College of Education

David C. Berliner, Ph.D.
Dean

Farmer Education Building atrium

John MacIsaac photo

PURPOSE

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

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

1. to engage in the scholarly, scientific, and professional study of education;

2. to prepare competent professionals who will serve in a variety of critical educational roles;

3. to develop productive scholars who will make significant contributions to the educational literature and to the quality of educational practice; and

4. to serve the education profession at the local, national, and international levels.

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

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

ORGANIZATION

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

Division of Curriculum and Instruction
Early Childhood Education
Educational Media and Computers
Elementary Education
Multicultural Education
Reading and School Library Science
Secondary Education
Special Education

Division of Educational Leadership and Policy Studies
Education Policy Studies
Educational Administration and Supervision
Higher and Postsecondary Education

Division of Psychology in Education
Counseling Psychology
Counselor Education
Learning and Instructional Technology
Lifespan Developmental Psychology
Measurement, Statistics, and Methodological Studies
School Psychology

Services to students and the community are provided through the centers and offices described below.

Center for Bilingual Education and Research. The Center for Bilingual Education and Research (CBER) conducts, supports, and encourages research in the field of dual-language education. The purpose of the Center's work is to inform public policy. CBER is also engaged in research, program development, and scholarly discourse aimed at improving public education in the border regions of the United States. The center gives special attention to the needs of Spanish speaking students.

Center for Indian Education. The Center for Indian Education serves as a service agency to Native American communities, school districts, and students attending ASU. The center also conducts research on Indian education in Arizona and other states with American Indian populations.

Office of Student Affairs. The Office of Student Affairs assists individuals interested in teacher preparation programs through advising, admission, and retention activities and certification assistance. Other services include program of study validation, petition review, student communication, and high school and community college articulation/relations. In addition, the office provides support services through tutorial assistance and scholarship programs.

Office of Professional Field Experiences. The Office of Professional Field Experiences places all teacher preparation students in public schools and similar institutions for internships and student teaching, monitors students' progress in their field experiences, sponsors courses for mentor teachers, and conducts research on student performance in the field.

Center for Academic Precocity. The Center for Academic Precocity provides academic services to intellectually advanced students in grades pre-K–12. These services include individual assessment, talent identification, and a variety of courses.

Counselor Training Center. The Counselor Training Center provides counseling for ASU students, staff, and the community at large in personal and career development, stress management, and marriage and family issues. Counseling is conducted by graduate students in counseling and counseling psychology under the supervision of certified psychologists.

Other Units. Other units within the college offering specialized research and educational services include the College of Education Preschool, Arizona Educational Information System, and Technology Based Learning and Research.

Teacher Education

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

Undergraduate students interested in teacher certification in art, music, dance, or theatre enroll through programs offered by the College of Fine Arts. These students must also meet the same eligibility requirements for admission to the Professional Teacher Preparation Program (PTPP).

Undergraduate programs leading to the Bachelor of Arts in Education degree are described in the text and tables that follow. Descriptions of graduate degree programs can be found in the *Graduate Catalog*. For more information, see the "College of Education Graduate Degrees and Majors" table, page 180.

College of Education Baccalaureate Degrees and Majors

Major	Degree	Administered by
Early Childhood Education	B.A.E.	Division of Curriculum and Instruction
Elementary Education[1]	B.A.E.	Division of Curriculum and Instruction
Concentration: bilingual education/English as a second language		
Secondary Education	B.A.E.	Division of Curriculum and Instruction
Academic specializations: biological sciences, business education, chemistry, Chinese, communication, economics, English, family resources and human development (home economics), French, geography, German, history, Japanese, journalism, mathematics, mathematics/ chemistry, mathematics/physics, physical education, physics, physics/chemistry, political science, Russian, social studies, Spanish		
Selected Studies in Education[2]	B.A.E.	College of Education
Special Education	B.A.E.	Division of Curriculum and Instruction

[1] This program is also hosted at ASU East.

[2] Applications are not being accepted at this time.

ADMISSION

Preprofessional Admission

Students admitted to ASU during their freshman and sophomore years may also be admitted to the College of Education with preprofessional status. Preprofessional students should seek advising within the College of Education through its Office of Student Affairs, EDB 7.

Admission to ASU with preprofessional status in the College of Education does not guarantee admission to the PTPP. Admission to the PTPP is a separate process.

Professional Program Admission

Students are eligible for consideration for admission to the PTPP if they meet the following criteria:

1. admission to ASU as a classified student;
2. a minimum cumulative GPA of 2.50;
3. completion of at least 56 semester hours by the time of PTPP admission;
4. submission of scores for the Pre-Professional Skills Test (PPST) or the American College Test (ACT) (a minimum score of 18 is required for submitting an application; a score of 21 or higher is required for regular admission);
5. completion of ENG 101 and 102 and General Studies L1 or S1 and N1 requirements with a grade of "C" or higher (courses in progress do not satisfy this requirement); and
6. a special application with additional supporting materials (great emphasis is placed on prior experience, paid or volunteer, working with the age or group of the certification area sought).

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

Some academic units have additional requirements. Students seeking admission to K–12 or secondary education programs should consult the Office of Student Affairs in the College of Education (480/965-3877) to determine if there are additional admission requirements for their teaching fields.

PTPP application deadlines are February 15 for fall admission and September 15 for spring admission. Applicants should contact the Office of Student Affairs for an application.

Because PPST or ACT scores must be included for an application to be complete, applicants should plan to take the test *well in advance* of application deadlines.

Transfer Students

To be considered for admission to the PTPP, transfer students must first be formally admitted to ASU (see "Transfer Applicants," page 63). Transfer students must also meet all PTPP admission requirements and should contact the Office of Student Affairs within the College of Education for admission procedures and advising. ASU Undergraduate Admissions should receive the application for admission to ASU, transcripts, applicable test scores, and other required information at least three months before the PTPP application deadline date for the desired PTPP admission semester.

Students completing their first two years of course work at a community college or at a four-year institution in Arizona other than ASU should consult an advisor in Cross-college Advising Services in planning a sequence of courses that will meet the ASU General Studies requirements. Students should access the ASU Education Transfer Guides for optimal course selection at www.asu.edu/provost/articulation.

Program of Study

A program of study must be filed during the first semester of enrollment in the PTPP. Preprofessional students completing 87 hours (the university limit for registering without a program of study) who have not been admitted to the PTPP are provided a registration waiver by the College of Education. See "University Graduation Requirements," page 81.

ADVISING

All students pursuing teaching certificates should seek early advising from the Office of Student Affairs in the College of Education, 480/965-3877. Careful planning and early advising in developing an approved program of study are essential if teacher candidates are to complete certification and graduation requirements within the typical 120-semester-hour undergraduate degree program.

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

DEGREES

Bachelor of Arts in Education

The faculty in the College of Education offer the Bachelor of Arts in Education (B.A.E.) degree. See the "College of Education Baccalaureate Degrees and Majors" table, page 178, for more information. Candidates for the Bachelor of Arts in Education degree must complete the Professional Teacher Preparation Program (PTPP) offered by the College of Education. Graduates of this program are able to demonstrate proficiency in specified knowledge areas or skills, including the following:

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

Each student in the PTPP selects one of five major areas that provide specialized instruction and preparation. The program areas are

1. Bilingual/ESL Education,
2. Early Childhood Education (birth–third grade),
3. Elementary Education,
4. Secondary Education, and
5. Special Education.

Students in Secondary Education may be certified for grades 7–12 in a specific academic specialization. Students in art, foreign languages, music, or physical education complete a K–12 endorsement in their field. Special Education majors may be certified for grades K–12 in mental retardation (MR), emotionally disabled (ED), or learning disabilities (LD).

PTPP Areas and Options or Endorsements

Early Childhood Education
Elementary Education
    bilingual education
    English as a second language
Secondary Education
    certification in specific academic specializations
    K–12 endorsements in art, music, or physical
      education
Special Education
    emotionally disabled
    learning disabilities
    mental retardation

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

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

Courses for the academic specialization are determined by the faculty in the academic discipline. Therefore, students with majors in Secondary Education in the College of Fine Arts have two academic advisors: one in the college and department of the academic specialization and one in the Office of Student Affairs in the College of Education. For more information, refer to "Academic Specialization," page 181.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see "University Graduation Requirements," page 81.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work as described in "General Studies," page 85. Note that all three General Studies awareness areas are required. Consult your advisor for an approved list of courses. General Studies courses are listed in the "General Studies Courses" table, page 89, in the course descriptions, in the *Schedule of Classes,* and in the *Summer Sessions Bulletin.*

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

COLLEGE DEGREE REQUIREMENTS

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

College of Education Graduate Degrees and Majors

Major	Degree	Administered by
Counseling	M.C.	Division of Psychology in Education
Counseling Psychology	Ph.D.	Division of Psychology in Education
Counselor Education	M.Ed.	Division of Psychology in Education
Curriculum and Instruction Concentrations: bilingual education, communication arts, early childhood education, elementary education, English as a second language, Indian education, mathematics education, multicultural education,[1] reading education, science education, secondary education, social studies education	M.A., M.Ed.	Division of Curriculum and Instruction
Curriculum and Instruction Concentrations: bilingual education, communication arts, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, mathematics education, multicultural education,[1] reading education, science education, secondary education, social studies education	Ed.D.	Division of Curriculum and Instruction
Curriculum and Instruction Concentrations: curriculum studies, early childhood education, educational media and computers, elementary education, English education, exercise and wellness education, music education, physical education, reading education, science education, special education	Ph.D.[2]	Interdisciplinary Committee on Curriculum
Educational Administration and Supervision	M.Ed., Ed.D.	Division of Educational Leadership and Policy Studies
Educational Leadership and Policy Studies	Ph.D.	Division of Educational Leadership and Policy Studies
Educational Media and Computers Concentration: business education	M.Ed.	Division of Curriculum and Instruction
Educational Psychology	M.A., M.Ed.	Division of Psychology in Education
Educational Psychology Concentrations: lifespan developmental psychology; measurement, statistics, and methodological studies; school psychology	Ph.D.	Division of Psychology in Education
Higher and Postsecondary Education Concentration: higher education	M.Ed., Ed.D.	Division of Educational Leadership and Policy Studies
Learning and Instructional Technology	M.A., M.Ed.	Division of Psychology in Education
Learning and Instructional Technology Concentrations: instructional technology, learning	Ph.D.	Division of Psychology in Education
Social and Philosophical Foundations of Education	M.A.	Division of Educational Leadership and Policy Studies
Special Education	M.A.	Division of Curriculum and Instruction
Special Education Concentrations: gifted, mildly handicapped, multicultural exceptional, severely/multiply handicapped	M.Ed.	Division of Curriculum and Instruction

[1] Applications are not being accepted at this time.

[2] This program is administered jointly by the College of Education and the Graduate College. See "Interdisciplinary Study," page 302.

1. academic specialization;
2. human development (Bilingual/English as a Second Language Education, Early Childhood Education, and Elementary Education majors only); and
3. PTPP.

The College of Education expects its degree candidates to meet individual course assessment standards, field-experience observation criteria, courses required for teacher certification, and other proficiency standards and performance criteria required to demonstrate knowledge and skill in the areas listed under "Bachelor of Arts in Education," page 179.

Academic Specializations

Academic Specialization	Page
Art education[1]	265
Biological sciences	343
Business education[2]	
Chemistry	349
Chinese	383
Communication	449
Dance education[1]	276
Economics[2]	
English	356
French	383
Geography	369
German	383
History	374
Home economics (family studies/ child development)	364
Japanese	383
Journalism	454
Mathematics	395
Mathematics/chemistry	395
Mathematics/physics	395
Music[3]	280
Physical education	360
Physics	408
Physics/chemistry	408
Political science	417
Russian	383
Social studies	427
Spanish	383
Theatre education[1]	297

[1] Art education, dance education, and theatre education concentrations are under corresponding B.F.A. majors.

[2] See an advisor for details.

[3] Students focus on either the choral-general music or instrumental music concentration under the B.M. degree.

Program Requirements

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

MAJOR REQUIREMENTS

Academic Specialization

Courses in the academic specialization give students a greater depth of knowledge in one academic area. Elementary Education majors complete 18 hours in a single academic subject. A Secondary Education major completes 36 to 60 hours, depending upon the area, in the subject in which the student wishes to be certified; fine arts may require more. Teacher candidates should confer with the Office of Student Affairs regarding acceptable academic

specializations. Refer to the pages shown in the "Academic Specializations" table.

Human Development

The programs that prepare students for teacher certification by the state in elementary and early childhood education require students to complete 15 credits selected from specific human development courses pertinent to the teaching area. Teacher candidates should confer with an academic advisor in the Office of Student Affairs regarding course selection.

Professional Teacher Preparation Program (PTPP)

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

Four-Semester Requirements
Professional Teacher Preparation Program
Elementary Education (K–8) Major

Semester I

DCI	396	Field Experience I	0
EED	433	Language Arts Methods, Management, and Assessment in the Elementary School	3
EED	455	Social Studies Methods, Management, and Assessment in the Elementary School	3
EMC	300	Computers in Education	1
SPF	301	Culture and Schooling *L2*	3
Total			10

Semester II

DCI	397	Field Experience II	0
EED	420	Science Methods, Management, and Assessment in the Elementary School	3
EED	480	Mathematics Methods, Management, and Assessment in the Elementary School	3
SPE	394	ST: Quality Practices in the Collaborative Classroom	3
Total			9

Semester III

EED	444	Organizing the Classroom Culture	1
EED	496	Field Experience	0
RDG	414	Teaching Reading/Decoding	3
RDG	481	Reading Practicum	3
Total			7

Semester IV

EED	478	Student Teaching in the Elementary School	10–12
SPF	401	Theory and Practice in Education	1
Total			11–13

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

Semester I

BLE	400	Principles of Language Minority Education	3

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.

BLE 455 Social Studies Methods, Management, and
Assessment in Elementary BLE/ESL Settings 3
DCI 396 Field Experience I (6 hours/week)................................0
EMC 300 Computers in Education...1
SPF 301 Culture and Schooling *L2* 3

Total 10

Semester II
BLE 409 Language-Sensitive Content Teaching..........................3
BLE 420 Science Methods, Management, and Assessment
in BLE/ESL Settings..3
BLE 480 Math Methods, Management, and Assessment
in Elementary BLE/ESL Settings 3
DCI 397 Field Experience II (8 hours/week).............................0
MCE 447 Diversity in Families and Communities in
Multicultural Settings...3

Total 12

Semester III
BLE 414 Reading Methods, Management, and Assessment
in BLE/ESL Settings..3
BLE 433 Language Arts Methods, Management, and
Assessment in Elementary BLE/ESL Settings 3
BLE 481 Reading Practicum...3
DCI 397 Field Experience II (8 hours/week).............................0
SPE 394 ST: Quality Practices in the Collaborative Classroom...3

Total 12

Semester IV
BLE 478 Student Teaching in the Elementary School 10–12
SPF 401 Theory and Practice in Education 1

Total 11–13

Early Childhood Education Major with K–8 Teacher Certification

Semester I
ECD 300 Principles of Interprofessional Collaboration 3
ECD 400 Inquiry into Teaching and Learning..............................3
ECD 403 Educational Environments: Preschool/Kindergarten/
Primary Grades 3
ECD 496 Field Experience 0
EMC 300 Computers in Education..1
SHS 320 Facilitating Speech and Language Development
in Early Childhood...3

Total 13

Semester II
ECD 315 Classroom Organization and Guidance in the
Early Years 2
ECD 402 Integrated Curriculum and Assessment: Math and
Science 3
ECD 404 Teaching Reading and Language Arts in
Early Childhood...3
ECD 405 Practicum in Teaching Reading and Language Arts
in Early Childhood...2
ECD 496 Field Experience 0
MCE 447 Diversity in Families and Communities in
Multicultural Settings...3

Total 13

Semester III
ECD 401 Integrated Curriculum and Assessment:
Social Studies and Creative Arts..................................3
ECD 414 Interprofessional Practicum 3
ECD 496 Field Experience 0
SPE 394 ST: Quality Practices in the Collaborative Classroom...3

Total 9

Semester IV
EED 478 Student Teaching in the Elementary School 10–12
SPF 401 Theory and Practice in Education 1

Total 11–13

Secondary Education (7–12) Major

Semester I
DCI 396 Field Experience I...0
EDP 303 Human Development *L2* 3
EDP 310 Educational Psychology *SB* 2
SPF 301 Culture and Schooling *L2* 3

Total 8

Semester II
DCI 397 Field Experience II...0
EDP 310 Educational Psychology *SB* 1
EMC 300 Computers in Education..1
RDG 301 Literacy and Instruction in the Content Areas 3
SED 400 Principles of Effective Instruction in Secondary
Education 3

Total 8

Semester III
SED 403 Principles, Curricula, and Methods...............................3
SED 496 Field Experience 0
SPE 394 ST: Quality Practices in the Collaborative Classroom...3
Methods course in academic specialization....................................3

Total 9

Semester IV
SED 478 Student Teaching in the Secondary Schools 10–12
SPF 401 Theory and Practice in Education 1

Total 11–13

Special Education (K–12) Major

Semester I
SPE 311 Orientation to Education of Exceptional Children *SB* ...3
SPE 314 Introduction to Bilingual/Multicultural Special
Education 3
SPE 361 Introduction to Learning Disabilities 3
SPE 394 ST: Basic Special Education Curriculum......................3
SPE 498 PS: Field Experience..1
SPF 301 Culture and Schooling *L2* 3

Total 16

Semester II
SPE 312 Mental Retardation..3
SPE 336 Behavioral and Emotional Problems in Children 3
SPE 412 Evaluating Exceptional Children 3
SPE 413 Methods in Language, Reading, and Arithmetic for
Exceptional Children 3
SPE 498 PS: Field Experience..3

Total 15

Semester III
SPE 411 Parent Involvement and Regulatory Issues 3
SPE 414 Methods and Strategies in Behavior Management 3
SPE 415 Social Behavior Problems of Exceptional Children 3
SPE 494 ST: Instruction in Content Areas: Science/
Social Studies...3
SPE 498 PS: Field Experience..3

Total 15

Semester IV
SPE 478 Student Teaching in Special Education........................12
(one certification area)

Total 12

SPE 311, 312, 314, 336, and 361 may be taken before formal PTPP admission. Satisfactory completion of these courses does not guarantee admission to the PTPP.

Field Experience Requirements

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

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

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

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

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

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

1. be in good standing as defined in this policy;
2. have no incompletes in PTPP courses;
3. complete all PTPP courses, with the exception of SPF 401; and
4. have an approved program of study on file.

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

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

Students must complete the application procedure and approval to student teach from the Office of Professional Field Experiences at least 10 weeks before the beginning of the student teaching term. Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which they are placed. Beginning and ending dates for student teaching are determined by the Office of Professional Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8:00 A.M. to 4:00 P.M. Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and course work that would interfere with the heavy demands placed upon them while student teaching.

ACADEMIC STANDARDS

Preprofessional Status

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

Professional Program Status

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

A copy of the Retention and Disqualification Policy for the PTPP may be obtained from the Office of Student Affairs, EDB 7.

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

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

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

---

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.

be approved by the Division of Curriculum and Instruction Standards and Appeals Committee and the dean of the College of Education.

Postbaccalaureate Programs for Initial Teacher Certification

Postbaccalaureate programs that prepare students for initial teacher certification by the state are designed for those who hold a bachelor's degree in an area other than education. The college offers postbaccalaureate programs in early childhood education, elementary education, secondary education, and special education. Special education students must qualify for and be concurrently admitted to a master's degree program in special education. Information on postbaccalaureate programs is available through the Office of Student Affairs, EDB 7. The office provides academic advising and information regarding requirements, procedures, and deadline dates.

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

1. an earned bachelor's degree from an accredited institution;
2. a cumulative GPA of 2.50 or higher for the last 60 semester hours of credit earned;
3. submission of a completed application form and supporting materials by the appropriate deadline dates during the semester before admission; and
4. completion of an academic specialization for secondary education (consult the Office of Student Affairs, EDB 7).

Admission to postbaccalaureate programs is selective. Not all students who meet the minimum requirements are admitted to the program.

Student Teaching

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

1. attain a cumulative GPA of 2.50 or higher in required professional education course work;
2. complete all required professional education course work other than one preapproved course that can be taken concurrently with student teaching (Secondary Education students must also receive approval from their academic specialization advisors);
3. remove all academic deficiencies such as grades of "D," "E," or "I" before placement; and
4. obtain a final approval from the Office of Professional Field Experiences (this review considers performance in field settings and academic achievement).

Certification for Teaching

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

In addition to the course requirements specified in this catalog, there are other requirements for teacher certification mandated by the State of Arizona including the U.S.

Constitution and Arizona Constitution requirement. Some teaching areas have specific math, science, and fine arts requirements.

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

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

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

Independent Learning Course Work for Credit

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

COLLEGE OF EDUCATION (COE)

See the *Graduate Catalog* for the COE courses.

Division of Curriculum and Instruction

Nicholas Appleton
Director
(ED 409) 480/965-1644
tikkun.ed.asu.edu/coe/candi

PROFESSORS
BAKER, BARONE, BITTER, CHRISTIE, EDELSKY, FAAS, FALTIS, FLORES, GREATHOUSE, GRYDER, GUZZETTI, HUDELSON, McISAAC, PRIETO, RUTHERFORD, SEARFOSS, STAHL, STALEY, ZUCKER

ASSOCIATE PROFESSORS
ANDERSON, ARIAS, BENAVIDES, BLUMENFELD-JONES, COHEN, COHN, Di GANGI, GOMEZ, KNAUPP, McCOY, McGOWAN, MIDDLETON, NELSON, PIBURN, RADER, SURBECK, VALLEJO

ASSISTANT PROFESSORS
ANIJAR, BRUSH, FLEMISTER, LAMOREY, MACSWAN, ROBERTS, TRUJILLO, YOUNG

CLINICAL ASSOCIATE PROFESSOR
GARCIA

CLINICAL ASSISTANT PROFESSORS
BLOCHER, CHRISTINE, MCLOONE

Program Areas
Early Childhood Education
Educational Media and Computers
Elementary Education
Multicultural Education
Reading and Library Science
Secondary Education
Special Education

Note: Applications are not being accepted in Reading and Library Science.

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

DEGREES

Bachelor of Arts in Education—B.A.E.

The faculty in the Division of Curriculum and Instruction offer several undergraduate academic programs designed to prepare persons to teach effectively in early childhood, elementary, secondary, and special education settings. Concentrations available at the undergraduate level include bilingual education, English as a second language (ESL), Indian education, and multicultural education. Programs in special education lead to Arizona teacher certification in the mentally handicapped, emotionally disabled, learning disabilities, and early childhood education for the handicapped areas. Programs of study leading to special endorsements by the Arizona Department of Education are bilingual education, ESL, middle school education, reading, and school library science.

GRADUATE PROGRAMS

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

For more information on courses, faculty, and programs, see the *Graduate Catalog.*

CURRICULUM AND INSTRUCTION (DCI)

DCI 302 Principles and Applications of Effective Instruction. (3) F, S
Principles of teaching identified by research on teaching effectiveness. Application of principles to classroom practice. Prerequisites: EDP 303; education major.

DCI 396 Field Experience I. (0) F, S
First-semester PTPP. Observation and limited participation in a school setting. Focus on observation of development, learning, management, instruction, assessment, and motivation. 4 hours required per week. Corequisite: semester I of the PTPP.

DCI 397 Field Experience II. (0) F
Second-semester PTPP. Observation and limited participation in a school setting. Focus on observation of development, learning, management, instruction, assessment, and motivation. 6 hours required per week. Corequisite: semester II of the PTPP.

DCI 510 Teacher as Researcher. (3) F, S, SS
Introduces teacher research as a new research genre; offers teachers guidance on planning and conducting research on their practice. Lecture, workshop.

DCI 701 Curriculum Theory and Practice. (3) F, S
Curriculum theory and practice as a field of study. Its current orientations and applications, modes of inquiry, and community of scholars and practitioners. Seminar. Corequisite: master's-level curriculum course.

Early Childhood Education Program Area

EARLY CHILDHOOD EDUCATION (ECD)

ECD 300 Principles of Interprofessional Collaboration. (3) F, S
Focuses on the dispositions, experiences, knowledge, and skills necessary for interprofessional collaboration designed for young children and their families. Prerequisite: ECD 314.

ECD 310 Educational Environments: Infants/Toddlers. (3) F, S, SS
Organizing, planning, and implementing developmentally appropriate educational practices to provide optimal learning environments for infants and toddlers in group settings.

ECD 314 The Developing Child. (3) F, S, SS
Examines all aspects of development of children, birth through age eight, with implications for teachers and parents. Classroom observation and participation required.

ECD 315 Classroom Organization and Guidance in the Early Years. (2) F, S
Develops understanding and application of classroom organization and management principles, strategies, and procedures. Prerequisite: ECD 314.

ECD 322 Communication Arts in Early Childhood Education. (3) F
Factors affecting language development. Setting conditions for learning in listening, speaking, reading, and writing. Prerequisites: ENG 213 or equivalent; postbaccalaureate certification program admission.

ECD 378 Practicum in Early Childhood Development. (3) F, S
Provides a field-based experience in selected early childhood settings (outside the public schools before student teaching). Prerequisite: ECD 314.

ECD 400 Inquiry Into Teaching and Learning. (3) F, S
Foundational basis of the early childhood field, including historical roots, current practices, ethics, models of teaching, and application in early childhood settings. Prerequisites: ECD 314; postbaccalaureate certification program admission.

ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts. (3) F, S
Presents materials, techniques, and resources for a balanced program of social studies and aesthetic expression appropriate for children in preschool through 3rd grade, with emphasis on the integrated curriculum. Prerequisite: ECD 314. Corequisite: EMC 300.

ECD 402 Integrated Curriculum and Assessment: Math and Science. (3) F, S
Emphasizes developmentally appropriate educational strategies and instructional techniques in teaching mathematics and science to children (preschool through 3rd grade), within an integrated curriculum approach. Prerequisites: ECD 314; MAT 114 or 117 or equivalent; MTE 180 or equivalent. Corequisite: EMC 300.

ECD 403 Educational Environments: Preschool/Kindergarten/Primary Grades. (3) F, S
A focus on interactions between young learners and the physical and social environments encountered in preschool, kindergarten, and primary settings. Prerequisite: ECD 314.

ECD 404 Teaching Reading and Language Arts in Early Childhood. (3) F, S
Development of oral and written language from birth to age 8. Describes developmentally appropriate educational strategies for promoting growth in speaking, listening, reading, and writing. Corequisites: ECD 496; EMC 300.

ECD 405 Practicum in Teaching Reading and Language Arts in Early Childhood. (2) F, S
Supervised experience teaching reading and language arts at the preschool, kindergarten, and primary-grade (1–3) levels. Developmentally appropriate strategies to promote young children's speaking, listening, reading, and writing abilities.

ECD 414 Interprofessional Practicum. (3) F, S
Investigation of services and agencies available in the local community to parents of children with special needs. Practical experiences with an intermittent seminar format. Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration across multiple agencies and programs.

ECD 496 Field Experience. (0) F, S
Application of course content in a preschool through 3rd grade setting. Emphasis on observation, focus on child-centered curriculum, planning and delivering instruction, and assessment. Corequisite: ECD 404.

ECD 501 Interprofessional Collaboration. (3) F
Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration required of professionals who work with multineed families with young children. Prepares students to implement effective strategies and workable plans to support interprofessional collaboration for providing integrative services to young children and their families.

ECD 521 Primary/Elementary Communication Arts in Bilingual Education. (3) S
Examination of bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices. Prerequisite: BLE 511.

ECD 522 Developmental Social Experiences in Early Childhood Education. (3) F
Materials, techniques, aesthetic expression, creative activities, and values in the integrated curriculum.

ECD 525 Communication Arts in Early Childhood Education. (3) S
Problems and trends of current programs and oral language development. Effort to bring together language acquisition findings with educational practices. Opportunity for self-directed learning/study.

ECD 527 Mathematics in Early Childhood Education. (3) F
Theory and practice in the use of manipulative materials for teaching mathematics to preschool and primary grade children. Prerequisite: ECD 402 or equivalent.

ECD 544 Play Education. (3) S, SS
Theories of play and the educational implications of each. Practical applications at the early childhood level.

ECD 555 Modern Practices in Early Childhood Education. (3) F, SS
Trends and practices, instructional and resource materials, and methods and techniques in early childhood education.

ECD 601 Theories and Issues in Early Childhood Education. (3) F, SS
Current theories and issues in early childhood education. Presents issues of early childhood best practices, policy, theory, research, and evaluation that are of significance to the early childhood professional. Highlights building on the child development conceptual framework as related to theory and practice.

ECD 733 Social and Emotional Development. (3) A
Inquiry into the social and emotional development dynamics in children, such as peer relationships, self-concept, and parenting processes, with implications for teachers.

ECD 744 Evaluative Procedures: Young Children. (3) S
A critical examination and use of developmentally appropriate evaluative procedures for children from birth through age eight.

Educational Media and Computers Program Area

EDUCATIONAL MEDIA AND COMPUTERS (EMC)

EMC 300 Computers in Education. (1) F, S
An introduction to word processing, databases, spreadsheets, teacher utility programs, and evaluation of educational software. Required for majors in the College of Education. Corequisites: ECD 401, 402, 404.

EMC 321 Computer Literacy. (3) F, S, SS
Survey of the role of computers in business and education. Laboratory experience in using word processing, database, and spreadsheet software. 2 hours lecture, 2 hours lab. *General Studies: N3.*

EMC 323 Computer Applications. (3) F, S, SS
Introduction to computer applications such as HyperCard, Telecommunications, Authoring Languages, and Expert Systems. Lecture, lab. *General Studies: N3.*

EMC 405 Presentation Technology for Multimedia. (3) F, S
An exploration of multimedia hardware and software used in creating presentations for educational, corporate, and commercial applications.

EMC 406 Computer Graphics and Animation. (3) F, S
The study and application of design and animation techniques for use in video or computer-based presentations.

EMC 455 Animation and Special Effects. (3) S
An examination of the art, science, and impact of animation and other special effects used in film.

EMC 503 Current Issues and Problems in Media/Computer Education. (3) F
Introduction to current theory and practice in instructional media and computers. Overview of production areas.

EMC 505 Presentation Technology for Multimedia. (3) F, S
An exploration of multimedia hardware and software used in creating presentations for educational, corporate, and commercial applications. Lecture, lab.

EMC 506 Computer Graphics and Animation. (3) F, S
The study and application of design and animation techniques for use in video or computer-based presentations. Lecture, lab.

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.

EMC 507 Computers in Educational Administration. (3) F
Survey of computer use and applications in educational administration. Lecture, lab. Cross-listed as EDA 507. Credit is allowed for only EDA 507 or EMC 507.

EMC 511 Computer Applications in Education. (3) F, S
Use and evaluation of computers for word processing, information management, graphics, and authoring instruction in educational settings.

EMC 513 Introduction to Multimedia. (3) F, S
Introduction to multimedia, emphasizing applications for business, industry, and public and higher education.

EMC 521 Instructional Media Design. (3) F, S, SS
Solve problems using technology; specify solutions to instructional design challenges. Prerequisite: EMC 511 or instructor approval.

EMC 522 Evaluating Computer Materials. (3) F
Selection, utilization, design, and evaluation of instructional computer material. Focus on learning theory, criteria for evaluating educational software.

EMC 523 Distance Education Systems for Instruction. (3) F
Introduction to Internet resources for educators. Instructional applications of distance-learning technologies.

EMC 524 Imaging Technology. (3) F, S, SS
Use of optical scanning and digital data manipulation of photographs for use in educational presentations and publications.

EMC 525 Presentation Graphics. (3) S
Design, production, and display of computer graphics for group presentations. Prerequisite: EMC 521 or instructor approval.

EMC 527 Instructional Television. (3) F
Design and production of instructional programs for television. Lecture, lab. Prerequisite: EMC 521 or instructor approval.

EMC 528 Photomedia Production. (3) S
Design and production of multimedia programs. Emphasis on slide/tape format. Prerequisites: EMC 521 and 524 and 525 *or* instructor approval.

EMC 530 Development of Computer-Based Instruction. (3) S
The systematic design, development, and formative evaluation of computer-based instruction. Prerequisite: EMC 511 or instructor approval.

EMC 531 Hypermedia. (3) F, S
Explores the design, development, and production of computer-based instruction for education and industry. Lecture, lab.

EMC 532 Desktop Publishing. (3) F, SS
Design and production of educational materials using computer-based word processing, graphics, and page layout programs. Lecture, lab.

EMC 535 Interactive Video. (3) S
The use of various authoring systems and support programs to assist in the design and production of regular and repurposed interactive video. Lecture, lab.

EMC 584 Educational Media Internship. (1–6) F, S, SS
Prerequisites: EMC 521; LNT 502; instructor approval.

EMC 637 Computers in Elementary School Curriculum. (3) SS
Experiences with educational uses of computers; computer awareness, family/societal impact, classroom applications/software, and curriculum development.

EMC 701 Advanced Technologies in Education. (3) S
Examining the role and impact of artificial intelligence, expert systems, and related advanced technologies in education.

EMC 702 Research in Technology-Based Education. (3) F
Critical exposure to theories, research, and methods in technology-based education.

EMC 703 Research in Distance Education. (3) S
Seminar with emphasis on research in telecommunications and distance education. Prerequisite: EMC 523 or instructor approval.

Elementary Education Program Area

ELEMENTARY EDUCATION (EED)

EED 334 Children's Literature and Elementary School Curriculum. (3) F, S
Selecting and using children's literature in various curriculum areas in elementary school classrooms with diverse student populations. Lecture, discussion, lab. Cross-listed as RDG 334. Credit is allowed for only EED 334 or RDG 334.

EED 420 Science Methods, Management, and Assessment in the Elementary School. (3) F, S
Examines philosophies of science and how these relate to the implementation, management, and assessment of science teaching. Lecture, discussion, lab. Prerequisites: one physical science and one biological science course. Contact the College of Education Student Affairs Office for the approved list of courses. Corequisite: EED 480.

EED 433 Language Arts Methods, Management, and Assessment in the Elementary School. (3) F, S
Theory on the social nature of oral and written language and congruent teaching, management, and assessment practices. Lecture, discussion, lab. Corequisite: EED 455.

EED 444 Organizing the Classroom Culture. (1) F, S
Examines how teachers can create and maintain a classroom learning community within the context of an elementary school program. Discussion, workshop, lab. Prerequisites: EED 420, 433, 455, 480. Corequisite: EED 496.

EED 455 Social Studies Methods, Management, and Assessment in the Elementary School. (3) F, S
Teaching methods, classroom management strategies, and assessment techniques for social studies instruction in the elementary grades. Lecture, discussion, lab. Corequisite: EED 433.

EED 478 Student Teaching in the Elementary School. (3–15) F, S
Supervised teaching in the area of specialization. A synthesized experience in curriculum, instruction, and classroom management. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Office of Professional Field Experiences.

EED 480 Mathematics Methods, Management, and Assessment in the Elementary School. (3) F, S
A beginning course in the teaching, management, and assessment of mathematics in grades K–8. Lecture, discussion, lab. Prerequisite: MTE 180 or equivalent. Corequisite: EED 420.

EED 496 Field Experience. (0) F, S
Application of course content in a (K–8) school classroom. Emphasis on observation, pupil management, planning and delivery of instruction, and assessment.

EED 511 Principles of Curriculum Development. (3) F, S, SS
Contemporary curriculum theories. Curriculum as an interrelated entity. Principles of conceiving and effecting change.

EED 526 Communication Arts in the Elementary School. (3) S, SS
A critical examination of school language arts teaching, focusing on theoretical assumptions regarding oral- and written-language development.

EED 528 Social Studies in the Elementary School. (3) F, SS
Problems and trends of current programs. Development of a balanced and articulated program of social studies.

EED 529 Science in the Elementary School. (3) S
Problems and trends of current programs. Development of a balanced and articulated science program.

EED 530 Outdoor/Environmental Education. (3) SS
Use of various outdoor settings as laboratories for classroom-related experience, study, observation, inquiry, research, and recreation. Includes strategies and materials for developing environmental literacy.

EED 537 Mathematics in the Elementary School. (3) F, SS
Contemporary mathematics teaching. Content, materials, and approaches to instruction.

EED 578 Student Teaching in the Elementary School. (9–15) F, S
Supervised teaching for postbaccalaureate students, synthesized experience in curriculum, instruction, and classroom management. Prerequisites: completion of 21 hours of identified course work from an approved program of study; a GPA of 2.50 (postbaccalaureate non-degree) or 3.00 (postbaccalaureate degree); approval of the Office of Professional Field Experiences.

EED 581 Diagnostic Practices in Mathematics. (3) F, S
Specific skills in diagnosing/treating children's learning difficulties in mathematics. Includes practicum experiences, both on and off campus, in identifying strengths/weaknesses and initial remediation.

EED 720 Language in Education. (3) A
Sociolinguistic seminar on language issues in education, including language acquisition, classroom interaction, language attitudes, relation language, and class-gender ethnicity.

Multicultural Education Program Area

BILINGUAL EDUCATION (BLE)

BLE 400 Principles of Language Minority Education. (3) F, S
Overview of philosophical and theoretical foundations of bilingual education and ESL models of instruction. Other topics include legislative and judicial measures. Lecture, small group discussion. Prerequisite: PTPP admission.

BLE 409 Language-Sensitive Content Teaching. (3) F, S
For preservice students seeking K–8 certification and the endorsement in bilingual education or ESL. Lecture, discussion.

BLE 414 Reading Methods, Management, and Assessment in BLE/ESL Settings. (3) F, S
Teaching and assessing reading with emphasis on integrated curriculum and literature-based instruction for BLE/ESL learners. Strategies for decoding (phonics), vocabulary, comprehension, and content area reading. Lecture, lab, discussion. Corequisites: BLE 433, 481.

BLE 420 Science Methods, Management, and Assessment in BLE/ESL Settings. (3) F, S
Methods, management strategies, and assessment procedures for teaching science to BLE/ESL students in elementary schools. Lecture, lab, discussion. Corequisites: BLE 455, 480, 498.

BLE 433 Language Arts Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S
The social nature of oral and written, first- and second-language acquisition and congruent teaching, management, assessment practices in BLE/ESL settings. Lecture, lab, discussion. Corequisites: BLE 414, 481.

BLE 455 Social Studies Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S
Examines methods, classroom management strategies, and assessment techniques for social studies instruction in elementary BLE/ESL classes. Lecture, lab, discussion. Corequisites: BLE 420, 480, 498.

BLE 478 Student Teaching in the Elementary School. (3–15) F, S
Supervised teaching in the area of specialization. A synthesized experience in curriculum instruction and classroom management in a bilingual education/ESL setting. Prerequisites: 2.50 GPA; completion of professional course sequence; approval of Office of Professional Field Experiences.

BLE 480 Mathematics Methods, Management, and Assessment in Elementary BLE/ESL Settings. (3) F, S
Teaching, management, and assessment of mathemtics in K–8 BLE/ESL settings. Lecture, lab, discussion. Prerequisite: MTE 180 or equivalent. Corequisites: BLE 420, 455, 498.

BLE 481 Reading Practicum. (3) F, S
Applications of concepts from BLE 414. Supervised school-based experiences in teaching reading to BLE/ESL students. Corequisites: BLE 414, 433.

BLE 496 Field Experience. (0) F, S
Application of course content in a bilingual/ESL school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment.

BLE 498 PS: Pro-Seminar. (1–7) F, S
Small-group study and research for advanced students within their majors. Major status in the department or instructor approval is required.

BLE 511 Introduction to Language Minority Education. (3) A
Historical, philosophical, theoretical, and pedagogical foundations of language minority education in the United States.

BLE 514 Bilingual/Multicultural Aspects of Special Education. (3) S
Theories and issues related to the education of bilingual and culturally diverse exceptional children.

BLE 515 Instructional Methods for Bilingual Students. (3) F
An introduction to general dual language teaching approaches and assessment strategies. Focuses on the effective teaching of limited English proficient populations. Prerequisite: BLE 511.

BLE 520 ESL For Children. (3) S
Examines approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Prerequisite: BLE 511.

BLE 521 Primary/Elementary Communication Arts in Bilingual Education. (3) S
Examination of bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices. Prerequisite: BLE 511.

BLE 522 Literacy/Biliteracy Development. (3) F
Acquaints teachers with first and second language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as RDG 522. Credit is allowed for only BLE 522 or RDG 522. Prerequisite: BLE 511.

BLE 524 Secondary Sheltered ESL Content Teaching. (3) F
Teaching and assessing ESL adolescents in the content areas with an emphasis on integrating language acquisition principles with content learning. Lecture, small group work. Corequisite: BLE 541.

BLE 528 Social Studies for Bilingual/ESL Teachers. (3) S
Provides language and instructional methodologies and assessment strategies relevant to bilingual/multicultural students in social studies content delivered in Spanish and English. Prerequisite: BLE 511.

BLE 533 Literacy in Secondary BLE/ESL Settings. (3) S
Examines first and second language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as RDG 533. Credit is allowed for only BLE 533 or RDG 533. Prerequisite: BLE 511.

BLE 535 Sociolinguistic Issues in Bilingual Education. (3) F
Survey of major theoretical issues (e.g., language situations, communicative competence, language attitudes) interrelating language, social processes, and bilingual education. Prerequisite: BLE 511.

BLE 541 Nature of Bilingualism/Second Language Acquisition. (3) A
Bilingual and second language acquisition, with emphasis on children and adolescents. Cognitive, social, and cultural aspects are stressed. Prerequisite: BLE 511.

BLE 543 Bilingual Education Models. (3) A
Bilingual education programs in other countries; analysis of political, social, economic, and educational implications; practice in planning bilingual education curricula. See also offerings under MCE, SED, SPE, and SPF. Prerequisite: BLE 511.

BLE 561 Parent Involvement in Language Minority Education Programs. (3) F, S
Examines issues, approaches, and strategies for improving parental and community involvement in the schooling of language minority children and youth. Prerequisite: BLE 511.

BLE 565 Literature for Hispanic Youth/Literatura para Jóvenes Hispanoparlantes. (3) S
Selecting, analyzing, and utilizing literature for Hispanic and Spanish speaking children and adolescents. Cross-listed as LIS 565. Credit is allowed for only BLE 565 or LIS 565.

BLE 580 Practicum. (1–6) F, S
Provides for practical application in school settings of principles of bilingual education or English as a Second Language. Special permission required.

INDIAN EDUCATION (IED)

IED 401 Navajo Language and Culture I. (3) F
History and culture are added components to the introduction of language reading, writing, and speaking. Emphasis on basic communication and appreciation of history and culture. Lecture, discussion.

IED 403 Navajo Language and Culture II. (3) S
Emphasis on communication, grammar, and sentence structures. Translations, reading, writing, and discussions of proper and slang language. Cultural activities are included. Lecture, discussion. Prerequisite: IED 401.

IED 410 History of American Indian Education. (3) F, S
Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. *General Studies: H.*

IED 422 Methods of Teaching Indian Students. (3) F
Philosophies, methodologies, and materials used in Indian education. Examination of local and tribal classroom materials. Experimentation with new teaching concepts. Prerequisite: IED 410.

IED 433 Counseling the Indian Student. (3) A
Techniques and methods used in counseling, with emphasis on understanding Indian cultures and values. Experimentation with new counseling concepts. Prerequisite: IED 410.

IED 498 PS: Navajo Language. (3) F, S
Course is designed for Navajo and non-Navajo speaking students that have little or no knowledge of the Navajo language in its written form. Emphasis on development of reading, writing, and speaking skills.

IED 500 Administration and Management of Indian Education Programs. (3) A
Emphasis on educational leadership research and practice in the schooling of American Indian students. Effective practices will be examined.

IED 510 History of American Indian Education. (3) F, S
Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society.

IED 594 Workshop in Indian Education. (6) SS
Curriculum, pedagogy, community involvement, current issues, and research will be examined.

MULTICULTURAL EDUCATION (MCE)

MCE 446 Understanding the Culturally Diverse Child. (3) A
Survey of cultural and linguistic diversity in American education, including education equity, pluralism, learning styles, and roles of schools in a multiethnic society. *General Studies: C.*

MCE 447 Diversity in Families and Communities in Multicultural Settings. (3) F, S
Diversity and the changing role of schools in a multiethnic society. Lecture, simulation activities, discussion.

Reading and Library Science Program Area

LIBRARY SCIENCE (LIS)

LIS 410 Children's Literature. (3) F, S, SS
Selecting, analyzing, and using modern and classic literature with young readers.

LIS 510 Computers and Technology in the School Library. (3) F
Library uses of technology and computers. Fundamental concepts and issues in library media centers. Prerequisites: LIS 571 and 581 or instructor approval.

LIS 533 Current Library Problems. (3) F
Critical analysis of current practices and problems in school librarianship. Prerequisites: LIS 540 and 561 and 571 and 581 or instructor approval.

LIS 540 Classification and Cataloging. (3) F
Descriptive cataloging and Dewey Decimal Classification of print and nonprint library materials.

LIS 561 Selection of Library Materials. (3) F
Principles and procedures used in the selection of materials for the school library.

LIS 563 Children's Literature. (3) F, S, SS
Selecting and using children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as RDG 563. Credit is allowed for only LIS 563 or RDG 563.

LIS 565 Literature for Hispanic Youth/Literatura para Jóvenes Hispanoparlantes. (3) S
Selecting, analyzing, and utilizing literature for Hispanic and Spanish speaking children and adolescents. Cross-listed as BLE 565. Credit is allowed for only BLE 565 or LIS 565.

LIS 571 Basic Reference Resources. (3) S
Providing reference service in the school library. Content and use of basic resources.

LIS 581 School Library Administration. (3) S
Administration of K–12 libraries and media centers.

LIS 584 School Library Internship. (1–6) F, S
Prerequisites: LIS 410, 540, 561, 571, 581; instructor approval.

READING EDUCATION (RDG)

RDG 301 Literacy and Instruction in the Content Areas. (3) F, S, SS
Required course for all Secondary Education candidates. Introduces theory and instructional strategies for learning written and oral texts across academic disciplines.

RDG 334 Children's Literature and Elementary School Curriculum. (3) F, S
Selecting and using children's literature in various curriculum areas in elementary school classrooms with diverse student populations. Lecture, discussion, lab. Cross-listed as EED 334. Credit is allowed for only EED 334 or RDG 334.

RDG 414 Teaching Reading/Decoding. (3) F, S
Teaching reading as part of an integrated classroom curriculum emphasized. Strategies and skills for teaching decoding (phonics), vocabulary, comprehension, study skills, and content area reading included. Corequisites: DCI 396; RDG 481.

RDG 481 Reading Practicum. (3) F, S, SS
Application of concepts from RDG 414 in classroom settings. Students demonstrate teaching strategies under supervision. Required for Elementary Education candidates. Corequisites: DCI 396; RDG 414.

RDG 494 ST: Special Topics. (3) F, S
(a)   Reading/Decoding

RDG 505 Developmental Reading. (3) F, S, SS
For classroom and special reading teachers. Specific professional skills in decoding, comprehension, and evaluation. Required for Special Reading Endorsement. Prerequisite: teaching certificate.

RDG 507 Content Area Literacy. (3) F, S, SS
Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines.

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.

RDG 522 Literacy/Biliteracy Development. (3) F
Acquaints teachers with first and second language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as BLE 522. Credit is allowed for only BLE 522 or RDG 522. Prerequisite: BLE 511.

RDG 533 Literacy in Secondary BLE/ESL Settings. (3) S
Examines first and second language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as BLE 533. Credit is allowed for only BLE 533 or RDG 533. Prerequisite: BLE 511.

RDG 544 Secondary Reading Programs. (3) S
Examines rationale for secondary reading programs (grades 7–12), teaching strategies, research, and program assessment. Prerequisite: RDG 507.

RDG 550 Practicum Experiences in Reading. (3) F, S, SS
Practicum experience utilizing assessment and instructional techniques for classroom settings. (See RDG 557 for State of Arizona reading endorsement.) Prerequisite: RDG 505 or equivalent.

RDG 556 Assessment Procedures in Reading. (3) F, S
Techniques for classroom and clinical reading assessment and instruction. Emphasis on continuous assessment. May be taken concurrently with RDG 557. Recommended for State of Arizona reading endorsement. Prerequisite: RDG 505.

RDG 557 Advanced Reading Practicum. (3) F, S
Advanced practicum experience utilizing specialized reading and other assessment and instruction techniques for classroom and clinic settings. Lab sections. Recommended for State of Arizona reading endorsement. May be taken concurrently with RDG 556. Prerequisites: RDG 505; instructor approval.

RDG 563 Children's Literature. (3) F, S, SS
Selecting and using children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as LIS 563. Credit is allowed for only LIS 563 or RDG 563.

RDG 581 Literature-Based Reading Programs. (3) F, S, SS
For classroom and special reading teachers. The role of literature in the acquisition and development of literacy. Specific suggestions for helping students learn to read and/or expand their reading ability with literature. Introduction to literature studies. Prerequisite: teaching certificate.

RDG 582 Practicum: Literature Studies. (3) S
Practical application of literature study group principles in field sites or through on-campus simulations. Lecture, supervised practice. Prerequisite: RDG 581 or instructor approval.

RDG 596 Gender, Culture, and Literacies. (3) S
Influence of gender and culture on written, oral, and post-typographical texts. Seminar.

RDG 630 Research in Reading. (3) F
For advanced graduate students interested in applied research problems, literature of reading instruction, and major issues related to reading research. Prerequisite: instructor approval.

Secondary Education Program Area

BUSINESS EDUCATION (BUE)

BUE 480 Teaching Business Subjects. (3) S
Organization and presentation of appropriate content for business subjects in the secondary school.

BUE 501 Principles of Business Education. (3) F
History, philosophy, principles, and objectives of business and distributive education.

BUE 502 Organization and Management of Cooperative Programs. (3) F
Work-study programs for business occupations in high schools and community colleges.

BUE 503 Competency-Based Business and Vocational Education. (3) S
Development and administration of competency-based individualized programs in business and vocational education.

BUE 505 Current Literature in Business and Vocational Education. (3) S
Critical analyses, generalizations, and trends in business and vocational education.

BUE 506 Information Processing for Business and Vocational Teachers. (3) SS
Development of curriculum and strategies for teaching information processing; hardware/software evaluation and equipment acquisition techniques in business and vocational education.

BUE 512 Technology in Business and Vocational Education. (3) SS
Emerging curricula and instructional technology in business and vocational education.

SECONDARY EDUCATION (SED)

SED 400 Principles of Effective Instruction in Secondary Education. (3) F, S, SS
Different models of education are examined. Appropriate teaching practices for each model are developed and applied to secondary school classrooms. Lecture, discussion. Prerequisite: PTPP admission.

SED 403 Principles, Curricula, and Methods. (3) F, S, SS
Advanced level of development of knowledge and skills of instructional planning and methods of teaching and evaluating in the secondary school. Observation/participation required. Corequisite: SED 496.

SED 478 Student Teaching in Secondary Schools. (3–12) F, S
The practice of teaching. The relationship of theory and practice in teaching. Prerequisite: two complete semesters of block or equivalent.

SED 480 Special Methods of Teaching Social Studies. (3) F, S
Interdisciplinary approaches; production and collection of materials.

SED 496 Field Experience. (0) F, S
Application of course content in a secondary school setting. Emphasis on observation, pupil management, planning and delivering instruction, and assessment. Corequisite: SED 403.

SED 501 Introduction to Effective Instruction. (6) F, S, SS
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 certification program.

SED 522 Secondary School Curriculum Development. (3) F, S, SS
Social processes, issues, principles, patterns, and procedures in curriculum development.

SED 533 Improving Instruction in Secondary Schools. (3) F, S, SS
Analyses of procedures, methods, techniques, and experiments in teaching in secondary schools. Prerequisites: SED 478, 578.

SED 577 Issues and Trends in Secondary Education. (3) N
Analyses of lay and professional reports; problems and issues in American secondary education. Prerequisites: SED 478, 578.

SED 578 Student Teaching in the Secondary Schools. (3–12) F, S
The practice of teaching. The relationship of theory and practice in teaching. Postbaccalaureate students only. Prerequisites: completion of approved postbaccalaureate program; a minimum 2.50 GPA; approval of the Office of Professional Field Experiences.

SED 588 Human Relations in the Secondary Schools. (3) A
Problems in human relations inherent in the interaction of pupils, teachers, administrators, nonprofessional staff, and laymen. Prerequisites: SED 478, 578.

SED 711 Secondary Curriculum Development. (3) S, SS
Theories and processes of developing curriculum; evaluation of research. Prerequisites: SED 478, 522 (or equivalent), 578.

SED 722 Improvement of Instruction in the Secondary School. (3) F
Evaluation of the research; issues and theories related to the improvement of instruction. Prerequisite: SED 533.

Special Education Program Area

SPECIAL EDUCATION (SPE)

SPE 311 Orientation to Education of Exceptional Children. (3) F, S, SS
Includes gifted, mildly handicapped, severely handicapped, and the bilingual/multicultural exceptional child. *General Studies: SB.*

SPE 312 Mental Retardation. (3) F, S, SS
Characteristics and assessment specific to mental retardation. Terminology, development, educational programming, and therapeutic procedures will be emphasized. Prerequisite: SPE 311.

SPE 314 Introduction to Bilingual/Multicultural Special Education. (3) F, S, SS
Theoretical background and practical application of general issues regarding the education of bilingual/multicultural handicapped children. Prerequisite: SPE 311.

SPE 336 Behavioral and Emotional Problems in Children. (3) F, S, SS
Characteristics and assessment specific to emotionally and behaviorally disturbed children. Terminology, development, and educational programming emphasized. Prerequisite: SPE 311.

SPE 361 Introduction to Learning Disabilities. (3) F, S, SS
Characteristics and assessment specific to learning disabilities. Terminology, development, and educational programming emphasized. Prerequisite: SPE 311.

SPE 394 ST: Special Topics. (3) F, S
(a) Basic Special Education Curriculum
(b) Quality Practices in the Collaborative Classroom

SPE 411 Parent Involvement and Regulatory Issues. (3) F, S
Emphasis on parent and school relations through effective communication and state and federal regulations impacting services for the handicapped. Prerequisites: SPE 311; majors only.

SPE 412 Evaluating Exceptional Children. (3) F, S
Normative and criterion-referenced diagnostic techniques, including formative evaluation. Emphasis upon application. Daily practicum required. Prerequisites: DCI 396; EDP 303; EMC 300; RDG 414; SPE 311. Corequisites: SPE 413, 496.

SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children. (3) F, S
Methods, techniques, and materials for use in prescriptive teaching. Daily practicum required. Prerequisites: DCI 396; EDP 303; EMC 300; RDG 414; SPE 311. Corequisites: SPE 412, 496.

SPE 414 Methods and Strategies in Behavior Management. (3) F, S
The organization and delivery of instruction, including formative evaluation techniques. Techniques of behavior management. Daily practicum required. Prerequisites: RDG 414; SPE 412, 413. Corequisites: SPE 415, 496.

SPE 415 Social Behavior Problems of Exceptional Children. (3) F, S
Analysis and intervention into social behavior problems of exceptional populations. Daily practicum required. Prerequisites: RDG 414; SPE 412, 413. Corequisites: SPE 414, 496.

SPE 455 Early Childhood and the Handicapped. (3) F
Early childhood education as it applies to the handicapped child.

SPE 478 Student Teaching in Special Education. (3–15) F, S
"Y" grade only. Prerequisites: approval of special education program coordinator; completion of Special Education prerequisites.

SPE 494 ST: Special Topics. (3) F, S
(a) Instruction in Content Areas: Science/Social Studies

SPE 496 Field Experience. (0) N
Application of course content in a special education setting. Emphasis on observation pupil management, planning and delivering instruction, and assessment. Corequisites: SPE 411 (or 413), 412, 414, 415.

SPE 498 PS: Field Experience. (1–3) F, S
Application of course content in a special education setting. Emphasis on observation pupil management, planning and delivering instruction, and assessment. Corequisites: SPE 411 (or 413), 412, 414, 415.

SPE 511 The Exceptional Child. (3) F, S, SS
Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 311.

SPE 512 Individuals with Mental Retardation. (3) F, S, SS
Etiology, diagnosis, and management of individuals with mental retardation. Current trends in prevention, programming, and teacher preparation. Not recommended for students who have completed SPE 312.

SPE 514 Bilingual/Multicultural Aspects of Special Education. (3) F, S, SS
Theories and issues related to the education of bilingual and culturally diverse exceptional children.

SPE 515 Methods for the Remediation of Learning Problems of Exceptional Children. (3) S
Methods and materials for remediating the basic academic problems of exceptional children. Prerequisites: SPE 511; a methods course in the teaching of reading and mathematics.

SPE 522 Academic Assessment of Exceptional Children. (3) F
Normative and criterion referenced assessment of learning problems in exceptional children. Formative evaluation included. Practicum required. Lecture, practicum. Prerequisites: SPE 311 or 511; elementary methods courses; program approval.

SPE 523 Prescriptive Teaching with Exceptional Children. (3) F
Language, reading, and arithmetic methods, techniques, and materials used in individualized instruction. Practicum required. Lecture, practicum. Prerequisites: elementary methods courses; SPE 311 (or 511), 522 (or concurrent and program approval).

SPE 524 Effective Classroom Behavior Management. (3) S
Organization and delivery of instruction including formative evaluation and techniques of academic behavior management for exceptional children. Practicum required. Lecture, practicum. Prerequisites: SPE 311 (or 511), 522, 523; program approval.

SPE 525 Social Behavior Interventions. (3) S
Analysis and intervention into social behavior problems of exceptional students. Focus on strategies to change maladaptive social behavior. Practicum required. Prerequisites: SPE 311 or 511 or 522 or 523; program approval.

SPE 531 Behavior Management Approaches with Exceptional Children. (3) F, SS
Behavior management approaches for classroom behavior of exceptional children. Prerequisite: SPE 511 or equivalent.

SPE 536 Characteristics of Children with Behavioral Disorders. (3) F, S, SS
Variables contributing to behavior patterns of behaviorally disordered children.

SPE 551 Teaching Young Children with Special Needs. (3) S
Methods, materials, and curriculum for preschool and primary-aged children with special needs. Prerequisites: SPE 455 and 511 or equivalents.

SPE 552 Management of Individuals with Severe Handicaps. (3) S
Instruction and management of school-aged and adult individuals with severe, physical, or multiple handicaps. Prerequisites: SPE 511 or equivalent; instructor approval.

SPE 553 Developmental/Functional Assessment. (3) F
Teacher-focused developmental/functional assessment of preschool and severely, physically, and multiply handicapped individuals. Field experience required. Prerequisites: SPE 511, 512, 574 or equivalents.

SPE 554 The Parent/School Partnership. (3) S
Includes knowledge and procedures for involvement and training of parents and caregivers of preschool and severely handicapped individuals. Field experience required. Prerequisites: SPE 455 and 511 or equivalents.

SPE 561 Characteristics/Diagnosis of Learning Disabilities. (3) F, S, SS
Theories related to learning disabilities, including identification and characteristics.

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.

SPE 562 Methods of Teaching Students with Learning Disabilities. (3) N
Various methods and intervention strategies for remediating learning disabilities of children and youth. Prerequisite: SPE 361 or 561.

SPE 574 Educational Evaluation of Exceptional Children. (3) F
Design and statistical considerations of normative and criterion-referenced tests. Collection, recording, and analysis of data from formative evaluation. Prerequisites: SPE 511 or equivalent; a methods course in the teaching of reading and mathematics.

SPE 575 Current Issues in the Education of Exceptional Children. (3) F
Mainstreaming, noncategorical, financing, legal diagnostic, labeling, legislative, and other critical and controversial issues related to the education of exceptional children.

SPE 577 Mainstreaming Methods. (3) S
Successful mainstreaming methods, practical problem-solving sessions related to teacher's classroom needs, and individual contracts focusing on mainstreaming issues are addressed. General educators encouraged.

SPE 578 Student Teaching in Special Education. (9–15) F, S
"Y" grade only. Prerequisites: completion of specified courses; approval by the special education program coordinator.

SPE 582 Classroom Research with Exceptional Children. (3) SS
Introduction to interpreting research. Specific research techniques with primary emphasis on classroom research, including applied behavior analysis.

SPE 585 Creativity: Research and Development. (3) S
Nature of creativity explored in terms of philosophical underpinnings, empirical evidence, human development, self-actualization, and the ecology surrounding the creative event.

SPE 586 Advising the Gifted Child. (3) A
Focus on educational planning and guidance, social and emotional development, and family problem solving regarding needs of gifted children.

SPE 587 Controversies in Educating the Gifted. (3) F
In-depth analysis of major controversies in educating the gifted, including nature/nurture, the role of mental tests, and sex differences.

SPE 588 The Gifted Child. (3) F, SS
Gifted children's characteristics, identification, needs, school and home environments, definitions, and misunderstandings. Research by Pressey, Stanley, Terman, and others.

SPE 589 Methods in Teaching the Gifted. (3) S, SS
Methods in teaching elementary and secondary school gifted children, including individualized and computer-assisted instruction, team teaching. Prerequisite: SPE 588.

SPE 774 Characteristics and Causation of Exceptionality. (3) F
In-depth analysis of literature pertaining to causes of exceptionality and learning, educational, personal-social, and cognitive characteristics. Lecture, discussion.

SPE 775 Evaluation and Intervention in Special Education. (3) S
In-depth analysis of research and literature on evaluation procedures and intervention approaches for exceptional individuals at all age levels. Lecture, discussion.

SPE 781 Research and Evaluation in Special Education. (3) S
Issues and problems in conducting research and/or evaluation programs involving exceptional children.

Students bask on the steps of the light well, above Hayden Library's entrance.   Tim Trumble photo

Division of Educational Leadership and Policy Studies

Thomas H. Metos
Director
(EDB 108) 480/965-6248
tikkun.ed.asu.edu/elps

REGENTS' PROFESSOR
BERLINER

PROFESSORS
APPLETON, FENSKE, GLASS, METOS, NORTON,
RENDÓN, RICHARDSON, SIMMONS, SMITH, STOUT,
VALVERDE, WEBB

ASSOCIATE PROFESSORS
CASANOVA, HARTWELL-HUNNICUTT,
LEVAN, WILKINSON

ASSISTANT PROFESSORS
MARGOLIS, PEÑA

CLINICAL PROFESSOR
DYER

CLINICAL ASSOCIATE PROFESSOR
MACEY

Program Areas

Education Policy Studies
Educational Administration and Supervision
Higher and Postsecondary Education

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

GRADUATE PROGRAMS

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

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

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

See the *Graduate Catalog* for the EDA courses.

HIGHER AND POSTSECONDARY EDUCATION (HED)

See the *Graduate Catalog* for the HED courses.

EDUCATIONAL POLICY STUDIES (SPF)

SPF 111 Exploration of Education. (3) F, S
Education as an instrument in the development of the individual and society, and its significance as an American institution.

SPF 301 Culture and Schooling. (3) F, S
For the professional teacher preparation program: an overview of the cultural, social, and political milieus in which formal schooling takes place in the United States. For education majors only. *General Studies: L2.*

SPF 401 Theory and Practice in Education. (1–2) F, S
For the professional teacher preparation program. The analysis and interpretation of classroom behavior from perspectives derived from philosophy, social science, and law. Prerequisite: education major.

SPF 501 Culture and Schooling. (3) F, S
Introduction to social science concepts of culture and the cultural milieu in which schooling takes place in the United States. Lecture, recitation.

SPF 510 Introduction to Organization and Administration of American Public Schools. (3) F, S
Organizational structure and administration of public education are explored through the application of legal and ethical concepts and relevant information of the social sciences. Cross-listed as EDA 510. Credit is allowed for only EDA 510 or SPF 510.

SPF 511 School and Society. (3) F, S, SS
Interrelationship of school and society and the role of education in social change.

SPF 520 Cultural Diversity in Education. (3) S
Philosophic and sociological investigation of cultural diversity in the United States and how it relates to education.

SPF 533 Comparative Education in the Western World. (3) N
Educational practices and traditions in the leading nations of Europe and the Soviet Union.

SPF 544 Philosophical Foundations of Education. (3) F
Theories of education in ancient, medieval, and modern classical and contemporary philosophies.

SPF 566 History of Education. (3) S
Development of educational institutions and ideas in the Western World, from ancient times to the 20th century.

SPF 612 Evaluation Theory. (3) F
Explores the major theories of evaluation (inquiry leading to value judgments) in educational policy through examination of cases.

SPF 622 Organizational Theory. (3) S
Major views of organizations and their influence on role definition and participant behaviors in educational organization. Seminar, discussion. Cross-listed as HED 688. Credit is allowed for only HED 688 or SPF 622.

SPF 711 Social and Historical Foundations of Education. (3) N
Problems of American education and their sociohistorical context.

Division of Psychology in Education

Raymond Kulhavy
Director
(EDB 301) 480/965-3384
www.asu.edu/admissions/ahfpsyedu.html

REGENTS' PROFESSORS
BERLINER, KULHAVY

PROFESSORS
BARONA, BERNSTEIN, BLANCHARD, CLAIBORN, FREEMAN, GLASS, HACKETT, HARRIS, HORAN, B. KERR, N. KERR, KLEIN, KRUS, KURPIUS, McWHIRTER, NELSEN, SMITH, STROM, SULLIVAN, ZIMILES

ASSOCIATE PROFESSORS
ARCINIEGA, BEHRENS, BETZ, BROWN, COHN, HOOD, KINNIER, MOORE, SANTOS DE BARONA, SAVENYE, SHELL

ASSISTANT PROFESSORS
FISHER, MATTHEWS, NAKAGAWA, OTA WANG, ROBERTS, STAFFORD, THOMPSON

CLINICAL ASSOCIATE PROFESSOR
HOMER

CLINICAL ASSISTANT PROFESSOR
STAMM

Program Areas

Counseling Psychology
Counselor Education
Learning and Instructional Technology
Lifespan Development Psychology
Measurement, Statistics, and Methodological Studies
School Psychology

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

GRADUATE PROGRAMS

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

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

COUNSELOR EDUCATION (CED)

See the *Graduate Catalog* for the CED courses.

COUNSELING PSYCHOLOGY (CPY)

See the *Graduate Catalog* for the CPY courses.

EDUCATIONAL PSYCHOLOGY (EDP)

EDP 301 Learning and Motivation in Education. (2) F, S
Using a case format, learning and motivation principles are applied to education contexts. Prerequisite: education major.

EDP 302 Assessment and Evaluation in Education. (1) F, S
Using a case format, assessment and evaluation principles are applied to education contexts. Prerequisite: education major.

EDP 303 Human Development. (3) F, S
Selected aspects of child and adolescent development. Emphasis on possibilities for influence by teachers and parents. Prerequisites: CDE 232 or equivalent; education major. *General Studies: L2.*

EDP 310 Educational Psychology. (1–6) F, S, SS
Human behavior in educational situations presented through instructional modules. Students may re-enroll for credit to a total of 6 hours. *General Studies: SB.*

EDP 313 Childhood and Adolescence. (3) F, S, SS
Principles underlying total development of pre- and early-adolescent children. Emphasis on physical, intellectual, social, and emotional development with practical implications for teachers grades 5–9. Prerequisite: EDP 303 or admission to College of Education postbaccalaureate program.

EDP 454 Statistical Data Analysis in Education. (3) F, S, SS
The role of data analysis in research and decision making. Elements of exploratory data analysis, descriptive indexes, and statistical inference. Lecture, lab. Prerequisite: MAT 117. *General Studies: N2.*

EDP 502 Introduction to Quantitative Methods. (3) F, S, SS
Topics in statistical analysis, measurement, and research design. Exploratory data analysis, estimation theory, and statistical inference. Use of computers for data analysis. Cross-listed as COE 502. Credit is allowed for only COE 502 or EDP 502.

EDP 503 Introduction to Qualitative Research. (3) F, S, SS
Terminology, historical development, approaches (including ethnography, ethnomethodology, critical theory, grounded theory, and hermeneutics), and qualitative versus quantitative social sciences; methods of inquiry. Cross-listed as COE 503. Credit is allowed for only COE 503 or EDP 503.

EDP 504 Learning and Instruction. (3) F, S, SS
Introduction to psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as COE 504. Credit is allowed for only COE 504 or EDP 504.

EDP 510 Essentials of Classroom Learning. (3) F, S, SS
Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology. Cross-listed as LNT 510. Credit is allowed for only EDP 510 or LNT 510.

EDP 513 Child Development. (3) F, S, SS
Examination of problems and achievements experienced by children growing up in a technological society. Emphasis on discovering the child's perspective.

EDP 514 Psychology of the Adolescent. (3) F, S, SS
Cognitive, physical, and social development of adolescents in contemporary society. Impact of family, school, and work place on adolescent development. Prerequisite: EDP 310 or PGS 101 or equivalent.

EDP 530 Theoretical Issues and Research in Human Development. (3) F
Psychological theories, research, and methods relevant to human development, emphasizing the relations between early development and later performance.

EDP 534 Principles of Behavior Modification. (3) F
Principles of conditioning as applied to behavior modification; current research on the experimental analysis of behavior in educational psychology.

EDP 535 Applied Behavior Analysis. (3) F
Principles of conditioning as applied to behavior. Current research on the experimental analysis of behavior in educational psychology.

EDP 536 Physiology of Behavioral Disorders. (3) F
Critical study of nervous system, brain function for fundamental behaviors, and system dysfunctions in mental/neurological disorders. Prererequisite: instructor approval.

EDP 540 Theoretical Views of Learning. (3) F, S
Classical and cognitive theories of learning, plus recent orientations. Illustrative experimental and rational foundations; implications for educational practice. Cross-listed as LNT 540. Credit is allowed for only EDP 540 or LNT 540.

EDP 542 The Psychology of Learning and Instruction. (3) S
Critical review and evaluation of research on learning variables relevant to acquisition and retention of instructional materials. Lab. Cross-listed as LNT 542. Credit is allowed for only EDP 542 or LNT 542.

EDP 544 Psychology of Reading. (3) F
Alternate analyses of the reading process; designs and procedures for investigating instructional and noninstructional variables related to reading achievement.

EDP 550 Introduction to Measurement in Education. (3) F, S
Nature and types of educational measures. Critiquing and selecting appropriate measuring devices. Constructing measuring devices. Social controversies about tests. Lecture, lab. Prerequisite: EDP 502 or instructor approval.

EDP 552 Quantitative Data Analysis in Education I. (3) F, S, SS
Continued treatment of statistical estimation, testing, and research synthesis. Inferential techniques including ANOVA and multiple regression with computers. Lecture, lab. Prerequisite: EDP 502 or instructor approval.

EDP 554 Quantitative Data Analysis in Education II. (3) F, S, SS
Advanced issues in applied multiple regression and ANOVA. Introduction to ANCOVA. Use of computers for data analysis. Lecture, lab. Prerequisite: EDP 552 or instructor approval.

EDP 556 Data Processing Techniques in Measurement and Research. (3) A
Use of statistical packages for data analysis. Emphasis on data management, data structures, and related statistical procedures. Lecture, lab. Prerequisite: EDP 552. Pre- or corequisite: EDP 554 or instructor approval.

EDP 560 Individual Intellectual Assessment. (3) F, S
Issues in administration and interpretation of individual intelligence tests. Theoretical basis, ethical considerations, and diagnostic use of test results. Prerequisite: admission to a program in professional psychology or instructor approval.

EDP 561 Lab in Psychological Assessment. (3) S
Lab experience in administration, scoring, and interpretation of individual intelligence tests. Lab. Prerequisite: admission to a program in professional psychology or instructor approval. Corequisite: EDP 560.

EDP 562 School Psychology: Theory and Practice. (3) F
Development and present status of school psychology, including an overview of assessment and intervention strategies and professional issues.

EDP 563 Interventions in School Psychology. (3) F
Examination of case-based consultation and consultation research relevant to school psychology practice. Field experience. Prerequisite: school psychology program or instructor approval.

EDP 564 Curriculum-Based Assessment and Academic Interventions. (3) S
Construction administration and scoring outcome-based measures. Use of measures for using the various educational decisions.

EDP 566 Diagnosis of Learning Difficulties. (3) S
Clinical diagnosis of learning difficulties, emphasizing specific academic problems. Use and interpretation of diagnostic instruments in practical school situations. Prerequisites: EDP 560 and 562 *or* equivalents; instructor approval.

EDP 567 School Psychological Services to Minority Students. (3) S
Historical perspectives and major issues in psychological and academic assessment and interventions with minority school children.

EDP 568 Diagnosis and Interventions for Children and Adolescents with Emotional Handicaps. (3) F
Clinical diagnosis of emotional handicaps in children and adolescents with emphasis on interpretation of diagnostic instruments and designing appropriate interventions in school settings. Lecture, lab. Prerequisites: EDP 566; PSY 578 or equivalent.

EDP 651 Methods and Practices of Qualitative Research. (3) S
Advanced course for students familiar with theory and extant work. Topics include data collection, analysis, reporting, and an extensive fieldwork project. Prerequisite: COE 503.

EDP 652 Multivariate Procedures in Data Analysis I. (3) F
Introduction to matrix algebra. Application of MANOVA, MANCOVA, power analysis, effect size, discriminant and repeated measures analysis with computers. Lecture, lab. Prerequisite: EDP 554 or instructor approval.

EDP 654 Multivariate Procedures in Data Analysis II. (3) S
Treatment of applied multivariate multiple regression, canonical correlation, factor analysis, log-linear models, and structural equation models with computers. Lecture, lab. Prerequisite: EDP 652 or instructor approval.

LEARNING AND INSTRUCTIONAL TECHNOLOGY (LNT)

See the *Graduate Catalog* for the LNT courses.

NOTE: For the General Studies requirement, courses, and codes (such as L1, N3, C, and H), see "General Studies," page 85. For graduation requirements, see "University Graduation Requirements," page 81. For an explanation of additional omnibus courses offered but not listed in this catalog, see "Classification of Courses," page 58.