
College of Teacher Education and Leadership

www.west.asu.edu/ctel

Mari E. Koerner, PhD, Dean

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PURPOSE

The college 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 of Teacher Education and Leadership balances academic concepts with current research and practices, accompanied by prompt exposure to the classroom environment. This integration of theory with practical experience strengthens future teachers' abilities to refine their instruction skills continually.

Programs in the College of Teacher Education and Leadership offer flexible scheduling and small classes. The college prepares students to be leaders in the field of education.

GRADUATE PROGRAMS

Graduate degree programs, as shown in the "College of Teacher Education and Leadership Graduate Degrees and Majors" table, page 439, are offered by the faculty in the Department of Graduate Studies and Professional Development in cooperation with faculty from the Department of Elementary Education, the Department of Secondary Education, and the Department of Special Education.

Teacher Certification. Those holding a bachelor's degree who desire Arizona teacher certification are encouraged to apply for a Master of Education with certification concentration in elementary education, secondary education, or special education. Send e-mail to the College of Teacher Education and Leadership graduate programs at ctelgrad@asu.edu, or call 602/543-3634. Those with a bachelor's degree who wish to earn teacher certification but do not desire a master's program may enroll as nondegree graduate students in a postbaccalaureate program. For information on this option, access the Web site at www.west.asu.edu/ctel/advising/index.htm, or call 602/543-6354.

Department of Graduate Studies and Professional Development

Master's and Doctoral Programs

www.west.asu.edu/ctel/graduate

602/543-3634

FAB S220

Stephen B. Lawton, Chair

President's Professor: Christie

Professors: Cardelle-Elawar, Haladyna, Koerner, Lawton, Malian, Moore, Wetzel

Associate Professors: Buss, De La Cruz, Haas, Hess, Irwin, Kelley, Painter, Puckett, Ridley, Rillero, R. Zambo

Assistant Professors: Amobi, Beardsley, Brady, Coulter, Foulger, Hansen, Herold, Hinde, Jimenez-Silva, Kochanoff, Mitchell-Kay, Olson, Onofrey, Osborn-Popp, Perry, Renne, Wilhelm, D. Zambo

Master of Education

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

The faculty of the college also offer course work that meets the personal and professional development needs of local teachers. For specific information about the four master's programs in Education, visit FAB S220, call 602/543-3634, or e-mail ctelgrad@asu.edu.

Admission Requirements. Individuals pursuing any of the MEd programs must apply to the ASU Division of Graduate Studies and to the specific program and concentration to which they seek admission. Admission to a degree program is based on undergraduate and/or graduate GPAs. Also considered are letters of recommendation, personal statements, work and academic experiences, and the availability of faculty to supervise academic areas of interest. Applicants to

DEPARTMENT OF GRADUATE STUDIES AND PROFESSIONAL DEVELOPMENT

College of Teacher Education and Leadership Graduate Degrees and Majors

Major	Degree	Concentration*	Administered By
Educational Administration and Supervision	MEd	Educational entrepreneurship, principalship, supervision, or superintendency	Department of Graduate Studies and Professional Development
Elementary Education	MEd	Optional: bilingual education, educational technology, ESL education, reading, or teacher certification*	Department of Graduate Studies and Professional Development
Leadership and Innovation	EdD	Leadership in policy and administration or leadership of teaching innovation	Department of Graduate Studies and Professional Development
Secondary Education	MEd	Optional: educational technology or teacher certification*	Department of Graduate Studies and Professional Development
Special Education	MEd	Collaboration and consultation, infants and young children, or teacher certification	Department of Graduate Studies and Professional Development

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

the elementary or secondary programs must hold valid Arizona teaching certificates for those grade levels unless they are pursuing an MEd with certification. Admission to graduate programs is selective. Meeting minimum requirements does not ensure admittance to the program.

Graduation/Exit Requirements. Candidates for the MEd 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

Core Requirements

W TEL 501 Introduction to Research and Evaluation in Education.....	3
W TEL 504 Learning and Instruction	3
W TEL 505 American Education System	3
Total	9

Required Elementary Education Courses

EED 511 Principles of Curriculum Development	3
or ECD 555 Modern Practices in Early Childhood Education (3)	

Electives*

Total

Program total.....

* These 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, English as a second language education, educational technology, reading, or teacher certification.

Concentration in Bilingual Education

Required Courses

W BLE 511 Introduction to Language Minority Education	3
W BLE 515 Instructional Methods for Bilingual Students	3
W BLE 520 ESL for Children	3
W BLE 522 Literacy/Biliteracy Development.....	3

W BLE 541 Nature of Bilingualism/Second-Language Acquisition	3
W BLE 561 Parent Involvement in Language Minority Education Programs	3
W BLE 580 Practicum*	3
or BLE elective (3)	
Total	21

* This course is not required of teachers with two years of verifiable ESL teaching experience.

Concentration in ESL Education

Required Courses

W BLE 511 Introduction to Language Minority Education	3
W BLE 520 ESL for Children	3
W BLE 522 Literacy/Biliteracy Development.....	3
W BLE 541 Nature of Bilingualism/Second-Language Acquisition	3
W BLE 561 Parent Involvement in Language Minority Education Programs	3
W BLE 580 Practicum*	3
or BLE elective (3)	
W BLE 598 ST: Assessment and Curriculum.....	3
Total	21

* This course is not required of teachers with two years of verifiable ESL teaching experience.

Concentration in Educational Technology

Required Courses

W EDT 530 Technology Integration Methods Across the Curriculum.....	3
W EDT 575 Critical Issues in Technology	3
W EDT 593 Applied Project.....	3
W EDT electives*	9
Other electives*	3
Total	21

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

Concentration in Reading

Required Courses

W RDG 505 Developmental Reading	3
W RDG 550 Practicum Experiences in Reading.....	3

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W RDG 556 Assessment Procedures in Reading	3
W RDG electives*	6
Other electives*	6
Total	21

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

Concentration in Teacher Certification

Required Courses

W BLE 520 ESL for Children	3
W BLE 522 Literacy/Biliteracy Development	3
W EDP 523 Educational Assessment	3
W EED 324 Social Studies in Elementary Schools*	3
W EED 397 Field Experience 2*	0
W EED 411 Science in Elementary Schools*	3
W EED 412 Mathematics in Elementary Schools*	3
W EED 521 Instructional Planning and Management in the Inclusive Classroom	3
W EED 531 Teaching with Educational Technology	3
W EED 578 Student Teaching in the Elementary School*	9
W EED 593 Applied Project*	3
W RDG 531 Language and Literacy I	3
W RDG 532 Language and Literacy II	3
W TEL 396 Field Experience I*	0
Total	42

* These semester hours are not required to complete the MEd but for issuance of a teaching certification by the State of Arizona.

MASTER OF EDUCATION IN SECONDARY EDUCATION

Program Requirements

Core Requirements

W TEL 501 Introduction to Research and Evaluation in Education	3
W TEL 504 Learning and Instruction	3
W TEL 505 American Education System	3
Total	9

Required Secondary Education Courses

W SED 522 Secondary School Curriculum Development	3
or SED 564 Middle-School Curriculum and Organization (3)	3
W SED 533 Improving Instruction in Secondary Schools	3
W SED 577 Issues and Trends in Secondary Education	3
Total	9

Electives

Electives*	15
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Program total	33
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* These courses must be selected in consultation with an advisor.

For the Secondary MEd program, students may complete an optional concentration in educational technology or teacher certification.

Concentration in Educational Technology

Required Courses

W EDT 530 Technology Integration Methods Across the Curriculum	3
W EDT 575 Critical Issues in Technology	3

W EDT 593 Applied Project	3
W EDT electives*	6
Total	15

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

Concentration in Teacher Certification

Required Courses

W BLE 520 ESL for Children	3
W EDP 523 Educational Assessment	3
W RDG 507 Content Area Reading*	3
W SED 397 Field Experience II*	0
W SED 501 Introduction to Effective Instruction	3
W SED 577 Issues and Trends in Secondary Education	3
W SED 578 Student Teaching in the Secondary School*	12
W SED 593 Applied Project	3
W TEL 396 Field Experience I*	0
Methods of teaching in subject area	3
Total	33

* These semester hours are not required to complete the MEd but for issuance of a teaching certification by the State of Arizona.

MASTER OF EDUCATION IN SPECIAL EDUCATION

For the MEd in Special Education students must complete 12 semester hours of core courses and one of the following concentrations:

Collaboration and Consultation (General). The general special education program is designed to provide practicing teachers with the knowledge base and skills needed to develop and provide the most current instructional methods and materials for their students. The program emphasizes practical classroom applications based on the latest theory, research, and best current practice. The program emphasizes collaboration and consultation, and is designed with the assistance of a faculty advisor to meet the needs of a student's professional and career goals.

Infants and Young Children. The infants and young children concentration is designed to prepare individuals to work with children birth to five years old, including those with disabilities and developmental vulnerabilities.

Certification. The certification concentration is designed for those with bachelor's degrees who wish to earn both the MEd degree and Arizona State Cross-Categorical Special Education Certification K-12.

Program Requirements

Concentration in Collaboration and Consultation (General)

Prerequisite

W SPE 222 Orientation to Education of Exceptional Children (3) or SPE 511 The Exceptional Child (3)

Core Requirements

W SPE 540 Family Centered Practices	3
W SPE 541 Consultation Frameworks and Issues	3
W SPE 593 Applied Project	3
or Comprehensive Exam and one elective course	

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W TEL 501	Introduction to Research and Evaluation in Education.....	3
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Concentration Courses

W BLE 520	ESL for Children.....	3
W BLE 522	Literacy/Biliteracy Development.....	3
W RDG 531	Language and Literacy I.....	3
W SPE 532	Systems, Policies, and Program Practices.....	3
W SPE 533	Issues in Special Education.....	3
W SPE 534	Assessment and Evaluation.....	3
W SPE 535	Curricula, Methods, Technology and Adaptations.....	3
Total		33

Concentration in Infants and Young Children

Prerequisite

W SPE 222	Orientation to Education of Exceptional Children (3) or SPE 511 The Exceptional Child (3)	
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Core Requirements

W SPE 540	Family Centered Practices.....	3
W SPE 541	Consultation Frameworks and Issues.....	3
W SPE 593	Applied Project..... or Comprehensive Exam and one elective course	3
W TEL 501	Introduction to Research and Evaluation in Education.....	3

Concentration Courses

W SPE 542	Systems, Policies, and Program Practices for Infants and Young Children.....	3
W SPE 543	Issues in the Development of Infants and Young Children.....	3
W SPE 544	Assessment and Evaluation of Infants and Young Children.....	3
W SPE 545	Curricula, Methods, Technology, and Adaptations for Infants and Young Children.....	3
W SPE 546	Communication, Language, and Early Literacy.....	3
W SPE 547	Supporting Motor Development.....	3
W SPE 580	Practicum.....	3
Total		33

Concentration in Teacher Certification

Prerequisites

W MTE 180	Theory of Elementary Mathematics (3)	
W MTE 181	Mathematics for Elementary Teachers 2 (3)	
W SPE 222	Orientation to Education of Exceptional Children (3) or SPE 511 The Exceptional Child (3)	

Core Requirements

W SPE 540	Family Centered Practices.....	3
W SPE 541	Consultation Frameworks and Issues.....	3
W SPE 593	Applied Project..... or Comprehensive Exam and one elective course	3
W TEL 501	Introduction to Research and Evaluation in Education.....	3

Concentration Courses

W BLE 520	ESL for Children.....	3
W BLE 522	Literacy/Biliteracy Development.....	3
W EED 412	Mathematics in Elementary Schools.....	0-3
W RDG 531	Language and Literacy I.....	0-3
W SPE 322	Behavior Management Consultation.....	3
W SPE 397	Field Experience II.....	0
W SPE 496	Field Experience III.....	0
W SPE 532	Systems, Policies, and Program Practices.....	3
W SPE 533	Issues in Special Education.....	3

W SPE 534	Assessment and Evaluation.....	3
W SPE 535	Curricula, Methods, Technology and Adaptations.....	3
W SPE 578	Student Teaching in Special Education.....	12
Total*		45-51

* This program requires 12–18 semester hours of certification course work beyond the required MEd course work.

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Students in the Master of Education in Educational Administration and Supervision program complete core requirements (9 semester hours), program requirements (6 semester hours), and concentration requirements (21 to 30 semester hours). Concentrations include

1. principalship, intended for those desiring Arizona State certification as school principals;
2. supervision, intended for teacher leaders desiring state certification for supervisory positions; and
3. superintendency, intended for those desiring state certification as school superintendents.

A fourth concentration in educational entrepreneurship is in the development stages.

Students typically complete MEd programs in two years, enrolling in two courses per semester plus summer sessions. Classes normally meet one night per week.

Program Requirements

Core Requirements

W TEL 501	Introduction to Research and Evaluation in Education.....	3
W TEL 504	Learning and Instruction..... or EDP 504 Learning and Instruction (3)	3
W TEL 505	American Education System..... or EDA 505 American Education System (3)	3

EDA Requirements

W EDA 514	Leadership in Curriculum and Assessment.....	3
W EDA 526	Instructional Supervision.....	3
Total		15

Concentration in Educational Entrepreneurship

For more information, call the department at 602/543-3634, or access the Web site at www.west.asu.edu/ctel/graduate/gadmin.htm.

Concentration in Principalship

W EDA 511	School Law.....	3
W EDA 548	Community Relations in Education.....	3
W EDA 572	School-Site Business and Human Resources.....	3
W EDA 576	Critical Issues in Educational Leadership.....	3
W EDA 634	Instructional Leadership.....	3
W EDA 684 I:	Principal Internship.....	3
W EDA	elective.....	3
Total		21

Concentration in Supervision (Teacher Leader)

W EDA 511	School Law.....	3
W EDA 548	Community Relations in Education.....	3
W EDA 572	School-Site Business and Human Resources.....	3

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W EDA 584 I: Supervision Internship.....	3
W EDA 634 Instructional Leadership	3
W EDA, EED, SED, SPE, or other graduate electives	6
Total.....	21

Concentration in Superintendency

W EDA 511 School Law	3
W EDA 544 Public School Finance	3
W EDA 548 Community Relations in Education.....	3
W EDA 555 Educational Facility Planning.....	3
W EDA 576 Critical Issues in Educational Leadership.....	3
W EDA 634 Instructional Leadership	3
W EDA 679 Administration of Special Programs in Education .	3
W EDA 772 School District Human Resources and Business Management.....	3
W EDA 783 The Superintendency and School District Leadership Roles and Responsibilities	3
W EDA 784 I: Superintendent Internship.....	3
Total.....	30

Internship. To be eligible to participate in the internship program, students must have completed 12 semester hours of EDA course work and obtain a certified K–12 administrator’s agreement to supervise the internship.

Program Information. For information on programs for senior administrators, charter school administrators, and educational entrepreneurs, access the Web site at www.west.asu.edu/ctel/graduate/gadmin.htm, or call 602/543-3634.

Doctor of Education

The EdD in Leadership and Innovation is a cohort program designed to develop educational leaders, innovators, and scholars with the knowledge and skills to respond to a variety of educational issues in schools and educational agencies throughout Arizona and the nation. Students may focus on leadership in policy and administration or leadership of teaching innovation, will participate in Leader-Scholar Communities (LSC) and directed field-based studies, and complete a comprehensive examination and Education Innovation Dissertation (EID). The program builds upon the extant abilities of educational professionals and emphasizes the authentic application of knowledge to analyze programs, suggest solutions, and investigate and evaluate the impact of innovations on individuals and organizations.

ADMISSION REQUIREMENTS

Requirements for admission to the EdD in Leadership and Innovation include all requirements of the Division of Graduate Studies. Additional requirements include

1. an earned master’s degree in education or a related field from a regionally accredited institution;
2. three professional references;
3. a résumé; and
4. a statement describing personal and professional goals that motivate the student to apply for the EdD concentration selected.

Applications are to be submitted online at www.asu.edu/gradapp.

Completed applications are reviewed commencing mid-February. Cohorts are normally formed by mid-April. Non-credit predoctoral workshops are available in the summer before courses commence.

The Doctoral Program Admission Committee assesses each applicant’s application package holistically; those individuals selected have demonstrated innovative professional leadership and have career goals consistent with the purposes of the program. Cohort members reflect diverse experiences, perspectives, and are balanced between the two program concentrations.

DEGREE REQUIREMENTS

The EdD consists of a minimum of 60 semester hours beyond a master’s degree. Up to nine semester hours may be transferred in or recognized for advanced standing applicable to the research core or advanced professional studies only. The program requirements include

1. professional core (12 semester hours),
2. research core (nine semester hours),
3. advanced professional studies (21 semester hours),
4. directed field-based studies (six semester hours),
5. participation in LSC (three semester hours),
6. comprehensive examination, and
7. EID (nine semester hours).

Progress through the program requires maintaining satisfactory grades (a 3.25 overall GPA and a “B” [3.00] or higher in each course), passing written and/or oral comprehensive examinations, participating in an LSC and field-based studies, and completing and defending an EID.

Course Requirements

Professional Core (12 Hours). The professional core consists of courses that promote knowledge and facilitate informed practice and innovation in classrooms, schools, educational agencies, and allied organizations. Advanced practice of leadership and innovation requires an in-depth understanding of a common core of concepts within the profession.

Research Core (Nine Hours). The research core develops students’ knowledge, competencies, and skills applicable to disciplined inquiry, including qualitative and quantitative research methods, action research, program evaluation, and the development and synthesis of information. These resources are applied to analyzing problems, suggesting solutions, and investigating and assessing the impact of innovations in teaching, learning, and leadership on individuals, organizations, and society. After completing an overview Strategies for Inquiry course, students select two courses from either the quantitative area or the qualitative area that are consistent with their research interests, philosophy of inquiry, and the EID they are developing.

Advanced Professional Studies (21 Hours). Advanced professional studies includes courses in one of two concentrations: leadership in policy and administration or leader-

ship of teaching innovation. These series of related courses are intended to provide a firm grounding in the respective specializations. Of the 21 hours required, a minimum of nine and maximum of 12 hours must be taken from the College of Teacher Education and Leadership while a minimum of nine and maximum of 12 are to be taken from other colleges of the university. All courses are to be selected in consultation with the doctoral program or concentration advisor.

Leader Scholar Communities (Three Hours). LSCs serve as thematic seminars and forums for doctoral students until they advance to the EID. LSCs connect to Field-Based Studies and themes generated by other courses to address community-based problems using a variety of strategies for inquiry. Both face-to-face and online communication and collaboration are used.

Directed Field-Based Studies (Six Hours). Directed field-based studies are projects in schools, classrooms, agencies, and other sites focusing on in-service or intervention initiatives or interaction with educational, corporate, political, legal, health, and social leaders. Their purpose is to test and develop skills in communication, observation, persuasion, analysis, and documentation.

Comprehensive Examination

The comprehensive examination assesses the doctoral student's knowledge and skills related to the development of the EID. Students are examined on their EID proposal (including its content, rationale, implementation plan, and evaluation plan) and the student's knowledge and understanding of the Professional Core, Research Core, and Advanced Professional Studies areas. Their ability to present and defend their EID successfully demonstrates students' readiness to proceed to the final phase of the program.

Educational Innovation Dissertation (EID)

The EID is an applied project that addresses, in part or in whole, a major challenge faced by education at the local, district, state, national, or international level. The EID includes a comprehensive review and synthesis of relevant literature; a proposed change, intervention, or research question; a research design that includes the collection of data, scheme of analysis, and framework for assessing the effect of the proposed project; an analysis of data collected; a presentation of results and conclusions; and a discussion of the implications of findings for policy, practice, and research. The public defense of the dissertation consists of an oral presentation of the EID followed by questions from committee members.

BILINGUAL/BICULTURAL EDUCATION (BLE)

For more BLE courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W BLE 511 Introduction to Language Minority Education. (3) *selected semesters*

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

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

selected semesters

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

W 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.

W 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.

W 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.

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

selected semesters

Bilingual and second-language acquisition, with emphasis on children and adolescents. Stresses cognitive, social, and cultural aspects. Prerequisite: BLE 511.

W 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.

W BLE 578 Student Teaching in Diverse Language Classrooms. (9)

fall and spring

Student teaching in diverse language classrooms for postbaccalaureate students; focuses 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.

W BLE 580 Practicum. (1–12)

selected semesters

Provides for practical application in school settings of principles of bilingual education or English as a second language. Prerequisite: instructor approval.

W BLE 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Assessment and Curriculum

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

EARLY CHILDHOOD EDUCATION (ECD)

For more ECD courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

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

spring in even years

Analyzes historical, political, social, and legal factors affecting services for infants and young children. Examines critical issues. Cross-listed as SPE 542. Credit is allowed for only ECD 542 or SPE 542. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Credit is allowed for only ECD 543 or SPE 543. Prerequisites: SPE 222; TEL 315 (or their equivalents).

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W 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. Credit is allowed for only ECD 544 or SPE 544. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Emphasizes cognitive development, social competence. Cross-listed as SPE 545. Credit is allowed for only ECD 545 or SPE 545. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Credit is allowed for only ECD 546 or SPE 546. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Credit is allowed for only ECD 547 or SPE 547. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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.

W ECD 580 Practicum. (1–12)

selected semesters

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

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

For more EDA courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

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

fall

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

W EDA 505 American Education System. (3)

fall, spring, summer

Political, social, historical, and philosophical analyses of American education at all levels. Examines primary sources, legal findings, and case studies. Lecture, discussion. Cross-listed as TEL 505. Credit is allowed for only EDA 505 or TEL 505.

W 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.

W EDA 512 School Law for Educational Entrepreneurs. (3)

fall and spring

Legal and ethical concepts of educational practices in federal and state laws affecting charter and independent schools. Hybrid: face-to-face and online. Prerequisite: admission to LEE concentration in MEd Educational Administration and Supervision or instructor approval.

W EDA 514 Leadership in Curriculum and Assessment. (3)

fall

Curriculum and assessment responsibilities of school administrators. Lecture, discussion.

W 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.

W 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.

W EDA 526 Instructional Supervision. (3)

fall

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

W 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.

W EDA 547 Marketing and Community Relations for Educational Entrepreneurs. (3)

fall and spring

Strategic marketing and community relations concepts and their application, formulation, and execution in charter and independent schools and related services. Hybrid: face-to-face and online. Prerequisite: admission to LEE concentration in MEd Educational Administration and Supervision or instructor approval.

W EDA 548 Community Relations in Education. (3)

spring

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

W 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.

W EDA 556 Management and Human Resources for Educational Entrepreneurs. (3)

fall and spring

Entrepreneurial leadership and organization theory applied to managing human resources in competitive educational organizations by increasing the effectiveness of decision making. Hybrid: face-to-face and online. Prerequisite: admission to LEE concentration in MEd Educational Administration and Supervision or instructor approval.

W EDA 557 Facilities Planning for Educational Entrepreneurs. (3)

fall and spring

Legal and practical implications involved in designing or refurbishing charter school facilities to maximize space to facilitate student development. Hybrid: face-to-face and online. Prerequisite: admission to LEE concentration in MEd Educational Administration and Supervision or instructor approval.

W EDA 558 Financial Planning and Reporting for Educational Entrepreneurs. (3)

fall and spring

Financial planning and reporting concepts, requirements, and procedures for charter and independent schools. Hybrid: face-to-face and online. Prerequisite: admission to LEE concentration in MEd Educational Administration and Supervision or instructor approval.

W EDA 571 School Business Management. (3)

spring

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

W EDA 572 School-Site Business and Human Resources. (3)

spring

Effective ethical models and strategies for organizing and administering the conduct of school site human resources administration and business affairs. Lecture, discussion.

DEPARTMENT OF GRADUATE STUDIES AND PROFESSIONAL DEVELOPMENT

W 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.

W EDA 576 Critical Issues in Educational Leadership. (3)

spring

Explores current critical issues in school leadership, including student support and relationships with governmental agencies and the community. Lecture, field assignments. Prerequisites: 12 EDA semester hours; admission to MEd Educational Administration and Supervision (or nondegree).

W EDA 584 Internship. (1–12)

selected semesters

Topics may include the following:

- Supervision Internship

W 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.

W EDA 675 Politics of Education. (3)

selected semesters

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

W 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.

W EDA 684 Internship. (1–12)

selected semesters

Topics may include the following:

- Educational Entrepreneurship Internship
- Principal Internship

Prerequisites: 12 EDA semester hours; admission to MEd Educational Administration and Supervision (or nondegree).

W EDA 772 School District Human Resources and Business Management. (3)

spring

Effective ethical models and strategies for organizing and administering the conduct of school site human resources administration and business affairs. Lecture, discussion. Prerequisite: EDA 571 or instructor approval.

W EDA 783 Field Work. (1–12)

selected semesters

Topics may include the following:

- The Superintendency and School District Leadership Roles and Responsibilities. (3)

fall and spring

Examines management roles and responsibilities of public school district superintendents and other leaders in identifying and addressing critical issues. Lecture, discussion, field work.

W EDA 784 Internship. (1–12)

selected semesters

Topics may include the following:

- Superintendent Internship

Prerequisites: 12 EDA semester hours; admission to MEd Educational Administration and Supervision (or nondegree).

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

EDUCATIONAL PSYCHOLOGY (EDP)

For more EDP courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EDP 504 Learning and Instruction. (3)

fall, spring, summer

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

W EDP 510 Essentials of Classroom Learning. (3)

fall and 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.

W EDP 523 Educational Assessment. (3)

fall and spring

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

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

EDUCATIONAL TECHNOLOGY (EDT)

Department of Graduate Studies and Professional Development

For more EDT courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EDT 530 Technology Integration Methods Across the Curriculum. (3)

spring

Examines a constructivist approach to technology in education. Investigates technology as a catalyst for rethinking instructional goals and practices. Prerequisite: EDT 321 or instructor approval.

W EDT 545 Using the Internet in Education. (3)

summer

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

W 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. Fee. Prerequisites: EDT 530, 545.

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

fall in odd years

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

W EDT 548 Technology in Mathematics and Science Education. (3)

fall in even years

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

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

selected semesters

Provides a model of the use of distance education technologies.

W EDT 555 Advanced Web Site Design and Development. (3)

fall

Prepares technology leaders to design and create interactive school and district Web sites. Prerequisites: EDT 530, 545, 546.

W EDT 556 Managing School Information Systems. (3)

spring

Based on constructivist theory, examines the techniques and strategies of networking information systems within educational settings. Prerequisites: EDT 530; plus two other EDT courses.

W EDT 575 Critical Issues in Technology. (3)

fall

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

W EDT 593 Applied Project. (1–12)

spring

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

COLLEGE OF TEACHER EDUCATION AND LEADERSHIP

ELEMENTARY EDUCATION (EED)

For more EED courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EED 511 Principles of Curriculum Development. (3)

fall and summer

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

W EED 521 Instructional Planning and Management in the Inclusive Classroom. (3)

fall

Planning and delivering instruction; organizing and managing classrooms; making adaptations for English language learners and students with special needs. Interactive lecture (face-to-face and online). Prerequisites: BLE 520; EDP 523; EED 531; RDG 531; TEL 396, 504; admission to postbaccalaureate programs for teacher certification.

W EED 531 Teaching with Educational Technology. (3)

fall

Focuses on using technology in K–12 classrooms. Addresses the integration of technology in all curricular areas for all students. Interactive lecture (face-to-face and online). Prerequisites: EDT 180 (or 321 or equivalent computer skills); admission to postbaccalaureate programs for teacher certification.

W EED 564 Middle-School Curriculum and Organization. (3)

fall and 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. Credit is allowed for only EED 564 or SED 564.

W EED 578 Student Teaching in the Elementary School (9)

fall and spring

Student teaching in elementary education setting for students in the MEd with Concentration in Teacher Certification. Lab, field experience. Fee. Prerequisites: completion of all professional course work; Office of Field Experiences and Academic Advising approval.

W EED 579 Apprentice Teaching in Elementary Education. (2–3)

fall and spring

Apprentice teaching in elementary school classrooms. Must be taken four times for a total of 9 semester hours. Lab, field experience. Fee. Prerequisites: enrolled in MEd; Arizona Teaching Intern Certificate in Elementary Education.

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

READING EDUCATION (RDG)

For more RDG courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W RDG 505 Developmental Reading. (3)

fall

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

W RDG 507 Content Area Reading. (3)

fall and spring

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

W RDG 531 Language and Literacy I. (3)

fall

Instructional strategies for teaching reading using systematic, research-based phonics to aid decoding, vocabulary, comprehension-development, writing, speaking, and listening skills. Interactive lecture. Prerequisite: admission to postbaccalaureate programs for teacher certification.

W RDG 532 Language and Literacy II. (3)

fall

Applies literacy strategies, including instruction and diagnostic assessment, literacy lessons with adaptations for diverse learners, and extended classroom experiences. Interactive lecture. Prerequisites: RDG 531; admission to postbaccalaureate programs for teacher certification.

W RDG 550 Practicum Experiences in Reading. (3)

fall

Experience utilizing reading diagnostic and instructional techniques for classroom and clinic settings. Lab sections. Recommended for Reading Endorsement. Prerequisite: RDG 505 (or its equivalent).

W RDG 556 Assessment Procedures in Reading. (3)

spring

Techniques for classroom and clinical reading assessment and instruction. Emphasizes continuous assessment. Recommended for Reading Endorsement. Prerequisite: RDG 505.

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

SECONDARY EDUCATION (SED)

For more SED courses, see the "Course Prefixes" table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SED 501 Introduction to Effective Instruction. (3)

fall and spring

Introductory course for certification program in secondary education. Emphasis upon developing basic classroom management, instruction, and evaluation. Includes a field assignment of at least 120 hours. Corequisite: TEL 396.

W SED 522 Secondary School Curriculum Development. (3)

fall and summer

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

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

spring

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

W SED 564 Middle-School Curriculum and Organization. (3)

fall and 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. Credit is allowed for only EED 564 or SED 564.

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

selected semesters

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

W SED 578 Student Teaching in the Secondary School. (3–12)

fall and spring

Student teaching in secondary education setting for students in the MEd with Concentration in Teacher Certification. Lab, field experience. Fee. Prerequisites: completion of all professional course work; Office of Field Experiences and Academic Advising approval.

W SED 579 Apprentice Teaching in Elementary Education. (2–3)

fall and spring

Apprentice teaching in secondary school classrooms. Must be taken four times for a total of 9 semester hours. Lab, field experience. Fee. Prerequisites: enrolled in MEd; Arizona Teaching Intern Certificate in Secondary Education.

W SED 593 Applied Project. (1–12)

selected semesters

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

SPECIAL EDUCATION (SPE)

For more SPE courses, see the “Course Prefixes” table, or access www.asu.edu/aad/catalogs/courses. The campus designation—D (Downtown Phoenix), E (Polytechnic), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SPE 511 The Exceptional Child. (3)

fall and spring

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

W SPE 532 Systems, Policies, and Program Practices. (3)

fall and spring

Analyzes historical, political, social, and legal factors impacting special education services. Corequisite: SPE 222 or 311 or 511.

W SPE 533 Issues in Special Education. (3)

fall and spring

Explores factors impacting special education services. Discusses specific issues such as legislation, learning, achievement, societal context. Corequisite: SPE 222 or 311 or 511.

W SPE 534 Assessment and Evaluation. (3)

fall and spring

Discusses assessment practices related to student eligibility and program planning. Emphasizes authentic, individualized, interdisciplinary practices. Corequisite: SPE 222 or 311 or 511.

W SPE 535 Curricula, Methods, Technology, and Adaptations. (3)

fall and spring

Develops strategies for effective adaptation of special education and general education curriculum through use of technology. Corequisite: SPE 222 or 311 or 511.

W 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.

W 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.

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

spring in even years

Analyzes historical, political, social, and legal factors affecting services for infants and young children. Examines critical issues. Cross-listed as ECD 542. Credit is allowed for only ECD 542 or SPE 542. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Credit is allowed for only ECD 543 or SPE 543. Prerequisites: SPE 222; TEL 315 (or their equivalents).

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

spring

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. Credit is allowed for only ECD 544 or SPE 544. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Emphasizes cognitive development, social competence. Cross-listed as ECD 545. Credit is allowed for only ECD 545 or SPE 545. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W SPE 546 Communication, Language, and Early Literacy. (3)

spring in odd years

Early communication development and language acquisition. Facilitating communication competence and early literacy for infants and

young children with diverse abilities. Cross-listed as ECD 546. Credit is allowed for only ECD 546 or SPE 546. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W 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. Credit is allowed for only ECD 547 or SPE 547. Prerequisites: SPE 222; TEL 315 (or their equivalents).

W SPE 578 Student Teaching in Special Education. (12)

fall and spring

Student teaching in special education setting for students in the MED with Concentration in Teacher Certification. Lab, field experience. Fee. Prerequisites: completion of all professional course work; Office of Field Experiences and Academic Advising approval.

W SPE 579 Apprentice Teaching in Special Education. (3)

fall and spring

Apprentice teaching in special education setting. Must be taken four times for a total of 12 semester hours. Lab, field experience. Fee. Prerequisites: enrolled in MED; Arizona Teaching Intern Certificate in Special Education.

W SPE 580 Practicum. (1–12)

selected semesters

W SPE 593 Applied Project. (1–12)

selected semesters

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

TEACHER EDUCATION AND LEADERSHIP (TEL)

**Department of Graduate Studies
and Professional Development**

W TEL 501 Introduction to Research and Evaluation in Education. (3)

fall, spring, summer

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

W TEL 504 Learning and Instruction. (3)

fall, spring, summer

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

W TEL 505 American Education System. (3)

fall, spring, summer

Political, social, historical, and philosophical analyses of American education at all levels. Examines primary sources, legal findings, and case studies. Lecture, discussion. Cross-listed as EDA 505. Credit is allowed for only EDA 505 or TEL 505.

W TEL 702 Dynamic Contexts of Education. (3)

fall and spring

Explores current ethical issues influencing leadership decisions with a focus on real problems in the educational setting. Prerequisite: admission to EdD in Leadership and Innovation program.

W TEL 703 Innovation in Teaching and Learning. (3)

spring

Development and psychological processes of human cognition, motivation, and performance applied to cognitively diverse, English language learners, adult professional development. Lecture, lab, discussion, field work. Prerequisite: admission to EdD in Leadership and Innovation program.

W TEL 711 Strategies for Inquiry. (3)

fall

Develops knowledge and skills for research and program evaluation that foster innovation in education that leads to improved student learning. Lecture, lab, discussion, field work. Prerequisite: admission to EdD in Leadership and Innovation program.

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