees and their concentrations. Candidates for the BAE degree must complete the Initial Teacher Certification program in their major as offered by the College of Education. Graduates of this program 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.

Initial Teacher Certification Programs

The Initial Teacher Certification (ITC) program is the largest program in the College of Education. It consists of the following areas of academic study: early childhood education, elementary education, secondary education, multilingual/multicultural education, and special education. Within these five degree areas, multiple teacher education programs exist in order to meet the diverse interests and circumstances of students. Students apply to one of the 11 various ITC programs, based on their unique interests and needs. The ITC programs offered through the college are as follows:

1. Apprentice Teacher Program (ATP) (K–8);
2. Diné Teacher Education Program (DTEP) (K–8);
3. Early Childhood Interprofessional Program (ECD) (K–8: birth–third grade emphasis);
4. Elementary Education Partnership Program (EEPP) (K–8);
5. Indigenous Teacher Preparation Program (ITP);
6. Integrated Certification in Teacher Education (INCITE) (secondary education—postbaccalaureate only);
7. Multilingual/Multicultural Education Program (MLMC) (K–8);
8. Secondary Education (SED) (7–12);
9. Special Education (SPE) (K–12);

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See "General Studies," page 92.

College of Education Baccalaureate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Early Childhood Education	BAE	—	Division of Curriculum and Instruction
Elementary Education	BAE	Optional: indigenous teacher preparation program or multilingual/multicultural education ¹	Division of Curriculum and Instruction
Secondary Education	BAE	Academic specializations: biological sciences, business, chemistry, Chicana/Chicano Studies, ² economics, English, family and human development, ² French, geography, German, history, Japanese, mathematics, physics, political science, social studies, or Spanish	Division of Curriculum and Instruction
Selected Studies in Education ²	BAE	—	College of Education
Special Education	BAE	—	Division of Curriculum and Instruction

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

² Applications are not being accepted at this time.

10. Teacher Education and Certification Highway + Masters in Education option (TEACH+ME) (elementary education—postbaccalaureate only); and

11. Teacher Education for Arizona Mathematics and Science (TEAMS) (secondary education—postbaccalaureate only).

For more information about these ITC programs, call 480/965-5555, or access the Office of Student Services Web site at coe.asu.edu/oss.

Apprentice Teacher Program (ATP). ATP is a concentrated elementary education program that is completed in one calendar year, January through December, with all course work field experiences and student teaching based in 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 premise that undergirds the ATP program might be called “practice informed by theory,” as students are immersed in both “school” and “teacher” cultures throughout the program. Admission is for spring semester only, with a June 1 priority deadline and a September 1 final deadline.

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. This program meets the requirements for an initial teaching certificate for elementary education and an Arizona endorsement in bilingual education. For more information, call 928/724-6819.

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 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. The program includes course work for a provisional English as a second language endorsement, and is a K–8 certification program. For course requirements, see “Course Requirements,” page 199.

Elementary Education Partnership Program (K–8). Students in the Elementary Education Partnership Program (EPPP) work in three different elementary schools, one each semester, before 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. Course content is in place to qualify all students in this program for a provisional English as a second language endorsement. A fast track option is available, but it is a highly competitive process. Consult with an academic advisor in the Office of Student Services for application deadlines and criteria. For course requirements, see “Course Requirements,” page 200.

Indigenous Teacher Preparation Program. Through the commitment of the College of Education and with the collaborative efforts of the ASU Center for Indian Education, the Indigenous Teacher Preparation Program (ITP) intends to meet the unique educational and culturally related

academic needs of indigenous children. ITP has developed a program focusing on cultural knowledge and sensitivity; it emphasizes pedagogy and strategies that are most effective for indigenous learners. ITP strives to prepare high quality beginning teachers for elementary certification, provide a developmental and responsive curriculum focused on Indian education, foster knowledge and values of the indigenous community, and promote leadership in teaching and teacher education. The program benefits teaching candidates through a cohort for support, an apprentice model for field experiences, and numerous university resources.

Integrated Certification in Teacher Education. INCITE is a flexible program that prepares working adults to become secondary education teachers. All course work is offered during the evening and on weekends except for secondary education methods courses, which may be offered only during daytime hours depending on the corresponding college's schedule. Daytime field experience internship hours are required. INCITE is designed for postbaccalaureate students only.

Multilingual/Multicultural Program. The MLMC program is a four-semester sequence offered in "blocks" with focused field requirements in selected elementary schools that offer bilingual and/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 often 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. For course requirements, see "Course Requirements," page 201.

Secondary Education (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 15 active academic specializations, and have the option of adding a middle school endorsement. In addition to these 15 active SED programs, three additional specializations are available through the Herberger College of Fine Arts, including Music Education (choral-general or instrumental music), Art Education, and Dance Education. Fine Arts majors receive a recommendation K–12 endorsement. Students with a major in Secondary Education have two academic advisors: one in the college and department of the academic specialization and one in the Office of Student Services in the College of Education. For course requirements, see "Course Requirements," page 202.

Special Education (SPE). The SPE program leads to the BAE degree in Special Education and to certification in K–12 special education for children with learning disabili-

ties, mild mental retardation, or emotional/behavioral disorders. This program provides preparation in each of the three disability areas; however, the student only qualifies for a teaching certificate in one area, which is determined by the area of student teaching placement. A school internship is required for each semester. For course requirements, see "Course Requirements," page 203.

Teacher Education and Certification Highway + Masters in Education option (TEACH+ME). TEACH+ME is a self-paced postbaccalaureate program geared toward working adults interested in achieving elementary (K–8) teaching certification or current teaching professionals who do not possess elementary education certification. The program offers students an array of experiences. Students learn the most recent teaching strategies and become an interactive force in the development of a professional teacher education model. Students also participate in teaching experiences with a mentor teacher and students in designated urban schools.

Teacher Education for Arizona Mathematics and Science (TEAMS). TEAMS is a 10-month program, with course work leading to 7–12 certification and an optional middle school endorsement. It is a combined postbaccalaureate/master's program specializing in mathematics, science, and technology, and is based on technology, field-based experiences, internships, and course work. Students attend classes full-time during daytime hours.

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 88.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is required for the Bachelor of Arts in Education (BAE) degree. The BAE degree consists of four areas:

1. General Studies;
2. College of Education core requirements (Elementary Education, Apprentice Teacher Program, Multilingual/Multicultural Education, Early Childhood Education, Secondary Education, and Special Education);
3. Academic specialization (Secondary Education only); and
4. Initial Teacher Certification (ITC) program courses.

The College of Education expects 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

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See "General Studies," page 92.

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areas listed under “Bachelor of Arts in Education,” page 195.

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 Katherine K. Herberger College of Fine Arts and specified courses through the ITC program.

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 92. Note that all three General Studies awareness areas are required. General Studies courses are listed in the “General Studies Courses,” page 94, 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 ITC program. Students are encouraged to consult with an academic advisor to ensure they comply with all necessary requirements.

College of Education Core Requirements

The Initial Teacher Certification program prepares students for teacher certification and requires students to complete semester hours selected from specific core courses pertinent to the teaching area. Courses listed under this portion of the academic major are governed by the general ASU “Guidelines for Determination of Catalog Year.”

For more information, see “Guidelines for Determination of Catalog Year,” page 88.

Initial Teacher Certification Program Courses

The Initial Teacher Certification (ITC) program is a sequential program consisting of 36 to 55 semester hours. Ranging from nine to 19 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 ITC courses, students continue completing the General Studies requirement and core requirements or academic specialization requirements through the third semester of the program (except for students applying to the Apprentice Teacher Program in Elementary Education). Courses listed under this portion of the academic major are governed under an alternative catalog year, and students should consult with their academic advisors before applying to the ITC program of their choice, to determine the ITC courses for their designated admission date.

Declaration of Graduation

Undergraduate students must file a declaration of graduation during the first semester of enrollment in the ITC program. Preprofessional students completing 87 hours (the university limit for registering without a program of study) who have not been admitted to the ITC program must meet with an advisor to obtain a registration waiver by the College of Education. See “University Graduation Requirements,” page 88.

Field Experience Requirements

In addition to course work, students admitted to the ITC program 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 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 final semester of the ITC program and is a full-day, full-semester obligation. Student teaching takes place only during fall and spring semesters.

Student teaching is a full-time, 15 week, commitment under the supervision of a mentor teacher. To be eligible for a student teaching placement, individuals must apply by the deadline determined each semester by the Office of Professional Field Experiences. Students must complete all program requirements before beginning a student teaching assignment. 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 participating school. 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 outside employment that would interfere with the heavy demands placed upon them while student teaching.

For course requirements for each academic specialization, refer to the location shown in the “Academic Specializations” table, page 199.

For approval to student teach, ITC students must

1. have attained a high level of professional standards in previous field experience assignments;
2. be in good standing as defined in the ITC Retention and Continuation Policy;
3. have a Fingerprint Clearance Card on file when submitting a student teaching application;
4. not have an incomplete grade in any ITC course;

Academic Specializations

Academic Specialization	Page
Art education ¹	281
Biological sciences	427
Business	167
Chemistry	360
Dance education ¹	295
Economics	367
English	369
Family and human development ²	375
French	409
Geography	379
German	409
History	387
Japanese	409
Mathematics	439
Music education ³	301
Physical education	552
Physics	450
Political science	455
Social studies	388
Spanish	409

¹ Art education and dance education concentrations are under corresponding BFA majors.
² Applications are not being accepted at this time.
³ Students pursue a BM degree with a major in Music Education.

- complete all ITC courses (with a “C” [2.00] or higher);
- have all General Studies, College of Education, and academic specialization course work completed (If student teaching in fall, a student must complete all courses by the end of the first summer session; if in spring, by the end of the fall semester.); and
- have an approved Declaration of Graduation (undergraduates) or Program Agreement (postbaccalaureates) on file.

Students may be provisionally approved to start the paperwork for a student teaching placement if final course work is in progress. Provisional approval is not given if courses are outstanding (not in progress). Students may not take any courses while student teaching unless approved by the College of Education Standards Committee. For more information, contact an academic advisor in the Office of Student Services.

MAJOR REQUIREMENTS

Early Childhood Education—BAE

Course Requirements. Many courses are held at local elementary schools during the regular school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken

in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition.....	6
General Studies	35–37
Total	41–43
Electives	0–6

College of Education Requirements*

ECD 310 Educational Environments: Infants/Toddlers	3
ECD 314 The Developing Child.....	3
EED 334 Children’s Literature and Elementary School Curriculum	3
or RDG 334 Children’s Literature and Elementary School Curriculum (3)	
MCE 446 Understanding the Culturally Diverse Child C	3
MTE 180 Theory of Elementary Mathematics.....	3
MTE 181 Theory of Elementary Mathematics.....	3
SPE 311 Orientation to Education of Exceptional Children SB, C	3
Fine arts requirement	9
Total	30

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I

ECD 400 Inquiry into Teaching and Learning.....	3
ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts.....	3
ECD 403 Educational Environments: Preschool/Kindergarten/Primary Grades	3
ECD 496 Field Experience	1
EDT 300 Computers in Education.....	1
SPF 401 Theory and Practice in Education.....	1
Total	12

Semester II

ECD 300 Principles of Interprofessional Collaboration	3
ECD 494 ST: Integrated Curriculum Assessment: Math	3
ECD 494 ST: Integrated Curriculum Assessment: Science	3
ECD 496 Field Experience	1
SPE 416 Quality Practices in the Collaborative Classroom	3
Total	13

Semester III

BLE 408 SEI for Linguistically Diverse Learners	3
ECD 315 Classroom Organization and Guidance in the Early Years	2
ECD 404 Teaching Reading and Language Arts in Early Childhood.....	3
ECD 405 Practicum in Teaching Reading and Language Arts in Early Childhood.....	2
ECD 496 Field Experience	1
Total	11

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See “General Studies,” page 92.

COLLEGE OF EDUCATION

Semester IV

EED 478 Student Teaching in the Elementary School	12
ITC program course total	48

* A minimum grade of “C” (2.00) is required in all courses.

Elementary Education (Partnership Program)—BAE

The Partnership program includes three semesters of field placement in classroom settings, drawing on the rich resources of the Phoenix metropolitan area. The fourth semester is a 15-week, full-time student teaching capstone experience. Course content is in place to qualify all students in this program for a provisional ESL endorsement.

Course Requirements. Many courses are held at local elementary schools during the regular school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition	6
General Studies	35–37
Total	41–43

Electives	0–7
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College of Education Requirements*

EDP 303 Human Development <i>L</i>	3
or CDE 232 Human Development <i>SB</i> (3)	
or ECD 314 The Developing Child (3)	
or EDP 313 Childhood and Adolescence (3)	
EDP 310 Educational Psychology <i>SB</i>	3
MCE 446 Understanding the Culturally Diverse Child <i>C</i>	3
MTE 180 Theory of Elementary Mathematics.....	3
MTE 181 Theory of Elementary Mathematics.....	3
SPE 311 Orientation to Education	
of Exceptional Children <i>SB, C</i>	3
Total	18

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I

BLE 408 SEI for Linguistically Diverse Learners	3
EED 433 Language Arts Methods, Management, and	
Assessment in the Elementary School	3
EED 496 Field Experience	1
EED 498 PS: Integrated Children’s Literature	1
RDG 415 Teaching Phonics	3
RDG 494 ST: Teaching Reading/Practicum Grades K–3.....	3
SPE 416 Quality Practices in the Collaborative Classroom	1
SPF 401 Theory and Practice in Education	1
Total	16

Semester II

EDT 300 Computers in Education.....	1
EED 455 Social Studies Methods, Management, and	
Assessment in the Elementary School	3
EED 496 Field Experience	1
EED 498 PS: Integrated Children’s Literature	1

RDG 494 ST: Teaching Reading/Practicum Grades 4–8	3
SPE 416 Quality Practices in the Collaborative Classroom	1
Total	10

Semester III

EED 420 Science Methods, Management, and Assessment	
in the Elementary School	3
EED 480 Mathematics Methods, Management, and	
Assessment in the Elementary School	3
EED 496 Field Experience	2
SPE 416 Quality Practices in the Collaborative Classroom	1
SPF 301 Culture and Schooling <i>L</i>	3
Total	12

Semester IV

EED 478 Student Teaching in the Elementary School	12
ITC program course total	50

* A minimum grade of “C” (2.00) is required in all courses.

Elementary Education (Apprentice Teacher Program)—BAE

Offered jointly with local school districts, the Apprentice Teacher Program (ATP) is a concentrated, full-time, day-time certification program option that is completed in one calendar year, with all course work based in the participating schools. This full-immersion program begins each January and leads to K–8 teacher certification.

Course Requirements. The Initial Teacher Certification (ITC) program is completed in one calendar year, spring admission only. All course work (General Studies and College of Education requirements) not included in the ATP program, must be completed before beginning the program. Additionally, undergraduate students must complete 70 semester hours by the start of the program. The program schedule conforms to the public school calendar rather than the ASU calendar, thereby extending the academic year by eight weeks. The program is intense but efficient. Students are actively engaged in classroom experiences or ASU course work for at least seven hours every day (Monday–Friday) for 46 weeks. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition	6
General Studies	35–37
Total	41–43

Electives	9–14
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College of Education Requirements*

EDP 310 Educational Psychology <i>SB</i>	3
MTE 180 Theory of Elementary Mathematics.....	3
MTE 181 Theory of Elementary Mathematics.....	3
SPE 311 Orientation to Education	
of Exceptional Children <i>SB, C</i>	3
Fine arts requirements.....	9
Total	21

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I: Spring

EDP 303 Human Development <i>L</i>	3
EDT 300 Computers in Education.....	1
EED 433 Language Arts Methods, Management, and Assessment in the Elementary School.....	3
EED 496 Field Experience	2
RDG 414 Teaching Reading/Decoding.....	3
RDG 415 Teaching Phonics.....	3
SPF 301 Culture and Schooling <i>L</i>	3
SPF 401 Theory and Practice in Education.....	1
Total	19

Semester II: Summer

EED 420 Science Methods, Management, and Assessment in the Elementary School.....	3
EED 444 Organizing the Classroom Culture.....	1
EED 455 Social Studies Methods, Management, and Assessment in the Elementary School.....	3
EED 480 Mathematics Methods, Management, and Assessment in the Elementary School.....	3
EED 496 Field Experience	3
SPE 416 Quality Practices in the Collaborative Classroom.....	3
Total	16

Semester III: Fall

BLE 408 SEI for Linguistically Diverse Learners	3
EED 478 Student Teaching in the Elementary School.....	12
ITC program course total.....	50

* A minimum grade of “C” (2.00) is required in all courses.

Elementary Education (Multilingual/Multicultural Education Concentration)—BAE

Language Proficiency. Language proficiency requirements must be met for each endorsement before completing the Initial Teacher Certification (ITC) professional program.

Bilingual endorsement for Spanish. Students are required to pass the Arizona Classroom Teacher Spanish Proficiency Exam administered through ASU’s Department of Languages and Literatures. For more information, call 480/965-6281. The exam is administered at several colleges in Arizona.

Bilingual endorsement for an American Indian language. Proficiency for this endorsement must be verified in writing by an official of the appropriate tribe.

English as a Second Language. Students admitted into the Multilingual/Multicultural Program who are pursuing the English as a Second Language Endorsement must fulfill a second language proficiency requirement. Students are required to submit proof of one of the following to the Office of Student Services before an Institutional Recommendation will be provided to the student:

1. completion of six semester hours of college credits in a single second language (which may include sign language) or the equivalent, from an accredited institution. Credit must be from two different courses, and not a repeat of the same course;
2. documentation of placement by the language department of an accredited institution in a third-semester level second language;

3. documentation of a passing score on the Arizona Classroom Spanish Proficiency Examination; or
4. documentation of proficiency in an American Indian language, verified by an official designated by the appropriate tribe.

Course Requirements. Many courses are held at local elementary schools during the regular school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition.....	6
General Studies	35–37
Total	41–43
Electives	0–5

College of Education Requirements¹

EDP 310 Educational Psychology <i>SB</i>	3
EED 334 Children’s Literature and Elementary School Curriculum	3
or RDG 334 Children’s Literature and Elementary School Curriculum (3)	3
MCE 446 Understanding the Culturally Diverse Child <i>C</i>	3
MTE 180 Theory of Elementary Mathematics.....	3
MTE 181 Theory of Elementary Mathematics.....	3
SPE 311 Orientation to Education of Exceptional Children <i>SB, C</i>	3
Fine arts requirements.....	6
Language proficiency ²	0–6
Total	24–30

¹ A minimum grade of “C” (2.00) is required in all courses.

² For information on language proficiency see, “Language Proficiency,” on this page.

ITC Program Courses*

Any Semester in Program

BLE 335 Language Diversity in Classrooms	3
or ENG 213 Introduction to the Study of Language (3)	

Semester I

BLE 400 Principles of Language Minority Education.....	3
BLE 455 Social Studies Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 496 Field Experience	1
EDT 300 Computers in Education.....	1
SPF 301 Culture and Schooling <i>L</i>	3
SPF 401 Theory and Practice in Education.....	1
Total	12

Semester II

BLE 408 SEI for Linguistically Diverse Learners	3
BLE 420 Science Methods, Management, and Assessment in BLE/ESL Settings.....	3

L literacy and critical inquiry / **MA** mathematics / **CS** computer/statistics/quantitative applications / **HU** humanities and fine arts / **SB** social and behavioral sciences / **SG** natural science—general core courses / **SQ** natural science—quantitative / **C** cultural diversity in the United States / **G** global / **H** historical / See “General Studies,” page 92.

COLLEGE OF EDUCATION

BLE 480 Mathematics Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 496 Field Experience	1
MCE 447 Diversity in Families and Communities in Multicultural Settings.....	3
Total	13

Semester III

BLE 414 Reading Methods, Management, and Assessment in BLE/ESL Settings.....	3
BLE 433 Language Arts Methods, Management, and Assessment in Elementary BLE/ESL Settings	3
BLE 481 Reading Practicum.....	3
BLE 496 Field Experience	1
SPE 416 Quality Practices in the Collaborative Classroom	3
Total	13

Semester IV

BLE 478 Student Teaching in the Elementary School	12
ITC program course total	50

* A minimum grade of “C” (2.00) is required in all courses.

Elementary Education (Indigenous Education)—BAE

Course Requirements. Many courses are held at local elementary schools during the regular day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition	6
General Studies	35–37
Total	41–43
Electives	3–8

College of Education Requirements*

EED 334 Children’s Literature and Elementary School Curriculum	3
or RDG 334 Children’s Literature and Elementary School Curriculum (3)	
MCE 446 Understanding the Culturally Diverse Child <i>C</i>	3
MTE 180 Theory of Elementary Mathematics.....	3
MTE 181 Theory of Elementary Mathematics.....	3
SPE 311 Orientation to Education of Exceptional Children <i>SB, C</i>	3
Fine arts requirements.....	6
Total	21

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I

EDP 310 Educational Psychology <i>SB</i>	3
EDT 300 Computers in Education.....	1
IED 410 History of American Indian Education <i>SB, C, H</i>	3
IED 455 Social Studies Methods, Management, and Assessment for Indigenous Classrooms <i>C</i>	3

IED 496 Field Experience: Classroom Management and Organization.....	1
SPF 301 Culture and Schooling <i>L</i>	3
SPF 402 Teachers and the Law in Indigenous Communities	1
Total	15

Semester II

IED 414 Reading Methods, Management, and Assessment for Indigenous Classrooms	3
IED 422 Methods of Teaching Indian Students <i>C</i>	3
IED 433 Counseling the Indian Student	3
IED 496 Field Experience: Classroom Management and Organization.....	1
SPE 418 Quality Practices in the Collaborative Indigenous Classroom.....	3
Total	13

Semester III

BLE 408 SEI for Linguistically Diverse Learners	3
IED 420 Science Methods, Management, and Assessment for Indigenous Classrooms	3
IED 430 Issues in Language and Literacy of Indigenous Peoples <i>HU/SB, C</i>	3
IED 480 Mathematics Methods, Management, and Assessment for Indigenous Classrooms.....	3
IED 496 Field Experience: Classroom Management and Organization.....	1
Total	13

Semester IV

BLE 478 Student Teaching in the Elementary School	12
ITC program course total	53

* A minimum grade of “C” (2.00) is required in all courses.

Secondary Education—BAE

The Secondary Education major includes two areas of study: academic specialization and Initial Teacher Certification (ITC) professional education course work and experiences.

The academic specialization or teaching major requires 30 to 60 semester hours in a discipline. The ITC program in Secondary Education is a 36 to 38 semester hour sequential program that consists of pedagogical and theoretical training. Refer to the pages shown in the “Academic Specializations” table, page 199.

Course Requirements. All methods courses (including SED 403) must be taken with a field experience. It is recommended that SED 403 be taken during the first semester of ITC admission. Field Experience requires a minimum commitment of six hours a week during the regular school day. Fine Arts areas may follow a different sequence of ITC courses. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition	6
General Studies	35–37
Total	41–43
Electives	0–13

College of Education Requirements¹

SPE 311 Orientation to Education of Exceptional Children *SB, C*3

Academic Specialization¹

Academic specialization²30–60

ITC Program Courses¹

BLE 407 SEI for Secondary Students3
 EDP 303 Human Development *L*3
 or EDP 313 Childhood and Adolescence³(3)
 EDP 310 Educational Psychology *SB*3
 EDT 300 Computers in Education1
 RDG 301 Literacy and Instruction in the Content Areas3
 SED 403 Middle and Secondary School Principles, Curricula, and Methods⁴3
 SED 478 Student Teaching in Secondary Schools12
 SED 496 Field Experience1
 SED 496 Field Experience1
 SED 496 Field Experience1
 SPE 417 Inclusion Practices at the Secondary Level3
 SPF 301 Culture and Schooling *L*3
 SPF 401 Theory and Practice in Education1
 Methods in Academic Specialization I⁴3
 Methods in Academic Specialization II⁴3
 ITC program course total44

- ¹ A minimum grade of “C” (2.00) is required in all courses.
² Refer to a separate “Academic Specialization” sheet for specific information about each concentration area.
³ Students who take EDP 313 instead of EDP 303 and student teach in grades 7 to 9 qualify for a recommended middle grade endorsement.
⁴ This course must be taken with field experience.

Special Education—BAE

Course Requirements. Many courses are held at local elementary schools during the regular school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

ENG 101 First-Year Composition3
 ENG 102 First-Year Composition3
 General Studies35–37
 Total41–43
 Electives9–14

College of Education Requirements¹

MTE 180 Theory of Elementary Mathematics3
 MTE 181 Theory of Elementary Mathematics3
 Fine Arts requirement9
 Total15

ITC Program Courses¹

Semester I

SPE 309 Basic Special Education Curriculum²3
 SPE 311 Orientation to Education of Exceptional Children² *SB, C*3

SPE 315 Introduction to Bilingual/Multicultural Special Education and SEI3
 SPE 361 Introduction to Learning Disabilities3
 SPE 496 Field Experience1
 SPF 301 Culture and Schooling *L*3
 Total16

Semester II

EDT 300 Computers in Education1
 SPE 312 Mental Retardation3
 SPE 336 Behavioral and Emotional Problems in Children3
 SPE 412 Evaluating Exceptional Children3
 SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children3
 SPE 496 Field Experience1
 Total14

Semester III

SPE 411 Parent Involvement and Regulatory Issues3
 SPE 414 Methods and Strategies in Behavior Management3
 SPE 415 Social Behavior Problems of Exceptional Children3
 SPE 494 ST: Instruction in Content Areas: Science/Social Studies3
 SPE 496 Field Experience (7.5 hours/week)1
 Total13

Semester IV

SPE 478 Student Teaching in Special Education12
 ITC program course total55

- ¹ A minimum grade of “C” (2.00) is required in all courses.
² This course may be taken before being admitted to the ITC.

Selected Studies in Education—BAE

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

COLLEGE OF EXTENDED EDUCATION

The university-wide College of Extended Education provides an interactive link between ASU and the diverse communities it serves. The college assesses lifelong learning requirements and works in partnership with campuses, other colleges, and the community to serve learners, using a network of locations, programs, schedules, and technologies.

For more information, see “College of Extended Education,” page 703, or access the Web site at www.asu.edu/xed.

ACADEMIC STANDARDS

Professional Program Status

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

L literacy and critical inquiry / **MA** mathematics / **CS** computer/statistics/quantitative applications / **HU** humanities and fine arts / **SB** social and behavioral sciences / **SG** natural science—general core courses / **SQ** natural science—quantitative / **C** cultural diversity in the United States / **G** global / **H** historical / See “General Studies,” page 92.

COLLEGE OF EDUCATION

College of Education Graduate Degrees and Majors

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

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

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

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

A copy of the Retention and Continuation Policy, which is part of the ITC handbook, may be obtained from the Office of Student Services, EDB L1-13.

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

Students demonstrating behaviors or characteristics that make it questionable as to whether they can succeed in the teaching profession are reviewed by the director of the Office of Professional Field Experiences and the assistant dean of the Office of Student Services. 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. Any exceptions to the retention and disqualification policies and procedures must be approved by the committee and the dean.

Certification for Teaching

The curricula for both the undergraduate and postbaccalaureate Initial Teacher Certification 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. 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 Services 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. The Office of Student Services maintains information about current certification requirements in Arizona and other states.

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.



The Computing Commons offers students an abundance of resources.

Tim Trumble photo

BIS CONCENTRATION

A concentration in education is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see "School of Interdisciplinary Studies," page 124.

GRADUATE DEGREES

The College of Education offers numerous graduate degree programs. For more information, see the "College of Education Graduate Degrees and Majors" table, page 204, and the *Graduate Catalog*.

COLLEGE OF EDUCATION (COE)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see "Graduate-Level Courses," page 62.

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See "General Studies," page 92.

Division of Curriculum and Instruction

coe.asu.edu/programs

480/965-1644

ED 426

James Middleton, Director

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

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

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

Clinical Associate Professors: P. Garcia, Lamorey, Mathur

Clinical Assistant Professor: Christine

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

Administrative Professional: Enz

Assistant Administrative Professional: Kortman

Initial Teacher Certification Programs

Apprentice Teacher Program (ATP)
Diné Teacher Education Program (DTEP)
Early Childhood Interprofessional Program (ECD)
Elementary Education Partnership Program (EED)
Integrated Certification in Teacher Education
(INCITE) (for postbaccalaureate students only)
Multilingual/Multicultural Program (MLMC)
Secondary Education (SED) (7–12)
Special Education (SPE)
Teacher Education and Certification Highway +
Masters in Education option (TEACH+ME)
Teacher Education for Arizona Mathematics and Science
(TEAMS) (for postbaccalaureate students only)

Degrees: BAE, MA, MEd, EdD, PhD

Bachelor of Arts in Education—BAE

The faculty in the Division of Curriculum and Instruction offer several undergraduate academic programs designed to prepare persons to teach effectively in bilingual education, early childhood, elementary, English as a second language, secondary, and special education settings. Programs in special education lead to Arizona teacher certification working with mentally disabled, emotionally disabled, and learning disabled individuals. 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 offer graduate degrees in a number of majors. See the “College of Education Graduate Degrees and Majors” table, page 204, and the *Graduate Catalog*.

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. Prerequisite: ITC admission.

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: ITC admission or BIS student.

BLE 407 SEI for Secondary Students. (3)

fall and spring

Examines foundations, assessment, English language learner proficiency standards, and strategies (including SEI) for the 7–12 classroom. Prerequisite: ITC admission.

BLE 408 SEI for Linguistically Diverse Learners. (3)

fall and spring

Examines foundations, assessment, English language learner proficiency standards, and strategies (including SEI) for the K–8 classroom. Prerequisite: ITC admission.

BLE 409 Methods in Language-Sensitive Content Teaching. (3)

fall and spring

Methods course for bilingual and ESL preservice students. Examines the rule of language and culture in teaching, program types, and general strategies. Lecture, discussion. Prerequisite: ITC admission.

BLE 410 Language Arts, Emergent Literacy, and Language Acquisition in Navajo/English Settings. (4)

fall

Provides foundational concepts for language and literacy development in bilingual (Navajo/English) K–8 settings. Lecture, collaborative activities. Prerequisite: Diné Teacher Education ITC 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: ITC 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: ITC 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: ITC 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: ITC 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: ITC 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: ITC admission.

BLE 481 Reading Practicum. (3)

fall and spring

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

BLE 496 Field Experience. (0–3)

fall and spring

Applies course content in a bilingual/ESL school setting. Emphasizes observation, pupil management, planning and delivering instruction, and assessment. Fee. Prerequisite: ITC admission.

BLE 498 Pro-Seminar. (1–7)

fall and spring

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

BUSINESS EDUCATION (BUE)

BUE 480 Teaching Business Subjects. (3)

fall and spring

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

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

fall and spring

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

CURRICULUM AND INSTRUCTION (DCI)

DCI 396 Field Experience I. (0)

fall and spring

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

DCI 397 Field Experience II. (0)

fall

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

DCI 484 Service Learning Internship. (1–12)

fall, spring, summer

Fee.

DCI 498 Pro-Seminar. (1–7)

selected semesters

Topics may include the following:

- Field Experience. (2)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

EARLY CHILDHOOD EDUCATION (ECD)

ECD 220 Nutrition, Health, and Safety for Young Children. (2)

selected semesters

Emphasizes providing proper nutrition, promoting a safe but challenging learning environment, and becoming knowledgeable of a child’s health status.

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: ITC 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 8, with implications for teachers and parents. Requires classroom observation and participation.

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: ITC 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.

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: ITC 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: ITC 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: ITC 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: ITC admission.

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See “General Studies,” page 92.

COLLEGE OF EDUCATION

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: ITC 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 pre-school, kindergarten, and primary-grade (1–3) levels. Developmentally appropriate strategies to promote young children's speaking, listening, reading, and writing abilities. Prerequisite: ITC 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: ITC admission.

ECD 420 Integrated Curriculum and Assessment: Mathematics. (3)

fall and spring

Developmentally appropriate educational strategies and instructional techniques in teaching mathematics to children birth–3rd grade. Prerequisite: ITC admission.

ECD 494 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Integrated Curriculum Assessment: Math. (3)
- Integrated Curriculum Assessment: Science. (3)

ECD 496 Field Experience. (0–3)

fall and spring

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see "Graduate-Level Courses," page 62.

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: education major.

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: ITC 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: ITC 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: ITC 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: ITC 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: ITC admission.

EED 496 Field Experience. (0–3)

fall and spring

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

EED 498 Pro-Seminar. (1–7)

selected semesters

Topics may include the following:

- Field Experience. (3)
- Integrated Children's Literature. (1)
- Language and Learning. (3)

General Studies: L

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see "Graduate-Level Courses," page 62.

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. Emphasizes basic communication and appreciation of history and culture. Lecture, discussion.

IED 403 Navajo Language and Culture II. (3)

spring

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

IED 407 Diné Education Philosophy. (4)

fall

Assists preservice teachers in integrating Navajo educational philosophy Sá'ah Naagháí Bik'eh Hózhóon into educational instruction. Lecture, collaborative activities. Prerequisite: Diné Teacher Education ITC admission.

General Studies: HU, C

IED 410 History of American Indian Education. (3)

fall and spring

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

General Studies: SB, C, H

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

fall and spring

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

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

fall and spring

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

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

fall and spring

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

IED 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.

General Studies: C

IED 425 Methods of Teaching Navajo to Nonnative Speakers. (4)

fall

Methods for teaching Navajo language immersion instruction in K–8 settings. Lecture, collaborative activities. Prerequisite: Diné Teacher Education ITC admission.

IED 427 Methods of Teaching Navajo to Native Speakers. (4)

fall

Methods for teaching Navajo language immersion instruction in K–8 settings. Lecture, collaborative activities. Prerequisite: Diné Teacher Education ITC admission.

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

spring

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

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

fall and spring

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

General Studies: C

IED 460 Yaqui History and Culture. (3)

fall

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

General Studies: HU/SB, C, H

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

fall and spring

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

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

fall, spring, summer

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

IED 498 Pro-Seminar. (1–7)

fall and spring

Topics may include the following:

- 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. Emphasizes development of reading, writing, and speaking skills.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

LIBRARY SCIENCE (LIS)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

MULTICULTURAL EDUCATION (MCE)

MCE 446 Understanding the Culturally Diverse Child. (3)

fall and spring

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. Prerequisite: ITC admission.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

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: ITC 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: education major.

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: ITC admission.

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See “General Studies,” page 92.



Laura Hanish, associate professor of Family and Human Development, was recently recognized for her excellent rapport with students.

Tim Trumble photo

RDG 415 Teaching Phonics. (1–3)

fall and spring or summer

Provides training in phonics instruction with the study of related research and classroom experiences as appropriate. Lecture, discussion.

RDG 481 Reading Practicum. (3)

fall and spring

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

RDG 494 Special Topics. (1–4)

fall and spring

Topics may include the following:

- Reading/Decoding. (3)
- Teaching Reading/Practicum Grades K–3. (3)
- Teaching Reading/Practicum Grades 4–8. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

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: ITC admission.

SED 403 Middle and Secondary School 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 middle and secondary schools. Requires observation/participation. Prerequisite: ITC admission.

SED 478 Student Teaching in Secondary Schools. (3–15)

fall and spring

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

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

fall and spring

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

SED 496 Field Experience. (0–3)

fall and spring

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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

SPECIAL EDUCATION (SPE)

SPE 294 Special Topics. (1–4)

selected semesters

SPE 309 Basic Special Education Curriculum. (3)

fall, spring, summer

Introduces curricular practices used in inclusion classrooms.

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, C

SPE 312 Mental Retardation. (3)

fall, spring, summer

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

SPE 394 Special Topics. (1–4)

fall and spring

Topics may include the following:

- Basic Special Education Curriculum
- Inclusion Practices at the Secondary Level
- Quality Practices in the Collaborative Classroom

Prerequisite: ITC admission.

SPE 411 Parent Involvement and Regulatory Issues. (3)

fall and spring

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

SPE 412 Evaluating Exceptional Children. (3)

fall and spring

Normative and criterion-referenced diagnostic techniques, including formative evaluation. Emphasizes application. Requires daily practicum. Prerequisite: ITC 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: ITC 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: ITC 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: ITC admission.

SPE 416 Quality Practices in the Collaborative Classroom. (1–3)

fall and spring

Develops skills, strategies, and a knowledge base for preservice teachers in building collaborative partnerships with special educators. May be repeated for credit. Instructor presentation, group activities, field experience. Prerequisites: SPE 311; ITC admission.

SPE 417 Inclusion Practices at the Secondary Level. (3)

fall and spring

Applies curricular practice and how preservice teachers work with special needs students in middle and secondary levels. Lecture, group activities, field experience. Prerequisites: SPE 311; ITC admission.

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

fall and spring

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

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: ITC admission.

SPE 494 Special Topics. (1–4)

fall and spring

Topics may include the following:

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

Prerequisite: ITC admission.

SPE 496 Field Experience. (0–3)

selected semesters

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

SPE 498 Pro-Seminar. (1–7)

fall and spring

Small-group study and research for advanced students in their majors. Fee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

Division of Educational Leadership and Policy Studies

coe.asu.edu/programs

480/965-6357

ED 120

Terrence G. Wiley, Director

Regents' Professors: Berliner, Glass, Smith

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

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

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

Clinical Associate Professors: Jurs, Macey

Research Professor: de los Santos

Program Areas

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

Degrees: MA, MEd, EdD, PhD

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See “General Studies,” page 92.

COLLEGE OF EDUCATION

Graduate Programs

The faculty in the division offer several graduate degrees in a number of majors. For more information, see the “College of Education Graduate Degrees and Majors” table, page 204, and the *Graduate Catalog*.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

EDUCATION POLICY ANALYSIS (EPA)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

HIGHER AND POSTSECONDARY EDUCATION (HED)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

SOCIAL AND PHILOSOPHICAL FOUNDATIONS (SPF)

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. Lecture, recitation. 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 402 Teachers and the Law in Indigenous Communities. (1)

fall

Examines the legal rights of students, teachers, and the district while preventing injury to students in indigenous communities. Lecture, discussion.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

Division of Psychology in Education

coe.asu.edu/psyched

480/965-3384

EDB 302

Elsie G. J. Moore, Director

Regents’ Professors: Berliner, Glass, Smith

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

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

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

Clinical Associate Professors: Glidden-Tracey, Homer, Stamm

Program Areas

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

Degrees: MA, MC, MEd, PhD

Graduate Programs

The faculty in the Division of Psychology in Education offer graduate degrees in a number of majors. For more information, see the “College of Education Graduate Degrees and Majors” table, page 204, and the *Graduate Catalog*.

COUNSELOR EDUCATION (CED)

CED 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

CED 250 Career Development. (3)

fall, spring, summer

Covers models of the individual, the world of work, and decision making with emphasis on individual application. Lecture, discussion. *General Studies: L*

CED 294 Special Topics. (1–4)

fall and spring

Topics may include the following:

- 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

Topics may include the following:

- Special Topics in Leadership. (1)

Courses bring together a faculty member with no more than 12 students to discuss and learn about 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 classroom of McClintock Residence Hall. Open to freshmen through senior undergraduates; all majors.

CED 484 Internship. (1–12)

fall and spring

Topics may include the following:

- Leadership Internship
- Leadership Internship and Capstone

CED 493 Honors Thesis. (1–6)

fall and spring

CED 494 Special Topics. (1–4)

fall and spring

Topics may include the following:

- Paraprofessional Training. (3)

CED 498 Pro-Seminar. (1–7)

fall and spring

Topics may include the following:

- Resident Assistant Experience. (2)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

COUNSELING PSYCHOLOGY (CPY)

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

EDUCATIONAL PSYCHOLOGY (EDP)

EDP 302 Assessment and Evaluation in Education. (1)

fall and spring

Applies assessment and evaluation principles to education contexts, using a case format. Prerequisite: education major.

EDP 303 Human Development. (3)

fall and spring

Selected aspects of child and adolescent development. Emphasizes possibilities for influence by teachers and parents. Prerequisite: education major.

General Studies: L

EDP 310 Educational Psychology. (1–6)

fall and spring

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

General Studies: SB (Three hours must be taken to secure SB credit.)

EDP 313 Childhood and Adolescence. (3)

fall, spring, summer

Principles underlying total development of pre- and early-adolescents. Emphasizes physical, intellectual, social, and emotional development with practical implications for teachers grades 5–9. Prerequisite: 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

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

EDUCATIONAL TECHNOLOGY (EDT)

EDT 300 Computers in Education. (1)

fall, spring, summer

Introduces 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

Introduces computer applications such as HyperCard, telecommunications, authoring languages, and expert systems. Lecture, lab.

General Studies: CS

EDT 405 Presentation Technology for Multimedia. (3)

fall

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

EDT 406 Computer Graphics and Animation. (3)

spring

Studies and applies 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.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 63.

Graduate-Level Courses. For information about courses numbered from 500 to 799, see the *Graduate Catalog*, or access www.asu.edu/aad/catalogs on the Web. In some situations, undergraduate students may be eligible to take these courses; for more information, see “Graduate-Level Courses,” page 62.

L literacy and critical inquiry / MA mathematics / CS computer/statistics/ quantitative applications / HU humanities and fine arts / SB social and behavioral sciences / SG natural science—general core courses / SQ natural science—quantitative / C cultural diversity in the United States / G global / H historical / See “General Studies,” page 92.