

# College of Teacher Education and Leadership



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**Location:**  
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(602) 543-6300

**College website:**  
[www.west.asu.edu/coe](http://www.west.asu.edu/coe)

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## Purpose

The College of Teacher Education and Leadership prepares tomorrow's educators to teach in ever-changing settings through commitment to high standards of innovative teaching, broad-based scholarship, and quality service to the university and the community.

The college balances academic concepts with current research and best practices, accompanied by prompt exposure to "real world" classrooms. This integration of theory with practice strengthens future teachers' abilities to continually refine their instruction.

Programs in the college offer flexible scheduling, small classes, and professors who enjoy teaching students of various ages from those whose maturity and experience add immeasurably to classroom discussion to those who are just beginning to explore their options. The college prepares students to be professional education leaders.

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

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

### BAE Elementary Education

*Concentrations:*

Bilingual education

Early childhood

English as a second language

*Option:*

Middle-school education

### BAE Secondary Education

*Academic Specializations:*

English

History

Mathematics

Social studies

*Option:*

Middle-school education

### BAE Special Education

### MEd Educational Administration and Supervision

### MEd Elementary Education

*Concentrations:*

Bilingual education

ESL education

Educational technology

Reading

### MEd Secondary Education

*Concentration:*

Educational technology

### MEd Special Education

*Concentration:*

Infants and young children

### Postbaccalaureate Programs for Teacher Certification

Elementary education

Secondary education

Special education

## Certification programs

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

- Concentrations in bilingual education and English as a second language required for endorsement of teachers specifically responsible for providing bilingual or English as a second language instruction to students in elementary grades.

- An early childhood concentration that allows students to specialize in teaching kindergarten through grade three.
- A middle school endorsement for both elementary and secondary education students.
- At the graduate level, Educational Administration and Supervision courses that meet the state certification requirements for supervision, principalship, and superintendency.

## Undergraduate Professional Teacher Preparation

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### Nature of program

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

### Career outlook

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

### General information

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

1. be admitted to ASU's West campus as a degree-seeking student;
2. complete required postsecondary course work as specified for each major with a grade

of "C" (2.00) or better and attain a cumulative GPA of 2.50 or higher; and

3. submit a completed application form for the desired professional education program to the college Academic Advising Office by the appropriate deadline date.

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

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

**Transfer.** To be considered for admission to an undergraduate education major, prospective students must meet all admission requirements to ASU as well as those for undergraduate education programs. Students must complete the first two years of specified course work at an accredited community college or four-year institution. Prospective students are discouraged from taking courses on a pass/fail basis. Pass/fail courses may be transferred to the College of Teacher Education and Leadership only for elective credit. For assistance in planning a program of study for transfer to the BAE program,

contact the college Academic Advising Office, (602) 543-6367.

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

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

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

Any exceptions to these requirements must be approved by a college academic advisor.

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

The field experiences progress from observation and short-term participation to long-term supervised student teaching. Students should expect these field experiences to be above and beyond the class times listed in the *Schedule of Classes* for each semester. Such field experiences typically take place in public schools throughout the greater Phoenix area. The Elementary Education program includes at least one semester of field experiences at a local public school campus taken concurrently with university course

work. Students should plan extra travel time and expect to confer with mentor teachers and student teacher supervisors before or after scheduled field experiences. Regular attendance is required during all field experiences. To meet field experience requirements, students must plan to have their own transportation and be available during regular school hours.

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

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

1. have cumulative ASU GPA of 2.50 or higher;
2. have a GPA of 2.50 or higher in professional teacher preparation course work;
3. complete all required professional teacher preparation course work;
4. successfully complete the CTEL Writing Assessment or, for Special Education majors only successfully complete writing requirements established in a Professional Improvement Plan;
5. remove all academic deficiencies, such as grades of “D” (1.00), “E” (0.00), or “I” before placement;
6. demonstrate appropriate professional conduct; and
7. complete the application procedure and secure approval to student teach from the Offices of Field Experiences and Academic Advising prior to the deadline date.

Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which they are placed. Beginning and ending dates for student teaching are determined by the Office of Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8:00 a.m. to 4:00 p.m. Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and coursework that would interfere with the heavy demands placed upon them while student teaching.

**Academic policies.** Students enrolled in undergraduate education programs are expected to maintain academic standards and demonstrate qualifications for the teaching profession, including mental health, interpersonal skills, basic communication skills, a positive attitude, appropriate professional conduct, and satisfactory performance in field experiences.

To be in good standing, students must maintain an overall cumulative GPA of 2.50 or higher with at least a grade of “C” (2.00) in each undergraduate education course. Any undergraduate education student whose cumulative GPA falls below 2.50 may be placed on academic probation or suspended from enrollment in professional courses for the next semester. Students on academic probation or suspension from the university and/or the College of Teacher Education and Leadership must seek advisement from a

college academic advisor before registering for additional course work. Probation and/or suspension status for academic reasons begins on the first day of classes of the semester after the probation or suspension action. Students placed on probation or suspension for any reason are subject to disqualification by the College of Teacher Education and Leadership at the end of the following semester if the conditions imposed for reinstatement are not met. Students placed on probation or suspension for any reason are reviewed at the end of the following semester.

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

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

## Admission requirements

To be considered for admission to the Elementary Education Major, applicants must:

1. complete a minimum of 56 semester hours of course work as outlined below at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or better and an overall GPA of 2.50 or higher;
2. applicants in Bilingual Education only must show proficiency in Spanish by—
  - a. a grade of “C” (2.00) or better in SPA 202 Intermediate Spanish *or*
  - b. a CLEP score of 62 or higher on College Spanish General Examination *or*
  - c. passing scores on all four areas of the Arizona Spanish Proficiency Examination;
3. submit a completed application form for the Elementary Education program to the college Academic Advising Office by the appropriate deadline date.

## Required courses

		Semester Hours	
ENG	101, 102	First-Year Composition <i>or</i>	3-6
ENG	105	Advanced First-Year Composition	
MAT	142	College Mathematics (MA) or higher level math course	3
MTE	180	Theory of Elementary Mathematics 1	3
MTE	181	Theory of Elementary Mathematics 2	3
CSE	180	Computer Literacy (CS) <i>or</i>	3
EDT	321	Computer Literacy (CS)	
COE	111	Exploration of Education (SB)	3
COE	212	Understanding the Culturally Diverse Child (C)	3
SPE	222	Orientation to Education of Exceptional Children (SB)	3
HIS	103	The United States (SB, H) <i>or</i>	3
HIS	104	The United States (SB, H)	

## Selected courses

Natural Science/Lab - Quantitative (SQ) course	4
Natural Science/Lab - Quantitative or General (SQ/SG) course	4
Literacy and Critical Inquiry (L) course	3
Humanities and Fine Arts (HU) course	3
Humanities and Fine Arts (HU) course	3
Global Awareness (G) course	3
Electives	6-9
Total	56

Some General Studies courses may be used to satisfy a General Studies core area requirement and one-two awareness area requirements at the same time, leaving the student more free-choice electives. Selected courses and General Studies courses should be chosen in consultation with a college academic advisor. Credit for SPA 101, 102, 201, 202 may also be counted as elective credit toward the 56 semester hour requirement.

## Program requirements

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

- 56 semester hours of specified lower division courses for admission
- 35 semester hours of General Studies courses
- 51 semester hours of specified upper division course work in professional education
- 6 semester hours of upper division content course work selected in consultation with a college academic advisor including:
  - one course from AMS, ENG, GCU, HIS, POL, or SPA (Bilingual Education majors only); and
  - one course from LSC or PHS
- 3 semester hours of upper division elective course work
- BLE concentration requires proficiency in Spanish; ESL concentration requires six semester hours in a single foreign language or its equivalent

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

Upper division, professional education courses include College of Teacher

Education and Leadership core curriculum courses, elementary education courses, and field experience courses prior to and including student teaching. This course work prepares individuals with abilities and attitudes to work in elementary schools. The combination of course work and field experience is aligned with the Arizona Professional Teaching Standards. Specified courses in elementary education are listed on the following pages.

**Middle School Endorsement.** Students in Elementary Education and Bilingual/ESL Education may elect to pursue the Middle School endorsement. Those who seek this endorsement must take 24 semester hours of coursework in a content area (e.g., English, mathematics, science, social studies, etc.). A decision to pursue the Middle School endorsement should be made very early in the pursuit of a degree, certainly prior to admission to the program. Content coursework should be selected in consultation with a college academic advisor. Students electing this option must also take EED 464 Middle School Curriculum and Organization and perform their student teaching at the middle school level.

Elementary education students should review General Information, Field Experience Requirements, Student Teaching, and Academic Policies on [pages 154-156](#) of this catalog.

**Elementary Education (K-8) Major****Semester 1 - 15 semester hours**

- BLE 312 ESL, Diversity, and Culture in Education (3) (L)  
 COE 311 Instruction and Management in the Inclusive Classroom (3)  
 COE 313 Educational Technology in the K-12 Curriculum (3)  
 COE 314 Classroom Assessment (3)  
 COE 315 Child and Adolescent Development (3) (SB)  
 COE 396 Field Experience 1 (0)

**Semester 2 - 12 semester hours**

- BLE 321 ESL Methods for Diverse Language Classrooms (3)  
 RDG 322 Language Literacy 1 in Elementary Schools (3)  
 EDP 323 Professional Development, Learning, and Motivation (3)  
 EED 324 Social Studies in Elementary Schools (3)  
 EED 397 Field Experience 2 (0)

**Semester 3 - 12 semester hours**

- EED 411 Science in Elementary Schools (3)  
 EED 412 Mathematics in Elementary Schools (3)  
 RDG 413 Language Literacy 2 in Elementary Schools (3)  
 EED 414 Elementary Curriculum and Organization (3) *or*  
 EED 464 Middle School Curriculum and Organization (3)  
 EED 496 Field Experience 3 (0)

**Semester 4 - 12 semester hours**

- EED 478 Student Teaching in the Elementary School (9)  
*or*  
 EED 578 Student Teaching in the Elementary School (9)  
 EED 479 Capstone Seminar in Elementary Education (3)

**Elementary Education (K-8) Major with Concentration in Bilingual Education or English as a Second Language Education****Semester 1 - 15 semester hours**

- BLE 312 ESL, Diversity, and Culture in Education (3) (L)  
 COE 311 Instruction and Management in the Inclusive Classroom (3)  
 COE 313 Educational Technology in the K-12 Curriculum (3)  
 COE 314 Classroom Assessment (3)  
 COE 315 Child and Adolescent Development (3) (SB)  
 COE 396 Field Experience 1 (0)

**Semester 2 - 12 semester hours**

- BLE 321 ESL Methods for Diverse Language Classrooms (3)  
 BLE 322 Second Language Literacy 1 in Elementary Schools (3)  
 EDP 323 Professional Development, Learning, and Motivation (3)  
 BLE 324 Social Studies for Diverse Language Classrooms (3)  
 EED 397 Field Experience 2 (0)

**Semester 3 - 12 semester hours**

- EED 411 Science in Elementary Schools (3)  
 EED 412 Mathematics in Elementary Schools (3)  
 BLE 413 Second Language Literacy 2 in Elementary Schools (3)  
 BLE 414 Bilingual/ESL Curriculum and Organization (3)  
 EED 496 Field Experience 3 (0)

**Semester 4 - 12 semester hours**

- BLE 478 Student Teaching in Diverse Language Classrooms (9) *or*  
 BLE 578 Student Teaching in Diverse Language Classrooms (9)  
 BLE 479 Capstone Seminar in Bilingual/ESL Education (3)

**Elementary Education (K-8) Major with Concentration in Early Childhood Education****Semester 1 - 15 semester hours**

- BLE 312 ESL, Diversity, and Culture in Education (3) (L)  
 COE 311 Instruction and Management in the Inclusive Classroom (3)  
 COE 313 Educational Technology in the K-12 Curriculum (3)  
 COE 314 Classroom Assessment (3)  
 COE 315 Child and Adolescent Development (3) (SB)  
 COE 396 Field Experience 1 (0)

**Semester 2 - 12 semester hours**

- BLE 321 ESL Methods for Diverse Language Classrooms (3)  
 RDG 322 Language Literacy 1 in Elementary Schools (3)  
 EDP 323 Professional Development, Learning, and Motivation (3)  
 ECD 324 Social Studies and Creative Arts for Primary Level Children (3)  
 EED 397 Field Experience 2 (0)

**Semester 3 - 12 semester hours**

- EED 411 Science in Elementary Schools (3)  
 EED 412 Mathematics in Elementary Schools (3)  
 RDG 413 Language Literacy 2 in Elementary Schools (3)  
 ECD 414 Early Childhood Curriculum and Organization (3)  
 EED 496 Field Experience 3 (0)

**Semester 4 - 12 semester hours**

- EED 478 Student Teaching in the Elementary School (9)  
*or*  
 EED 578 Student Teaching in the Elementary School (9)  
 ECD 479 Capstone Seminar in Early Childhood Education (3)

## Bachelor of Arts Degree in Education, Major in Secondary Education

Chair, Department of Secondary Education: Nancy S. Haas, PhD  
 Location: FAB S254  
 (602) 543-6445

### Admission requirements

To be considered for admission to the Secondary Education Major, applicants must complete a minimum of 56 semester hours of course work as outlined below at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or better and an overall GPA of 2.50 or higher:

	Semester Hours
<b>Required courses</b>	
ENG 101, 102 First-Year Composition <i>or</i>	3-6
ENG 105 Advanced First-Year Composition	
MAT 142 College Mathematics (MA) or higher level math course	3
SPE 222 Orientation to Education of Exceptional Children (SB)	3
<b>Selected courses</b>	
Computer/statistics/quantitative application (CS) course	3
Natural Science/Lab - Quantitative (SQ) course	4
Natural Science/Lab - Quantitative or General (SQ/SG) course	4
Literacy and Critical Inquiry (L) course	3
Humanities and Fine Arts (HU) course	3
Humanities and Fine Arts (HU) course	3
Social and Behavioral Sciences (SB) course	3
Cultural Awareness in the U.S. (C)	3
Global Awareness (G) course	3
Historical Awareness	3
Electives	12-15
Total	56

### Program requirements

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

- 56 semester hours of specified lower division courses for admission
- 35 semester hours of General Studies courses
- 37-39 semester hours of specified upper division course work in professional education

- 36-39 semester hours of course work in an academic specialization

Some General Studies courses may be used to satisfy a General Studies core area requirement and one-two awareness area requirements at the same time, leaving the student more free-choice electives. Academic specialization courses may be used to fulfill General Studies or elective requirements. Selected courses and General Studies courses should be chosen in consultation with a college Academic Advisor.

Secondary education students should also review General Information, Field Experience Requirements, Student Teaching, and Academic Policies on [pages 154-156](#) of this catalog.

### Secondary Education (7-12) Major

#### Semester 1 - 15 semester hours

- BLE 312 ESL, Diversity, and Culture in Education (3) (L)
- COE 311 Instruction and Management in the Inclusive Classroom (3)
- COE 313 Educational Technology in the K-12 Curriculum (3)
- COE 314 Classroom Assessment (3)
- COE 315 Child and Adolescent Development (3) (SB)
- COE 396 Field Experience 1 (0)

#### Semester 2 - 12 semester hours

- SED 321 Critical Issues in Secondary Education (3)
- SED 322 Classroom Leadership in Secondary Schools (3)
- RDG 323 Literacy Processes in Content Areas (3)
- \_\_\_\_\_ Major methods course (3)
- SED 397 Field Experience 2 (0)

#### Semester 3 - 10-12 semester hours

- SED 478 Student Teaching in the Secondary School (10-12)

### Additional requirements

Additional course work, taken outside the College of Teacher Education and Leadership, is required for the academic specialization in secondary education. The New College of Interdisciplinary Arts and Sciences offers courses that are required for secondary education certification in four areas - English, History, Social Studies, and Mathematics. Since these four secondary specializations are best supported at ASU's West campus, prefer-

ence in admissions is given to students applying to these areas. Secondary majors, who elect a specialization other than the four offered at West campus, must complete a substantial portion of their specialization course work and the major methods course at ASU's Tempe campus. Refer to the pages shown below for descriptions of the academic specializations available at West campus.

Academic specialization	Page
English	199
History	204
Mathematics	187
Social Studies	213

## *Bachelor of Arts Degree in Education, Major in Special Education*

**Chair, Department of Special Education:** Ida Malian, PhD  
**Location:** FAB S252A  
 (602) 543-6380

### Career outlook

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

### Admission requirements

To be considered for admission to the Special Education Major, applicants must complete a minimum of 56 semester hours of course work as outlined below at West campus or equivalent courses at another accredited college or university, with a grade of "C" (2.00) or better and an overall GPA of 2.50 or higher.

			Semester Hours
<b>Required courses</b>			
ENG	101, 102	First-Year Composition <i>or</i>	3-6
ENG	105	Advanced First-Year Composition	
MAT	142	College Mathematics (MA) or higher level math course	3
MTE	180	Theory of Elementary Mathematics 1	3
MTE	181	Theory of Elementary Mathematics 2	3
CSE	180	Computer Literacy (CS) <i>or</i>	3
EDT	321	Computer Literacy (CS)	
COE	111	Exploration of Education (SB)	3
COE	212	Understanding the Culturally Diverse Child (C)	3
SPE	222	Orientation to Education of Exceptional Children (SB)	3
HIS	103	The United States (SB, H) <i>or</i>	3
HIS	104	The United States (SB, H)	

### Selected courses

Natural Science/Lab - Quantitative (SQ) course	4
Natural Science/Lab - Quantitative or General (SQ/SG) course	4
Literacy and Critical Inquiry (L) course	3
Humanities and Fine Arts (HU) course	3
Humanities and Fine Arts (HU) course	3
Global Awareness (G) course	3
Electives	6-9
<b>Total</b>	<b>56</b>

Some General Studies courses may be used to satisfy a General Studies core area requirement and one-two awareness area requirements at the same time, leaving the student more free-choice electives. Selected courses and General Studies courses should be chosen in consultation with a college Academic Advisor.

## Programs requirements

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

- 56 semester hours of specified lower division courses for admission
- 35 semester hours of General Studies courses
- 60 semester hours of specified upper division course work in professional education

Upper division, professional education courses include College of Teacher Education and Leadership core curriculum courses, special education courses, and field experience courses prior to and including student teaching. This course work prepares individuals with abilities and attitudes to work in special education classrooms. The combination of course work and field experience is aligned with the Arizona Professional Teaching Standards.

Special education students should review General Information, Field Experience Requirements, Student Teaching, and Academic Policies on [pages 154-156](#) of the catalog.

## Special Education (K-12) Major

### Semester 1 - 15 semester hours

- BLE 312 ESL, Diversity, and Culture in Education (3) (L)  
 COE 311 Instruction and Management in the Inclusive Classroom (3)  
 COE 313 Educational Technology in the K-12 Curriculum (3)  
 COE 314 Classroom Assessment (3)  
 COE 315 Child and Adolescent Development (3) (SB)  
 COE 396 Field Experiences 1 (0)

### Semester 2 - 15 semester hours

- RDG 322 Language Literacy 1 in Elementary Schools (3)  
 SPE 310 Professional Practices in Special Education (3)  
 SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth (3)  
 SPE 320 Assessment and Evaluation in Special Education (3) (L)  
 SPE 322 Behavior Management and Consultation (3)  
 SPE 397 Field Experience 2 (0)

### Semester 3 - 15 semester hours

- EED 412 Mathematics in Elementary Schools (3)  
 SPE 318 Family-school Collaboration: An Integrated Approach for Children and Adolescents with Special Needs (3)  
 SPE 423 Technology and Instructional Methods in Language, Reading, and Mathematics for Students with Mild/Moderate Disabilities (3)  
 SPE 424 Methods in Cross-Categorical Special Education (3)  
 SPE 431 Collaborative Teaching Methods for General Education Classroom Environments (3)  
 SPE 496 Field Experience 3 (0)

### Semester 4 - 15 semester hours

- SPE 478 Student Teaching in Special Education (12)  
 SPE 440 Professional Seminar in Special Education (3)

# Postbaccalaureate Programs for Teacher Certification

Interim Chair, Department of Graduate Studies and Professional Development: Ida Malian, PhD  
Location: FAB S220  
(602) 543-3634

## Nature of program

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

Please review Career Outlook, [page 154](#), for employment demand and/or see a college academic advisor.

## Admission requirements

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

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

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

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

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

## Curriculum

**Elementary education.** Elementary postbaccalaureate students may choose any of the three elementary programs including the Elementary Education program, Elementary Education program with a Concentration in Bilingual Education or English as a Second Language Education, or Elementary Education program with a Concentration in Early Childhood Education. Course work for postbaccalaureate students is composed of 51 semester hours of specified professional education courses appropriate to the particular elementary education program selected by the student, MTE 180 and 181, three semester hours of computer literacy course work, and up to six semester hours of content course work, which will be determined based on a review of the student's transcript by the college Advising Office.

**Secondary education.** Coursework for the postbaccalaureate program in secondary education includes 33 semester hours of specified professional education courses as outlined below, and completion of academic specialization course work sufficient to allow an individual to pass one or more of the subject knowledge portions of the Arizona Educator Proficiency Assessments (AEPAs).

### Postbaccalaureate Secondary Education (7-12) Program

#### Level 1 - 12 semester hours

- COE 313 Educational Technology in the K-12 Curriculum (3)
- COE 314 Classroom Assessment (3)
- RDG 507 Content Area Reading (3)
- SED 501 Introduction to Effective Instruction (3)
- COE 396 Field Experience 1 (0)

#### Level 2 - 9 semester hours

- BLE 312 ESL, Diversity, and Culture in Education (3)
- EDP 510 Essentials of Classroom Learning (3)
- — Major methods course (3)
- SED 397 Field Experience 2 (0)

#### Level 3 - 12 semester hours

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

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

**Special education.** Coursework for the Postbaccalaureate Program in Special Education includes 45 - 60 hours of specialized classes in special education along with field experience. The coursework is identical to the professional teacher preparation requirements for the BAE, major in Special Education outlined on [page 162](#). Students with a degree in education or a certificate in education may have Semester I coursework waived pending a review of the student's transcript by the college Advising Office.

### Student teaching

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

To be accepted for student teaching, students must:

1. be admitted to the Postbaccalaureate Programs for Teacher Certification;
2. have a cumulative GPA of 2.50 or higher in required professional education course work;
3. complete all required professional teacher education course work;
4. remove all academic deficiencies such as grades of "D" (1.00), "E" (0.00), or "I" before placement;
5. demonstrate appropriate professional conduct during the field experiences prior to student teaching; and
6. complete the application procedure and secure approval to student teach from the Offices of Field Experiences and Academic Advising prior to the deadline date.

# Graduate Programs

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## **Nature of programs**

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

The faculty of the College of Teacher Education and Leadership also offers course work that meets personal and professional development needs of West Valley teachers. For specific information about the four graduate programs in Education, contact the graduate programs secretary in the Faculty Administration Building S220 or call (602) 543-3634.

## **Admission requirements**

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

## **Graduation/exit requirements**

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

## Master of Education in Elementary Education

### Program requirements

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

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

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

### Concentration in Bilingual Education

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

### Concentration in ESL Education

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

### Concentration in Educational Technology

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

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

### Concentration in Reading

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

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

**Program requirements**

**Core requirements**

- COE 501 Introduction to Research and Evaluation in Education
- COE 504 Learning and Instruction
- COE 505 American Education System

**Required Secondary Education courses**

- SED 522 Secondary School Curriculum Development
- SED 533 Improving Instruction in Secondary Schools

**Electives in Secondary Education**

- SED 577 Issues and Trends in Secondary Education
- SED \_\_\_ Other\*

**Electives\***

**Total**

Semester  
Hours  
9

6

12

6

33

**Concentration in Educational Technology**

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

**Required courses**

- EDT 530 Technology Integration Across the Curriculum
- EDT 575 Critical Issues in Technology
- EDT 593 Applied Project

**Electives\***

- EDT \_\_\_ Other
- EDT \_\_\_ Other
- EDT \_\_\_ Other

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

Semester  
Hours  
9

9

## Master of Education in Special Education

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

### Program requirements

#### Core requirements

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

### Concentration in Infants and Young Children

#### Required courses

ECD/SPE 542	Systems, Policies and Program Practices for Infants and Young Children	Semester Hours 15-21
ECD/SPE 543	Issues in the Development of Infants and Young Children	

ECD/SPE 544	Assessment and Evaluation of Infants and Young Children
ECD/SPE 545	Curricula, Methods, Technology, and Adaptations for Infants and Young Children
ECD/SPE 546	Communication, Language, and Early Literacy
ECD/SPE 547	Supporting Motor Development
ECD/SPE 580	Practicum

#### Electives\*

Select courses from the following area(s):

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

#### Total

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

Semester  
Hours

0-6

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33

## Master of Education in Educational Administration and Supervision

### Program requirements

#### Core requirements

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

#### Educational Administration Requirements

EDA 501	Competency/Performance in Educational Administration	24
EDA 511	School Law	
EDA 526	Instructional Supervision	
EDA 548	Community Relations in Education	
EDA 571	School Business Management	
EDA 573	School Personnel Administration	
EDA 576	The School Principalship	
EDA 634	Instructional Leadership	

#### Internship (select one)

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

#### Total

**Internship.** To be eligible to participate in the internship experience, students must have completed 12 semester hours of EDA coursework and obtain a certified K-12 administrator's agreement to supervise the internship.

Semester  
Hours

3

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36

## Bilingual Education

### BLE 312 ESL, Diversity, and Culture in Education (3)

*fall, spring*

An examination of social, historical, philosophical, and legal issues affecting racially, linguistically, culturally, and exceptionally diverse students in US schools.

Prerequisites: admission to PTPP or postbaccalaureate programs; ENG 101 ( or 105). Corequisite: COE 396. General studies: L.

### BLE 321 ESL Methods for Diverse Language Classrooms (3)

*fall, spring*

Strategies and materials for second language learning, including research on language acquisition/learning, practical applications of ESL methodologies, phonics.

Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

### BLE 322 Second Language Literacy 1 in Elementary Schools (3)

*fall, spring*

Instructional/assessment strategies including systematic, research-based phonics, vocabulary, comprehension, spelling, writing, phonemic writing in Spanish/English.

Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

### BLE 324 Social Studies for Diverse Language Classrooms (3)

*fall, spring*

Social studies education standards, curriculum, and instructional strategies for English language learners.

Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

### BLE 413 Second Language Literacy 2 in Elementary Schools (3)

*fall, spring*

Literacy and language arts instruction; assessment of reading and writing; transition literacy skills, particularly critical reading of content. Prerequisites: BLE 321, 322, 324; EDP 323; EED 397. Corequisite: EED 496.

### BLE 414 Bilingual/ESL Curriculum and Organization (3)

*fall, spring*

ESL curriculum content and organization including program model effectiveness; language assessment and language usage; special needs and parent involvement.

Prerequisites: BLE 321, 322, 324; EDP 323; EED 397. Corequisite: EED 496.

### BLE 478 Student Teaching in Diverse Language Classrooms (9)

*fall, spring*

Student teaching in diverse language classrooms; focus on use of English language learning and bilingual strategies; integration of all previous course work. Fee.

Prerequisites: BLE 413, 414; EED 411, 412, 496. Corequisite: BLE 479.

### BLE 479 Capstone Seminar in Bilingual/ESL Education (3)

*fall, spring*

Reflective, experience-based integration of theory and practice; professional development. For bilingual/ESL teachers. Prerequisites: BLE 413, 414; EED 411, 412, 496. Corequisite: BLE 478 or BLE 578.

### BLE 511 Introduction to Language Minority Education (3)

*selected semesters*

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

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

*selected semesters*

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

### BLE 520 ESL For Children (3)

*selected semesters*

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

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

*selected semesters*

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

### BLE 535 Sociolinguistic Issues in Bilingual Education (3)

*selected semesters*

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

#### Key to General Studies

#### Credit Abbreviations

L Literacy and critical inquiry core courses

MA Mathematics core courses

CS Computer/statistics/quantitative applications core courses

HU Humanities and fine arts core courses

SB Social and behavioral sciences core courses

SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses

, and / or

**BLE 541 Nature of Bilingualism/  
Second Language Acquisition (3)***selected semesters*

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

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

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

**BLE 578 Student Teaching in  
Diverse Language Classrooms (9)***fall, spring*

Student teaching in diverse language classrooms for postbaccalaureate students; focus on use of English language learning and bilingual strategies; integration of all previous course work. Fee. Prerequisites: BLE 413, 414; EED 411, 412, 496. Corequisite: BLE 479.

**BLE 580 Practicum (3)***selected semesters*

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

## College of Education Core

**COE 111 Exploration of Education (3)***fall, spring*

Education as an instrument in the development of the individual and society and its significance as an American Institution. General studies: SB.

**COE 212 Understanding the  
Culturally Diverse Child (3)***fall, spring, summer*

Survey of cultural and linguistic diversity in American education, including education equity, pluralism, learning styles, and roles of schools in a multiethnic society. Prerequisite: COE 111. General studies: C.

**COE 311 Instruction and Management  
in the Inclusive Classroom (3)***fall, spring*

Planning and delivering instruction; organizing and managing classrooms; and making adaptations for English language learners and students with special needs. Prerequisite: admission to PTPP or postbaccalaureate programs. Corequisite: COE 396.

**COE 313 Educational Technology  
in the K-12 Curriculum (3)***fall, spring*

Application and integration of educational technologies in all curricular areas; examination of theoretical and practical issues for diverse learners. Prerequisite: admission to PTPP or postbaccalaureate programs. Corequisite: COE 396.

**COE 314 Classroom Assessment (3)***fall, spring*

Focus is assessment and evaluation of student learning; emphasizes integration and adaptation of curriculum, instruction, and evaluation of all students. Prerequisite: admission to PTPP or postbaccalaureate programs. Corequisite: COE 396.

**COE 315 Child and Adolescent Development (3)***fall, spring*

Physical, cognitive, social, and emotional development during childhood and adolescence; developmentally appropriate principles and practices to facilitate development for all students. Prerequisite: admission to PTPP or postbaccalaureate programs. Corequisite: COE 396. General studies: SB.

**COE 396 Field Experience 1 (0)***fall, spring*

Observation in classrooms and individual and small group instruction. Fee. Prerequisite: admission to PTPP or postbaccalaureate programs.

**COE 501 Introduction to Research and  
Evaluation in Education (3)***fall, spring, summer*

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

**COE 504 Learning and Instruction (3)***fall, spring, summer*

Introduction to psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as EDP 504.

**COE 505 American Education System (3)***fall, spring, summer*

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

## Computer Science

**CSE 180 Computer Literacy (3)***fall, spring*

Introduction to personal computer operations and their place in society. Problem-solving approaches using databases, spreadsheets, word processing, and other current applications. Lecture, demonstration, lab. General studies: CS.

## Counselor Education

**CED 512 Introduction to the Helping Relationship (3)***selected semesters*

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

**CED 522 Personality Development (3)***selected semesters*

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

**CED 567 Group Procedures (3)**

*selected semesters*

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

## Early Childhood Education

**ECD 324 Social Studies and Creative Arts for Primary Level Children (3)**

*fall, spring*

Social studies and creative arts standards, curriculum, and instructional/assessment strategies for all primary level children; developmentally appropriate methods/strategies for effective instruction. Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

**ECD 414 Elementary School Curriculum and Organization (3)**

*fall, spring*

Historical and legal influences on early childhood education; advanced preparation for curriculum designs and developmentally appropriate practices; school organization topics. Prerequisites: BLE 321; ECD 324; EDP 323; EED 397; RDG 322. Corequisite: EED 496.

**ECD 479 Capstone Seminar in Early Childhood Education (3)**

*fall, spring*

Reflective, experienced-based integration of theory and practice; professional development for early childhood teachers. Prerequisites: ECD 414; EED 411, 412, 496; RDG 413. Corequisite: EED 478 or EED 578.

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

*spring in even years*

Analysis of historical, political, social, and legal factors affecting services for infants and young children. Examination of critical issues. Cross-listed as SPE 542. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

*spring in even years*

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as SPE 543. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

**ECD 544 Assessment and Evaluation of Infants and Young Children (3)**

*fall in even years*

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as SPE 544. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

**ECD 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3)**

*fall in even years*

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasis on cognitive development, social competence. Cross-listed as SPE 545. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

**ECD 546 Communication, Language, and Early Literacy (3)**

*spring in odd years*

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as SPE 546. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

**ECD 547 Supporting Motor Development (3)**

*spring in odd years*

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as SPE 547. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

*spring*

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

## Educational Administration and Supervision

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

*fall*

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

**EDA 511 School Law (3)**

*fall*

Interpreting state and federal law for application in school setting. Includes statutory authority for administrators, liability, and student constitutional rights.

**Key to General Studies**

**Credit Abbreviations**

L Literacy and critical inquiry core courses

MA Mathematics core courses

CS Computer/statistics/quantitative applications core courses

HU Humanities and fine arts core courses

SB Social and behavioral sciences core courses

SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses

, and / or

**EDA 521 Evaluation of Teaching Performance (3)***selected semesters*

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

**EDA 524 Theory and Application of Educational Administration (3)***selected semesters*

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

**EDA 526 Instructional Supervision (3)***fall*

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

**EDA 544 Public School Finance (3)***selected semesters*

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

**EDA 548 Community Relations in Education (3)***spring*

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

**EDA 555 Educational Facility Planning (3)***selected semesters*

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

**EDA 571 School Business Management (3)***spring*

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

**EDA 573 School Personnel Administration (3)***fall*

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

**EDA 576 Critical Issues in Educational Leadership (3)***spring*

Exploration of current critical issues in school leadership including student support and relationships with governmental agencies and the community. Field assignments.

**EDA 634 Instructional Leadership (3)***spring*

Theory, practice, and issues in school change and reform with a focus on leading change efforts at the school site.

**EDA 675 Politics of Education (3)***selected semesters*

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

**EDA 679 Administration of Special Programs in Education (3)***summer*

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

## Educational Psychology

**EDP 310 Educational Psychology (3)***selected semesters*

Human behavior in educational settings. Individual differences, factors affecting learning, behavioral and cognitive learning, motivation, testing, and assessment. General studies SB.

**EDP 323 Professional Development, Learning, and Motivation (3)***fall, spring*

Applying educational psychology principles in classrooms; strategies for building classroom community; learner-centered and intentional teaching; and proactive professional development. Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

**EDP 504 Learning and Instruction (3)***fall, spring, summer*

Introduction to psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as COE 504.

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

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

## Educational Technology

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

Computer software applications. Problem-solving approaches using databases, spreadsheets, word processing, web publishing, and other current applications. Lecture, demonstration, lab. General studies: CS.

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

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

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

*summer*

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

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

*summer*

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

**EDT 547 Technology in Language Arts and Social Studies Education (3)**

*fall in odd years*

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

**EDT 548 Technology in Mathematics and Science Education (3)**

*fall in even years*

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

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

*selected semesters*

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

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

*fall*

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

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

*spring*

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

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

*fall*

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

**EDT 593 Applied Project (3)**

*spring*

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

**Elementary Education**

**EED 324 Social Studies in Elementary Schools (3)**

*fall, spring*

Social studies education standards, curriculum, and instructional/assessment strategies for all children. Prerequisite: completion of core curriculum courses. Corequisite: EED 397.

**EED 397 Field Experience 2 (0)**

*fall, spring*

Observation, instruction, and management of small groups and the whole class. Fee. Prerequisite: completion of core curriculum courses.

**EED 411 Science in Elementary Schools (3)**

*fall, spring*

Science education standards, curriculum, instructional and assessment strategies for all children. Fee. Prerequisites: BLE 321; EDP 323; EED 397. Corequisite: EED 496.

**EED 412 Mathematics in Elementary Schools (3)**

*fall, spring*

Methods of teaching mathematics to all students at the K-8 level, instructional planning and assessment. Prerequisites: BLE 321; EDP 323; EED 397 or SPE 310, 317, 320, 322. Corequisite: EED 496 or SPE 496.

**EED 414 Elementary School Curriculum and Organization (3)**

*fall, spring*

Rationales for instructional curricula; alternative curriculum designs and broad-based content; selected topics in school governance, finance, and law. Prerequisites: BLE 321; EDP 323; EED 324; RDG 322. Corequisite: EED 496.

**EED 464 Middle-School Curriculum and Organization (3)**

*fall, summer*

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as SED 464. Prerequisite: Semester 2 of the PTPP.

Key to General Studies

Credit Abbreviations

L Literacy and critical inquiry core courses

MA Mathematics core courses

CS Computer/statistics/quantitative applications core courses

HU Humanities and fine arts core courses

SB Social and behavioral sciences core courses

SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses  
/ and  
/ or

**EED 478 Student Teaching in the Elementary School (9)***fall, spring*

Student teaching in elementary school classrooms; integration of all previous coursework. Fee. Prerequisites: EED 411, 412, 496; RDG 413. Corequisite: EED 479 or ECD 479.

**EED 479 Capstone Seminar in Elementary Education (3)***fall, spring*

Reflective, experienced-based integration of theory and practice; professional development for K-8 teachers. Prerequisites: EED 411, 412, 496; RDG 413. Corequisite: EED 478.

**EED 496 Field Experience 3 (0)***fall, spring*

Instruction and management of small groups and substantial work with the whole class. Fee. Prerequisites: BLE 321; EDP 323; EED 397.

**EED 511 Principles of Curriculum Development (3)***fall, summer*

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

**EED 564 Middle-School Curriculum and Organization (3)***fall, summer*

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

**EED 578 Student Teaching in the Elementary School (9)***fall, spring*

Supervised student teaching in elementary school classrooms for postbaccalaureate students; integration of all previous coursework. Fee. Prerequisites: EED 411, 412, 496; RDG 413. Corequisite: EED 479 or ECD 479.

## Mathematics Education

**MTE 180 Mathematics for Elementary Teachers 1 (3)***fall, spring*

Numbers, number systems, operations on numbers, algebraic reasoning, and problem solving. For prospective elementary and special education majors. Prerequisite: MAT 142 (or 117).

**MTE 181 Mathematics for Elementary Teachers 2 (3)***fall, spring*

Data analysis, probability, geometry, and measurement. For prospective elementary and special education majors. Prerequisite: MTE 180.

**MTE 380 Arithmetic in the Elementary School (3)***selected semesters*

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

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

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

## Music Education

**MUE 310 Music in Early Childhood Education (3)***selected semesters*

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

**MUE 311 Music for the Classroom Teacher (3)***selected semesters*

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

**MUE 464 Music of World Cultures in the Classroom (3)***selected semesters*

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

## Reading Education

**RDG 322 Language Literacy 1 in Elementary Schools (3)***fall, spring*

Instructional strategies for teaching reading using systematic research-based phonics to aid decoding, vocabulary, and comprehension development; writing, speaking, and listening skills. Prerequisite: completion of core curriculum courses. Corequisite: EED 397 or SPE 397.

**RDG 323 Literacy Processes in Content Areas (3)***fall, spring*

Principles and practices for planning subject matter units of instruction that explicitly address learning with texts across academic disciplines. Prerequisite: completion of core curriculum courses. Corequisite: SED 397.

**RDG 413 Language Literacy 2 in Elementary Schools (3)***fall, spring*

Application of literacy strategies including instruction and diagnostic assessment; literacy lessons with adaptations for diverse learners; extended classroom experiences. Prerequisites: BLE 321; EDP 323; EED 397; RDG 322. Corequisite: EED 496.

**RDG 505 Developmental Reading (3)**

*fall*

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

**RDG 507 Content Area Reading (3)**

*fall, spring*

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

**RDG 550 Practicum Experiences in Reading (3)**

*fall*

Experience utilizing reading diagnostic and instructional techniques for classroom and clinic settings. Lab sections. (Recommended for State of Arizona reading endorsement.) Prerequisite: RDG 505 or equivalent.

**RDG 556 Assessment Procedures in Reading (3)**

*spring*

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

## Secondary Education

**SED 321 Critical Issues in Secondary Education (3)**

*fall, spring*

Examines perspectives of critical issues in contemporary education and encourages students to think critically and to develop their own viewpoints. Prerequisite: completion of core curriculum courses. Corequisite: SED 397.

**SED 322 Classroom Leadership in Secondary Schools (3)**

*fall, spring*

Theories and practices for managing and maintaining secondary classrooms for learning; strategies for home/school communication; and leadership roles for teachers. Prerequisite: completion of core curriculum courses. Corequisite: SED 397 or SPE 397.

**SED 397 Field Experience 2 (0)**

*fall, spring*

Application of course content in a secondary school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Fee. Prerequisite: completion of core curriculum courses.

**SED 464 Middle-School Curriculum and Organization (3)**

*fall, summer*

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as EED 464. Prerequisite: Semester 2 of the PTPP.

**SED 478 Student Teaching in the Secondary School (10-12)**

*fall, spring*

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

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

*fall, spring*

Interdisciplinary approaches; production and collection of materials.

**SED 481 English Teaching Methods for Secondary Schools (3)**

*fall, spring*

Instructional, organizational, and presentation methods for English in secondary schools. Prerequisite: ENG 323 or instructor approval.

**SED 501 Introduction to Effective Instruction (3)**

*fall, spring*

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

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

*fall, summer*

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

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

*spring*

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

Key to General Studies

Credit Abbreviations

L Literacy and critical inquiry core courses

MA Mathematics core courses

CS Computer/statistics/quantitative applications core courses

HU Humanities and fine arts core courses

SB Social and behavioral sciences core courses

SG Natural sciences-general core courses

SQ Natural sciences-quantitative core courses

C Cultural diversity in the United States courses

G Global awareness courses

H Historical awareness courses

, and / or

**SED 564 Middle-School Curriculum and Organization (3)***fall, summer*

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

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

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

**SED 578 Student Teaching in the Secondary School (12)***fall, spring*

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

**Special Education****SPE 222 Orientation to Education of Exceptional Children (3)***fall, spring, summer*

Explores approaches to gifted, mildly handicapped, severely handicapped, and the bilingual/multicultural exceptional child. General studies: SB.

**SPE 310 Professional Practices in Special Education (3)***fall, spring*

Emphasis on the roles and professional responsibilities of special educators in all service delivery models. Prerequisite: completion of core curriculum courses. Corequisites: SPE 317, 320, 322, 397. General studies: L.

**SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth (3)***fall, spring*

General issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities. Prerequisite: completion of core curriculum courses. Corequisites: SPE 310, 320, 322, 397.

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

Exploration of relationships between families of children with special needs and professionals in educational institutions and community agencies. Prerequisite: completion of core curriculum courses. Corequisites: SPE 423, 424, 431, 496.

**SPE 320 Assessment and Evaluation in Special Education (3)***fall, spring*

Norm-referenced, criterion-referenced, and authentic strategies to determine eligibility, plan individualized programs, and monitor progress of students with disabilities. Prerequisites: ENG 101 (or 105); completion of core curriculum courses. Corequisites: SPE 310, 317, 322, 397. General studies: L.

**SPE 322 Behavior Management and Consultation (3)***fall, spring*

Analysis, intervention, and consultation strategies for effective management of classroom behavior will be developed and implemented for students with disabilities. Prerequisites: completion of core curriculum courses. Corequisites: SPE 310, 317, 320, 397.

**SPE 397 Field Experience 2 (0)***fall, spring*

Application of course content in a special education setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Fee. Prerequisites: completion of core curriculum courses. Corequisites: SPE 310, 317, 320, 322.

**SPE 423 Technology and Instructional Methods in Language, Reading and Mathematics for Students With Mild/Moderate Disabilities (3)***fall, spring*

Effective use of technology; instruction and assessment of performance in language, reading, and mathematics for students with mild/moderate disabilities. Prerequisites: SPE 310, 317, 320, 322, 397. Corequisites: SPE 318, 424, 431, 496.

**SPE 424 Methods in Cross-Categorical Special Education (3)***fall, spring*

Assessment and instructional methods for students with mild to moderate mental retardation, learning disability, emotional disabilities, and physical/health impairment. Prerequisites: SPE 310, 317, 320, 322, 397. Corequisites: SPE 318, 423, 431, 496.

**SPE 431 Collaborative Teaching Methods for General Education Classroom Environments (3)***fall, spring*

Methods and issues in cooperative teaching for special education students in general education classrooms. Prerequisite: SPE 310, 317, 320, 322, 397. Corequisites: SPE 318, 423, 424, 496.

**SPE 440 Professional Seminar in Special Education (3)***fall, spring*

Examination of critical issues in the delivery of special education services. Emphasis on self-reflection and professional development. Prerequisites: SPE 318, 423, 424, 431. Corequisite: SPE 478.

**SPE 478 Student Teaching in Special Education (12)***fall, spring*

Student teaching in special education setting. Fee. Prerequisites: a 2.50 GPA; completion of all professional course work; approval of Offices of Field Experiences and Academic Advising.

**SPE 496 Field Experience 3 (0)***fall, spring*

Application of course content in a special education setting. Emphasis on observation pupil management, planning and delivering instruction, and assessment. Fee. Prerequisites: SPE 310, 317, 320, 322, 397. Corequisite: SPE 318, 423, 424, 431.

**SPE 511 The Exceptional Child (3)***fall, spring*

Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 222 or the equivalent.

**SPE 540 Family Centered Practices (3)***fall in odd years*

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

**SPE 541 Consultation Frameworks and Issues (3)***fall in odd years*

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

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

Analysis of historical, political, social, and legal factors affecting services for infants and young children. Examination of critical issues. Cross-listed as ECD 542. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as ECD 543. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as ECD 544. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasis on cognitive development, social competence. Cross-listed as ECD 545. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as ECD 546. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

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

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as ECD 547. Prerequisites: SPE 222 or the equivalent; COE 315 or the equivalent.

Omnibus courses: See [page 55](#) for omnibus courses that may be offered.

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