

LEADERSHIP/TEACHER EDUCATION

Department Information

(251) 380-2761

Department of Leadership and Teacher Education website
<https://www.southalabama.edu/colleges/ceps/lte/>

Title	Name
Chair	R. Allan Allday
Professors	Baxter, Giles, Green, Kent
Associate Professors	Allday, Ferguson, Johnson, Maulding Green, Morton, Parrish, Reeves
Assistant Professors	Brannan, Byrd, Carmouche, Delmas, Gossen, McCarrison, Morrison, Szatkowski
Senior Instructor	Simpson
Instructors	Holland

Undergraduate

The Department offers the Bachelor of Science degree in Education leading to Alabama Class B certification in the following areas: Elementary Education, Early Childhood Education, Secondary Education, and Special Education. The department offers the Bachelor of Science degree in Education with a major in Early Childhood Studies.

Graduate

The department offers the M.Ed. degree leading to Alabama Class A Certification in the following areas: Art Education, Instructional Leadership, Elementary Education, Early Childhood Education, English for Speakers of Other Languages, Secondary Education, and Special Education. The department offers the M.Ed. degree in Educational Administration with an emphasis in higher education leadership. The department also offers the Instructional Specialist degree (Ed.S.) leading to Alabama Class AA Certification in the following areas: Early Childhood Education, Elementary Education, Instructional Leadership, Reading Specialist, Secondary Education, Special Education and Teacher Leader. The department offers the Doctor of Education degree in Educational Leadership.

Degrees, Programs, or Concentrations

- Educational Leadership (Ed.D.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/educational-leadership-edd/>)
- Educational Specialist (Ed.S.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/educational-specialist-eds/>)
- Elementary Education (Alt. M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/elementary-education-alt-med/>)
- Elementary Education (M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/elementary-education-med/>)
- Elementary Education: K-6 (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/elementary-education-k-6-bs/>)
- Reading Specialist Certification (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/reading-specialist-certification/>)
- Secondary Education (Alt. M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-alt-med/>)
- Secondary Education (M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-med/>)
- Secondary Education Biology (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-biology-bs/>)
- Secondary Education English Language Arts (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-english-language-arts-bs/>)
- Secondary Education General Sciences (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-general-sciences-bs/>)
- Secondary Education Mathematics (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-mathematics-bs/>)
- Secondary Education Social Science (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/secondary-education-social-science-bs/>)
- Special Education (Alt. M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/special-education-alt-med/>)
- Special Education (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/special-education-bs/>)
- Special Education (M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/special-education-med/>)
- Early Childhood Education (Alt. M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/early-childhood-education-alt-med/>)
- Early Childhood Education (M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/early-childhood-education-med/>)
- Early Childhood Studies (BS) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/early-childhood-studies-bs/>)
- Educational Administration (M.Ed.) (<http://bulletin.southalabama.edu/programs-az/education-professional-studies/leadership-teacher-education/educational-administration-med/>)

Courses

Art Education (AED)

AED 301 Visual Arts for Young Children 3 cr

Exploration of knowledge and skills in the arts appropriate for young children. Art techniques and media are explored.

AED 440 Arts for Learning 3 cr

Using the arts to promote physical, social, emotional, and cognitive development.

Prerequisite: SED 340 Minimum Grade of C and SED 341 Minimum Grade of C

Corequisite: AED 441

AED 441 Art in the N-12 Program 3 cr

Art and the intellectual, creative, and emotional growth of adolescents and youth. The study of appropriate techniques and materials for teaching studio art and crafts, art history, appreciation and aesthetics, and participation in humanities programs at the secondary level. Laboratory practice in the secondary school. Restricted to N-12 art majors. Prerequisites: Completion of two-thirds of teaching field.

Prerequisite: SED 340 Minimum Grade of C and SED 341 Minimum Grade of C

Corequisite: AED 440

AED 494 Dir St - 1-3 cr

No more than two directed study courses can be counted toward the Bachelor's degree and Class B Certificate. Prerequisite: Permission of department chair.

AED 501 Trn-Prac Tch Art Elem Sc 3 cr

Orients the student toward the artistic interests and creative abilities of children in the elementary school, and developing attitudes of respect for individuality and creativity. Included are laboratory experiences with art materials and research into appropriate techniques of teaching art

AED 502 Trn-Prac Tch Art Sec Sch 3 cr

Current trends and practices in curriculum, instruction, selection of materials, and derivation of procedures for guiding learning in art in the secondary school.

AED 540 Art in the N-12 Program 3 cr

Art and the intellectual, creative, and emotional growth of children. The role of art in the instructional program, examination of objectives in an art program, and the study of appropriate techniques and materials for teaching art and crafts at the elementary level. Restricted to N-12 art majors.

Prerequisite: SED 555 Minimum Grade of B and SED 559 Minimum Grade of B and EPY 525 Minimum Grade of B

AED 560 Grad Research Seminar 3 cr

Research in problems confronting American education. Selected topics are explored by students which provide the basis for seminar discussions. A seminar paper is presented by each student. This course also includes a field-based practicum. Prerequisite: Permission of department chair.

AED 590 Sp Top - 3 cr

Current topics of special concern to secondary educators. A different topic will be used each time the course is offered. No more than 6 hours can be applied toward a graduate degree. Prerequisite: Permission of department chair.

AED 594 Dir St - Research 1-3 cr

Students explore through directed study problems and issues of special interest or significance in Art Education. No more than 3 hours of any departmental 594 courses can be applied toward a degree program. Prerequisite: Permission of department chair.

AED 595 Internship 1-6 cr

The internship is a supervised learning experience in a work setting similar to that in which the educator will eventually be employed. The internship provides the students with an opportunity to apply the theories and concepts learned during the graduate program of study.

Prerequisite: (PRAXIS-Art Cont Knowledge 158 or PRAXIS-Art Cont Knowledge 158)

Educational Leadership (EDL)**EDL 410 Leadership Development 1 cr**

This course is for undergraduates who are, or aspire to be, leaders. Faculty from throughout the University will direct weekly class sessions. Requires permission of the Dean of Students.

EDL 501 Theories Instrctnl Leadership 3 cr

The need for instructional leaders to understand and be able to operate within the larger context of community effect on opportunities for all students is addressed. Cooperation among schools, the district, parents, and the larger community as essential to the success of instructional leaders and students and ethical practices are emphasized.

EDL 502 Data-Driven Instrctnl Leadership 3 cr

This course stresses the engagement of the school community in developing and maintaining a shared vision; planning effectively; using critical thinking and problem-solving techniques; collecting, analyzing, and interpreting data; allocation of resources; and evaluation of results for the purpose of continuous school improvement.

EDL 503 Supervision & Prof Development 3 cr

This course addresses how the instructional leader recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals.

EDL 504 Ethical & Legal Dimens Sch Ldr 3 cr

Students completing this course will demonstrate understanding of the legal system of schools. Students will be able to relate constitutional, federal, state, and local requirements as they concern students, employees, teachers, and instructional program administration. The student will demonstrate an understanding of the concepts of honesty, integrity, and fairness.

EDL 505 Bus Mgmt of Lrng Organizations 3 cr

This course explores leadership skills related to group dynamics, problem identification, accountability, diversity, economic levels, and their relationship to financing schools. Internal and external public relations and political factors which impact the funding of school will also be presented.

EDL 506 Teaching and Learning Leaders 3 cr

Student will acquire the knowledge to ensure that decisions about curricular, instructional strategies, assessment and professional development are based on sound research, best practices, and other contextual information needed to align the curricula with student needs.

EDL 510 Theories of Adlt Tchg & Lrng 3 cr

This course is an introduction to the pedagogy of teaching adult learners. Topics will include basic instructional design, strategies to meet needs of adult learners, higher order questioning, student assessment, and mechanisms for providing feedback to students. The class will model effective teaching and assessment practices. Participants will be expected to demonstrate effective teaching in a summative class presentation.

EDL 512 Community Development 3 cr

Presents the field of community development, including basic terminology, concepts, methods and literature. Purposes are to present conceptual foundations of community development, provide some experiences in practical application, and lay foundations for further study and practice in the field.

EDL 513 Instr Lead and Curr Dev 3 cr

Students in this course will learn to participate in the process of instructional improvement, adaptation to the needs of children and local communities, and instructional leadership within schools. The course will include staff development, instructional evaluation and assessment, school effectiveness concepts, government requirements, cultural diversity, curriculum development, problem solving, small group leadership, conflict management, empowerment, professional ethics, and other interpersonal skills applied to instructional development situations.

Corequisite: EDL 595A

EDL 517 Education Law 3 cr

Students completing this course will demonstrate understanding of the legal system of schools. Students will be able to relate to constitutional, federal, state, and local requirements as they concern students, employees, teachers, and instructional program administration. Students will understand statutory rights of certified and non-certified personnel in Alabama, including due process, tenure, transfer, suspension, and termination, and will be able to investigate legal matters affecting the administration of schools.

Corequisite: EDL 595B

EDL 525 School Finance 3 cr

This course explores leadership skills related to group dynamics, problem identification, accountability, diversity, economic levels, and their relationship to financing schools. Internal and external public relations and political factors which impact the funding of school will also be discussed. Fiscal management, including the Alabama Local School Accounting and Reporting system, will be analyzed.

Corequisite: EDL 595C

EDL 530 School Dist Leadership 3 cr

This course describes the unique forces that shape the role and functions of the school superintendent. The management of conflict is explored as well as the management of all aspects of this school system. The concept of the administrative team is also explored and examined.

EDL 545 Secondary School Leadership 3 cr

Provides understandings and skills in the leadership and management of secondary schools. Emphases are placed upon the administrator's role in staff and student personnel administration, program development, and building operations.

EDL 546 Elem School Leadership 3 cr

Provides an understanding of the organizational and various other characteristics of a good elementary school with emphasis on leadership.

EDL 549 Practicum in Educ Supv 3 cr

The practicum is a supervised learning experience in several settings which simulates the work situations of educational supervision. An opportunity is provided to apply the theories and concepts learned during the student's graduate program.

EDL 550 Prin of School Lead 3 cr

This course provides understanding and skills in the leadership and management of schools, including elements of effective classroom management, monitoring student services, and school and community relations. Management skills associated with school facilities, transportation, and student records will be studied.

EDL 557 Supervisory Leadership 3 cr

Students completing this course will learn to work with teachers in improving classroom instruction. Students will demonstrate the ability to collect classroom information, including assessment and evaluative data; coordinate student service needs; direct teachers using leadership, motivational techniques, professional ethics, and school management; and use techniques such as personnel selection, stress management, conflict management, scheduling, and research in adapting instruction to the changing needs of the community.

Corequisite: EDL 595E

EDL 561 Dev of Postsecondary Education 3 cr

This course provides an overview of the organization, development and characteristics of postsecondary education.

EDL 562 Student in Higher Education 3 cr

This course focuses on the demographics and characteristics of the American college student today. Development theories applicable to the diverse population of students (e.g., race, ethnicity, age, gender, sexual orientation, disability) are introduced and examined.

EDL 573 Educational Gerontology 3 cr

Will introduce the students to the organization and administration of programs of instruction of and about older persons, instruction of general or specific audiences about aging, and instruction of professionals working with or on the behalf of older persons.

EDL 575 Org and Plan Postsec Educ 3 cr

Designed as an introduction to and an analysis of organizational and administrative features of postsecondary education.

EDL 578 Law and Postsecondary Educ 3 cr

Explores court decisions and federal and state laws relating to governance, student rights, and tort liability in postsecondary education.

EDL 590 Sp Top - 1-3 cr

Guided supervision in the identification and completion of educational tasks, such as program design, program revision, self study for accreditation visitation, supervision in the organization, and application of selected learning activities to acquire and enhance leadership skills.

EDL 594 Dir St and Research 1-3 cr

Exploration of problems and issues of special interest or significance in Educational Leadership. Not more than three semester hours of any departmental 594 courses can be accepted toward a degree.

EDL 595 Internship 1-6 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

EDL 595A Internship A 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Education Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

Corequisite: EDL 513

EDL 595B Internship B 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

Corequisite: EDL 517

EDL 595C Internship C 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

Corequisite: EDL 525

EDL 595D Internship D 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

Corequisite: EDL 550

EDL 595E Internship E 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

Corequisite: EDL 557

EDL 595F Internship F - Related Topics 1 cr

The internship is a supervised learning experience in several work settings which simulates the reality of Educational Leadership work situations. The internship provides an opportunity to apply the theories and concepts learned during the student's graduate program. Students are expected to complete no less than 50 hours for each semester hour earned.

EDL 598 Residency - 1-6 cr

The internship is designed to place candidates in the cooperating school during critical times of instructional planning. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences.

Prerequisite: PRAXIS-Ed Lead Admin/Superv 146

EDL 603 Curr Prob and Iss Ed Adm 3 cr

Explores problems and issues at the federal, state, and local levels facing the administration and supervision of American educational institutions. Particular emphasis is on decision making affecting education.

EDL 607 Lead Schs/Multicultural Soc 3 cr

Students will examine the role of educational leaders in schools with diverse student populations and study strategies to address race, class and gender inequities that exist in schools.

EDL 611 Human Relations Skills 3 cr

Designed to assess and improve the student's level of competency in communication and group leadership skills, knowledge of socio-cultural influences and differences, and understanding of the developmental characteristics of human beings.

EDL 621 Sem Prog Curriculum Dev 3 cr

Designed to assess and improve the student's level of competency in program development skills, instructional strategies, systems analysis, and change innovation.

EDL 631 Sem Ed Management Skills 3 cr

Designed to assess and improve the student's knowledge of decision-making styles, problem-solving processes, leadership skills, implementation of organizational change, and physical environments which promote productivity. Additionally, when appropriate to the candidate's expected leadership position, current knowledge of law, finance, plant management, and professional negotiations will be stressed.

EDL 689 Quantitative/Action Research 3 cr

Basic principles of quantitative and action research for decision making and problem solving in the educational environment.

EDL 690 Sp Top - 1-3 cr

May be a content-varying course or may be guided supervision in the identification and completion of educational tasks as well as supervision in the organization and application of selected learning activities to acquire and enhance leadership skills. May be repeated for credit when course content varies.

EDL 694 Dir St and Research 1-3 cr

Students explore problems and issues of special interest or significance to advanced students. Not more than three semester hours of any department 694 courses can be accepted toward a degree.

EDL 695 Mentoring Leadership 3 cr

This course is a learning experience in mentoring relationships. The course provides an opportunity to apply the theories and concepts learned during the student's advanced graduate studies. The student will learn mentoring skills and serve as a mentor for students interested in educational administration or new to the field of administration.

EDL 699 Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

EDL 699A Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

EDL 699B Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

EDL 699C Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 692 Minimum Grade of B

EDL 701 Adv Organizational Theory 3 cr

An in-depth exploration of organizing in educational settings. Organizational theories and models are examined, as is their application to educational settings, particularly when challenges or changes are introduced.

EDL 702 School Finance 3 cr

General study of finance at local, state, and federal basis. Include principles of taxation, the concepts of equity and adequacy, acceptable practices in securing and administering school funds, and acceptable accounting and business procedures. Explores the unique characteristics of the Alabama Tax structure, its history, and impact on the funding of education.

EDL 703 Adv School Leadership 3 cr

This course explores research-based practices of effective leadership in P-12 education settings. The role of mission and vision in the leadership of an organization, decision-making models, and leadership styles will be explored.

EDL 720 Global Education 3 cr

This course focuses on similarities and differences in the ways various countries educate their citizens from early childhood to adult learners.

EDL 732 Ethics and Law for Ed Leaders 3 cr

An examination of ethical and legal issues present in educational settings, including primary, secondary, and postsecondary education.

EDL 798A Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 792 Minimum Grade of B

EDL 798B Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 792 Minimum Grade of B

EDL 798C Research Project 1-3 cr

A supervised field project, study, or investigation in Educational Leadership. The student will conduct an investigation and apply concepts and skills learned during the sixth-year program.

Prerequisite: IDE 792 Minimum Grade of B

EDL 799 Research/Dissertation 1-12 cr

Directed dissertation research in the field of educational leadership. Faculty advisor approval required.

Edu-K-6 and 6-12 Teacher (EDU)**EDU 100 Role of the Teacher 2 cr**

This course provides a broad overview of education, schools, and teaching as well as an orientation to the K-6 Teacher Education Program.

EDU 290 Special Topics 1-3 cr

Guided study of selected educational tasks (e.g. curriculum revision, classroom materials development, models of learning and teaching) and teaching problems and practices for improving student achievement. Not more than six hours may be earned in Special Topics courses.

EDU 300 Classroom Management 1 1-3 cr

An introductory course in classroom management with emphasis upon effective instructional practices that inhibit student behaviors incompatible with learning. The focus is upon PEPE and how it provides the framework for effective teaching practices through the use of rules and procedures.

Prerequisite: (EDU 311 Minimum Grade of C and EDU 332 Minimum Grade of C and EDU 335 Minimum Grade of C and EDU 337 Minimum Grade of C and EDU 345 Minimum Grade of C)

Corequisite: EDU 430

EDU 301 Arts in the Elementary School 3 cr

Knowledge and skills appropriate to the elementary school art program. Techniques in media for teaching art in the various grades.

EDU 302 Classroom Management 2 1 cr

An introductory course in classroom management with emphasis upon effective instructional practices that inhibit student behaviors incompatible with learning. The focus is upon PEPE and how it provides the framework for effective teaching practices through the use of rules and procedures.

Prerequisite: EDU 300 Minimum Grade of C and EDU 303 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 331 Minimum Grade of C and PRAXIS-Read/Lang Arts Subtest 157 and PRAXIS-Mathematics Subtest 157 and PRAXIS-Social Studies Subtest 154 and PRAXIS-Science Subtest 158

Corequisite: EDU 311, EDU 335, EDU 337, EDU 345, EDU 362

EDU 303 Field Experience SPE 1-3 cr

An in-field opportunity for early field-based practicum in a variety of placements.

Prerequisite: EDU 330 Minimum Grade of C

Corequisite: EDU 312, EDU 313, EDU 331, EDU 336, EDU 362

EDU 311 Partnerships in SPE 3 cr

Emphasis is on the special problems found in the home, community, and school of the exceptional child, the teacher, the family, and community resource agencies. Ways for the teacher to form teamships to work collaboratively with all human resources involved in the child's life are explored and ethical and moral standards examined.

Prerequisite: EDU 303 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 331 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 362 Minimum Grade of C

Corequisite: EDU 332, EDU 335, EDU 337, EDU 345

EDU 312 Intell and Physical Disabilit 3 cr

A study of the intellectual and physical disability which usually require substantial curriculum adaptations or ecological accommodation. Historical perspectives, etiology, definitions, classification, treatment, social aspects and interdisciplinary team work will be explored.

Prerequisite: EDU 330 Minimum Grade of C

Corequisite: EDU 303, EDU 313, EDU 331, EDU 336, EDU 362

EDU 313 Learning & Behav Disorders 3 cr

An examination of the definitions, characteristics, and prevalence of children with learning and/or behavioral disabilities. Emphasis is placed on the causes of problems in motor, perceptual, social, academic, affective and behavioral development. Students will be introduced to current service delivery models and the programming options for individuals with learning and behavioral disabilities.

Prerequisite: EDU 330 Minimum Grade of C

Corequisite: EDU 303, EDU 312, EDU 331, EDU 336, EDU 362

EDU 321 Field Experience in SpeEd Sett 1 cr

A series of in-field opportunities in Special Education. A variety of appropriate placements will be employed depending on each student's interest and needs. May be repeated for credit.

EDU 322 Field Experience in SpeEd Sett 1 cr

A series of in-field opportunities in Special Education. A variety of appropriate placements will be employed depending on each student's interest and needs. Students are placed in settings related to the student's major areas of study and co-requisites in progress. May be repeated for credit.

Corequisite: EDU 354

EDU 330 Foundations Read Instruct - W 3 cr

A course to orient the study to fundamentals in the teaching of reading and provides practice in basic skills. This course has a required field experience.

EDU 331 Teaching Reading 3 cr

A course focusing on methodology, materials, and techniques for developing systematic instruction and diagnosis appropriate for early childhood and elementary children. This course has a required field experience.

Prerequisite: EDU 330 Minimum Grade of C

Corequisite: EDU 303, EDU 312, EDU 313, EDU 336, EDU 362

EDU 332 Teaching Language Arts 3 cr

A course presenting methods of promoting meaningful language and literacy skills in early childhood and elementary school programs. This course has a required field experience.

Prerequisite: EDU 303 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 331 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 362 Minimum Grade of C

Corequisite: EDU 311, EDU 335, EDU 337, EDU 345

EDU 335 Teaching Mathematics - W 3 cr

A course which deals with effective methods of teaching mathematics to elementary school students. Emphasis will be on developing an understanding of numbers, teaching basic operations, and using teaching aids and materials to meet the various needs of elementary age children. This course has a required field experience.

Prerequisite: EDU 303 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 331 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 362 Minimum Grade of C and (PRAXIS-Mathematics Subtest 157 or PRAXIS-Mathematics Subtest 157) and (PRAXIS-Social Studies Subtest 154 or PRAXIS-Social Studies Subtest 154) and (PRAXIS-Science Subtest 158 or PRAXIS-Science Subtest 158)

Corequisite: EDU 311, EDU 332, EDU 337, EDU 345

EDU 336 Teaching Social Studies 3 cr

A course using problem solving and independent investigation as means as teaching the relationship of humans to their environment. Objectives, content and procedures are discussed. This course has a required field experience.

Prerequisite: EDU 330 Minimum Grade of C

Corequisite: EDU 303, EDU 312, EDU 313, EDU 331, EDU 362

EDU 337 Teaching Science 3 cr

A course using discovery, inquiry and problem-solving approaches as a means of teaching science. Relationships of science to entire early childhood and elementary curriculum is discussed. This course has a required field experience.

Prerequisite: EDU 303 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 331 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 362 Minimum Grade of C

Corequisite: EDU 311, EDU 332, EDU 335, EDU 345

EDU 340 Fundamentals of Teaching - W 3 cr

This course provides an introduction to effective instructional practices in the secondary classroom. The focus is on planning for instruction and classroom management. This course has both required class meetings and field experiences.

Prerequisite: EDM 310 Minimum Grade of C and EDU 400 Minimum Grade of C and EPY 351 Minimum Grade of C

EDU 341 Middle Level Education - W 3 cr

Philosophy, concepts, and issues of middle level education including the developmental stage of young adolescence, appropriate and responsive curricular, and meeting the physical, emotional, psychosocial, and cognitive needs of diverse learners.

Prerequisite: EDU 340 Minimum Grade of C and EDU 453 (may be taken concurrently) Minimum Grade of C or EDU 454 (may be taken concurrently) Minimum Grade of C or EDU 456 (may be taken concurrently) Minimum Grade of C or EDU 457 (may be taken concurrently) Minimum Grade of C

Corequisite: EDU 342, EDU 363, EDU 451

EDU 342 Secondary Field Experience 1-3 cr

Supervised practice in teaching curriculum areas in middle and high school classroom settings during the semester in which block courses are taken.

Prerequisite: EDU 340 Minimum Grade of C and EDU 453 (may be taken concurrently) Minimum Grade of C or EDU 454 (may be taken concurrently) Minimum Grade of C or EDU 456 (may be taken concurrently) Minimum Grade of C or EDU 457 (may be taken concurrently) Minimum Grade of C

Corequisite: EDU 341, EDU 363, EDU 451

EDU 345 Field Experience 1-3 cr

Supervised practice in teaching curriculum areas in the elementary or early childhood classroom setting during the semester in which sequence courses are taken.

Prerequisite: EDU 303 Minimum Grade of C and EDU 312 Minimum Grade of C and EDU 313 Minimum Grade of C and EDU 331 Minimum Grade of C and EDU 336 Minimum Grade of C and EDU 362 Minimum Grade of C

Corequisite: EDU 311, EDU 332, EDU 335, EDU 337

EDU 346 K-6 Education 3 cr

This course will introduce the roles of the teacher in working with children in the elementary grades.

EDU 348 P-3 Education 3 cr

This course will introduce the roles of the teacher in working with children during the early childhood years (preschool through 3rd grade)

EDU 352 Literature for Adolescents 3 cr

This course will introduce the roles of the teacher in working with children from pre-kindergarten through the primary grades. History, management, and parent education techniques are presented.

EDU 354 Serving Students Severe Disabilities 3 cr

Curriculum and methods for individuals who exhibit significant challenges in the areas of cognitive, motor, self care, communicative, and/or social behaviors. Emphasis is on physical management, class/individual scheduling, adapted aids and equipment, task analysis, and functional life skills.

EDU 362 Behavior Mgmt of Except Child 3 cr

Presentation of the principles and applications of behavioral modification, data collection procedures, and single-subject research designs as related to exceptional children and youth in special education environments.

Corequisite: EDU 303, EDU 312, EDU 313, EDU 331, EDU 336

EDU 363 Tchg Adptve Cur Thru Beh/Clstrm 3 cr

An examination of regular and special education K-12 curricula, materials, and procedures. Specific emphasis will be placed on the selection modification, and adaptation of curricula, materials, and procedures to meet the needs of individuals with learning and behavioral disabilities.

Prerequisite: EDU 340 Minimum Grade of C

EDU 372 Behav Mgt Exceptional Child 3 cr

Presentation of the principles and applications of behavior analysis, data collection procedures, and single subject research designs as related to exceptional children and youth.

EDU 373 Teaching Reading to Stu Disab 3 cr

Introduces the student to the curriculum, teaching the methodologies and instructional activities and materials associated with effective and appropriate developmental and functional reading instruction for students with disabilities.

EDU 398 P-3 Field Experience 3 cr

Observation and supervised teaching in an early childhood classroom setting prior to Internship

Prerequisite: EDU 348 Minimum Grade of C

EDU 400 Edu Except Child and Youth 3 cr

Introduction to the field of exceptional children and youth, involving the study of various areas of exceptionality.

EDU 410 Formal and Informal Assessment 3 cr

Assesses developmental levels, academic and non-academic performance of exceptional individuals through the administration and interpretation of criterion-referenced instruments, and informal measures. Evaluation of classroom teaching and special education programs is also emphasized.

EDU 429 Opening School Lab Experience 1 cr

Professional laboratory experiences of observation and participation for a two-week period at the opening of school. (May be taken twice.)

Prerequisite: senior standing.

EDU 430 K-6 Internship 3-10 cr

Observation and supervised teaching in elementary or early childhood settings with the opportunity for study and discussion of problems and issues encountered.

Prerequisite: (EDU 311 Minimum Grade of C and EDU 332 Minimum Grade of C and EDU 335 Minimum Grade of C and EDU 337 Minimum Grade of C and EDU 345 Minimum Grade of C) and (PRAXIS-Mathematics Subtest 157 or PRAXIS-Mathematics Subtest 157) and (PRAXIS-Social Studies Subtest 154 or PRAXIS-Social Studies Subtest 154) and (PRAXIS-Science Subtest 158 or PRAXIS-Science Subtest 158) and (PRAXIS-Teaching Reading CB 159 or 190 233)

Corequisite: EDU 300

EDU 430L K-6 Internship Lab 3-9 cr

Observation and supervised teaching in elementary or early childhood settings with the opportunity for study and discussion of problems and issues encountered.

EDU 432 Impact Typ & Atyp Dev on Edu 3 cr

An examination of typical child development and developmental characteristics of infants, toddlers, and young children with disabilities from the prenatal period through age eight. Characteristics of disabling conditions and their impact upon development are also discussed.

EDU 433 Issues Edu Young Child w/Dis 3 cr

This course prepares students to work with infants, toddlers, and young children with disabilities and their families. Topics covered include specific teaching and intervention techniques, special education laws and regulations, and service delivery models.

EDU 451 Content Area Literacy 3 cr

Methods and materials in the teaching of reading. Development of effective study and skills at the secondary level is stressed.

EDU 453 Teaching Language Subjects 3 cr

Assists the student in organizing materials and in developing methods of teaching language subjects in secondary schools

Prerequisite: EDU 340 Minimum Grade of C

Corequisite: EDU 341, EDU 342

EDU 454 Teaching Mathematics 3 cr

Assists the student in organizing materials and in developing methods of teaching mathematics in secondary schools.

Prerequisite: EDU 340 Minimum Grade of C

Corequisite: EDU 341, EDU 342

EDU 456 Teaching Science 3 cr

Assists the student in organizing materials and in developing methods of teaching science in secondary schools

Prerequisite: EDU 340 Minimum Grade of C

Corequisite: EDU 341, EDU 342

EDU 457 Teaching Social Studies 3 cr

Assists the student in organizing materials and in developing methods of teaching social studies in secondary schools

Prerequisite: EDU 340 Minimum Grade of C

Corequisite: EDU 341, EDU 342

EDU 465 Student Teaching Secondary Sch 3 cr

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the N-12 program. Students will be placed with a person holding a valid teaching certificate in the appropriate field. **Prerequisite:** Appropriate methods course.

Prerequisite: EDU 341 Minimum Grade of C

EDU 466 Internship-Language Arts 3-9 cr

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the 6-12 program. Students will be placed with a person holding a Masters degree and a valid teaching certificate in the appropriate field.

Prerequisite: (EDU 341 Minimum Grade of C and EDU 453 Minimum Grade of B and PRAXIS-Eng Lang Arts-Cont Know 167)

EDU 467 Internship - Social Studies 3-9 cr

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the N-12 program. Students will be placed with a person holding a valid teaching certificate in the appropriate field.

Prerequisite: EDU 341 Minimum Grade of C and EDU 457 Minimum Grade of B and PRAXIS-Soc St Cont Knowledge 155 or PRAXIS-Soc Stud Cont Knowledge 155

EDU 468 Internship - Science 3-9 cr

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the 6-12 program. Students will be placed with a person holding a Masters degree and a valid teaching certificate in the appropriate field.

Prerequisite: EDU 341 Minimum Grade of C and EDU 456 Minimum Grade of B and (PRAXIS-Gen Sci Cont Knowledge 152 or PRAXIS-Gen Science Cont Knowl 152 or PRAXIS-Chem Cont Knowledge 150 or PRAXIS-Chemistry Cont Knowl 150 or PRAXIS-Physics Cont Knowledge 138 or PRAXIS-Biology Cont Knowledge 150)

EDU 469 Internship - Math 3-9 cr

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the 6-12 program. Students will be placed with a person holding a Masters degree and a valid teaching certificate in the appropriate field.

Prerequisite: (EDU 341 Minimum Grade of C and EDU 454 Minimum Grade of B and 5165 159)

EDU 490 Special Topics 3 cr

Guided study of selected educational tasks (e.g. curriculum revision, classroom materials development, models of learning and teaching) and teaching problems and practices for improving student achievement. Not more than six hours may be earned in Special Topics courses.

EDU 494 Directed Research Studies 1-3 cr

No more than six hours can be accepted for a Bachelor's Degree and Class B Certificate.

EDU 495 K-6 Internship SPE 3-9 cr

Observation and supervised K-6 classroom teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: (EDU 302 Minimum Grade of C and EDU 311 Minimum Grade of C and EDU 335 Minimum Grade of C and EDU 337 Minimum Grade of C and EDU 345 Minimum Grade of C and EDU 362 Minimum Grade of C) and (PRAXIS-Read/Lang Arts Subtest 157 and PRAXIS-Mathematics Subtest 157 and PRAXIS-Social Studies Subtest 154 and PRAXIS-Science Subtest 158 and PRAXIS-Teaching Reading CB 159)

Corequisite: EDU 430

EDU 496 Internship 6-12 9 cr

Observation and supervised classroom teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: EDU 372 Minimum Grade of C and EDU 363 Minimum Grade of C

EDU 497 P-3 Internship 3-9 cr

Observation and supervised classroom teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: EDU 432 Minimum Grade of C and EDU 433 Minimum Grade of C

EDU 498 P-3 Internship 1-3 cr

Observation and supervised teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: EDU 348 Minimum Grade of C and EDU 398 Minimum Grade of C

EDU 499 Senior Honors Project - H 3-6 cr

Under the advice and guidance of a faculty mentor, honors students will identify and carry out a research project, relevant to the field of elementary/early childhood study, that will lead to a formal presentation at the annual Honors Student Colloquium. The senior project will be judged and graded by three faculty chaired by the honors mentor. This course is required for Honors recognition and may be repeated for up to six hours. Prerequisite: Participant in honors program and junior level status.

EDU 500 Capstone Portfolio 0 cr

The capstone portfolio is a 0 credit course for graduate students whose programs require a capstone portfolio as all or part of their comprehensive exam. Students will enroll in this course for their final semester. The portfolio will be developed under the guidance of the student's academic advisor and other departmental faculty, and will demonstrate mastery of content knowledge, professional dispositions and skills.

EDU 567 Multicultural Exp in Schools 3 cr

In an increasingly diverse society, teachers must be able to work with students with form a variety of backgrounds, some quite different from teachers' own cultural backgrounds. This course responds to the growing need for better training for teachers in how to work with a diverse population, increase academic achievement, and prepare students from a global workplace.

Cross-Listed: SED 567

EDU 640 Instructional Development 3 cr

Preparation of a modular program of instruction which incorporates all elements of the instructional-design process.

EDU 650 Instructional Techniques 3 cr

Cross-Listed: IDE 650

EDU 692 Research Proj Seminar 3 cr

Survey of both current and classic research in education. Students will identify a research problem of significance in their area of specialization and develop a strategy or research design to solve this problem.

Prerequisite: IDE 510 Minimum Grade of B

Cross-Listed: IDE 692

Elem-Early Childhood (EEC)**EEC 290 Special Topics - 3 cr**

Guided study of selected educational tasks (e.g. curriculum revision, classroom materials development, models of learning and teaching) and teaching problems and practices for improving student achievement. Not more than 6 hours may be earned in Special Topics courses.

EEC 300 Creating Envir for Lrng/Play 3 cr

A study of environments that promote learning through play in early childhood. Emphasis on materials, activities, equipment, and effective strategies that support and encourage young children's play, learning and creativity.

EEC 332 Teaching Language Arts 3 cr

A course presenting methods of promoting meaningful language and literacy skills in early childhood and elementary school programs. This course has a required field experience.

Corequisite: EEC 346, RED 330, RED 333

EEC 334 Lit for the Young Child 3 cr

A survey course dealing with methods of writing literary materials with children in preschool through the primary grades. It is designed to assist those who wish to become widely acquainted with books and related materials for today's young children.

Cross-Listed: RED 334

EEC 335 Teaching Mathematics - W 3 cr

A course which deals with effective methods of teaching mathematics to elementary school students. Emphasis will be on developing an understanding of numbers, teaching basic operations, and using teaching aids and materials to meet the various needs of elementary age children. This course has a required field experience.

Prerequisite: ((MA 181 Minimum Grade of D or MA 201 Minimum Grade of D) or (MA 202 Minimum Grade of D or MA 281 Minimum Grade of D)) and EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and EEC 332 Minimum Grade of C

Corequisite: EEC 336, EEC 337, RED 331

EEC 336 Teaching Social Studies 3 cr

A course using problem solving and independent investigation as means of teaching the relationship of humans to their environment. Objectives, content and procedures are discussed. This course has a required field experience.

Prerequisite: EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and RED 333 Minimum Grade of C and EEC 332 Minimum Grade of C

Corequisite: EEC 335, EEC 337, EEC 345, RED 331

EEC 337 Teaching Science 3 cr

A course using discovery, inquiry and problem-solving approaches as a means of teaching science. Relationships of science to entire early childhood and elementary curriculum is discussed. This course has a required field experience.

Prerequisite: EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and RED 333 Minimum Grade of C and EEC 332 Minimum Grade of C

Corequisite: EEC 335, EEC 336, EEC 345, RED 331

EEC 338 Curr App Music-Movement in EC 3 cr

Focus on planning, preparing, and guiding experiences for young children in musical play, movement, and creative dramatics to develop the whole child through cooperative activities that promote language and literacy learning across the curriculum.

EEC 345 Sequence Field Experience 1 cr

Supervised practice in teaching curriculum areas in the elementary or early childhood classroom setting during the semester in which sequence courses are taken.

Prerequisite: EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and RED 333 Minimum Grade of C and EEC 332 Minimum Grade of C

Corequisite: EEC 335, EEC 336, EEC 337, RED 331

EEC 346 Early Child Prog(Birth-8)-W 3 cr

This course will introduce the roles of the adult in working with children from birth through age 8. History, management and parent education techniques are presented.

EEC 348 Lang Dev in Early Childhood 3 cr

An introduction to speech and language development birth through primary grades and teaching practices that support language and literacy development. Includes discussion of cultural and developmental factors that influence language development methods appropriate for helping young children acquire language and literacy skills.

Cross-Listed: RED 348

EEC 351 Child Development & Learning 3 cr

A study of physical, cognitive, social, and emotional development from birth to age 8. Emphasis is placed on applying an understanding of child growth and development in an educational context. This course includes a field experience in an early childhood setting.

EEC 429 Opening School Lab Exp 1 cr

Professional laboratory experiences of observation and participation for a two-week period at the opening of school. (May be taken twice.)
Prerequisite: senior standing.

EEC 430 Student Teaching - EEC 9-12 cr

Observation and supervised teaching in elementary or early childhood settings with the opportunity for study and discussion of problems and issues encountered. (Co-requisite: Lab) **Prerequisite:** Permission of department.

Prerequisite: EEC 332 Minimum Grade of C and EEC 335 Minimum Grade of C and EEC 336 Minimum Grade of C and EEC 337 Minimum Grade of C and EEC 345 Minimum Grade of C and EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and RED 331 Minimum Grade of C and RED 333 Minimum Grade of C

EEC 430L Student Teaching - EEC 0 cr

Observation and supervised teaching in elementary or early childhood settings with the opportunity for study and discussion of problems and issues encountered. (Co-requisite: Lecture) **Prerequisite:** Permission of department.

Prerequisite: EEC 332 Minimum Grade of C and EEC 335 Minimum Grade of C and EEC 336 Minimum Grade of C and EEC 337 Minimum Grade of C and EEC 345 Minimum Grade of C and EEC 346 Minimum Grade of C and RED 330 Minimum Grade of C and RED 331 Minimum Grade of C and RED 333 Minimum Grade of C

Corequisite: EEC 430

EEC 490 Special Topics 3 cr

Guided study of selected educational tasks (e.g. curriculum revision, classroom materials development, models of learning and teaching) and teaching problems and practices for improving student achievement.

EEC 494 Directed Studies 1-3 cr

No more than 6 hours can be accepted for a Bachelor's Degree and Class B Certificate. **Prerequisite:** Permission of department chair.

EEC 496 Internship- 3-9 cr

The internship is a supervised learning experience in an approved setting similar to that in which the student will eventually be employed. The internship provides students with an opportunity to apply theories and concepts learned during the undergraduate program. Requires candidacy and approval of department chair.

EEC 499 Senior Honors Project - H 3-6 cr

Under the advice and guidance of a faculty mentor, honors students will identify and carry out a research project, relevant to the field of elementary/early childhood study, that will lead to a formal presentation at the annual Honors Student Colloquium. The senior project will be judged and graded by three faculty chaired by the honors mentor. This course is required for Honors recognition and may be repeated for up to 6 credit hours. Prerequisite: Participant in honors program and junior level status.

EEC 522 Elementary School Curriculum 3 cr

The study of curriculum with an emphasis on concepts, procedures and models particular to curriculum in the elementary school. Curriculum study includes the context of and a process of planning, developing, implementing, and evaluating the elementary school curriculum.

EEC 523 Instr Plan Elem School 3 cr

Presents an overview of factors and procedures involved in planning, developing and evaluating the elementary school instructional process.

EEC 532 Lit and Lang Dev in Elem Sch 3 cr

Designed to explore the multi-dimensional theory of language development and to provide techniques and practices for development of language ability. Through correlating these related areas, the student should grow in understanding dynamics and change in language structure and development. Opportunities for oral and written communication are emphasized.

EEC 535 Trends in Teaching Mathematics 3 cr

This course emphasizes new methods of presenting mathematical content to elementary school students. Various materials will be developed to promote thinking and discovery of mathematical concepts. Opportunities are provided for developing multi-level materials appropriate to the varied abilities and interest levels in elementary school. **Prerequisite:** EEC 523 (may be taken concurrently) Minimum Grade of C

EEC 536 Issues-Innov Tch Soc Studies 3 cr

Current issues and innovations in early childhood and elementary school social studies teaching and learning are reviewed.

EEC 537 Teaching Science 3 cr

Current trends and issues in early childhood and elementary school science teaching and learning are reviewed.

EEC 547 Instructional Strategies for Science Teaching 3 cr

This course prepares students to provide effective science instruction using strategies that focus on phenomena, inquiry learning, sensemaking, and science practices

EEC 548 Early Childhood Practicum 1-9 cr

Experiences in a field-setting working with children birth through age 8 under the supervision of qualified personnel.

EEC 550 Trends in Parent Education 3 cr

A study of current trends in parent education designed to promote better homeschool communication and cooperation.

EEC 551 Seminar Elem Education 3 cr

A seminar of topics, programs and research in the field of elementary education. This course provides a forum for discussion of contemporary educational issues and practicum experiences in the teaching field in which the quality of performance in teaching is evaluated.

EEC 552 Comm Svcs Families-Children 3 cr

Study of agencies which provide services, types of services provided, and means of obtaining needed services.

EEC 553 Org Patterns and Curr in ECE 3 cr

A review of organizational and curricular patterns utilized in the classroom setting for the education of young children. A study of educators and their theories concerning learning styles and developmental patterns in relation to the school setting and curriculum.

EEC 554 Lang Dev in Early Child Ed 3 cr

Study of the language development of young children with an emphasis on provision of classroom environment to promote growth of language.

EEC 555 Org-Adm In Early Childhood Ed 3 cr

Managing the multiple responsibilities of administrative heads of educational programs for young children.

EEC 556 Elementary School Curriculum 3 cr

An in-depth study of the development, implementation, and assessment of Elementary school curriculum through a theoretical and research-based lens.

EEC 557 Elementary Practicum 1-9 cr

Experiences in a field setting working with children in grades K-6 under the supervision of qualified personnel.

EEC 558 Teaching Spelling and Writing 3 cr

Analysis of methods of teaching spelling and the mechanics of writing, included review of pertinent research in the skill areas as well as emphasis on the relationship of spelling to the development of skills in word recognition.

EEC 560 Workshop Elem-Early Child Ed 3 cr

A topical workshop in which participants have experiences in creating, designing, constructing and using instructional materials and activities. No more than 6 hours can be applied toward a degree program.

EEC 562 Classroom Logis - Facilitation 3 cr

To increase teacher's competencies to facilitate learning by providing a classroom atmosphere conducive to self-discipline, participation and worthwhile learning activities.

EEC 575 Diag Lrng Difficulties in Math 3 cr

Analysis of diagnostic techniques for identifying children's learning difficulties in mathematics.

Prerequisite: EEC 535 Minimum Grade of B

EEC 577 Children's Lit for Gifted 3 cr

An exploration of research related to reading behavior of gifted and high-ability children with emphasis on examining criteria for selecting and utilizing literature to promote cognitive, emotional, and social development.

EEC 590 Sp Top - 1-3 cr

Guided supervision in the identification and completion of educational tasks, such as curriculum revision, course and/or program design, self-study for accreditation visitation, student achievement evaluation, aesthetic experiences, consumer and career education. No more than 6 hours can be applied toward a graduate degree.

EEC 592 Research Seminar 3 cr

Structured to assist graduate students in designing and implementing appropriate research for professional growth and writing of a thesis.

EEC 594 Dir St and Research 1-3 cr

Students explore through directed individual study research problems and issues of special interest or significance in elementary or early childhood education. No more than 3 hours of any departmental 594 courses can be applied toward a degree program. Prerequisite: Permission of department chair

EEC 595 Internship-Elementary 3-9 cr

The internship is a supervised learning experience in a work setting similar to that in which the educator will eventually be employed. The internship provides the student an opportunity to apply the theories and concepts learned during the graduate program of study. Prerequisite: Permission of department chair.

Prerequisite: (PRAXIS-Social Studies Subtest 154 (PRAXIS-Mathematics Subtest 157 or PRAXIS-Mathematics Subtest 157) or PRAXIS-Social Studies Subtest 154) and (PRAXIS-Science Subtest 158 or PRAXIS-Science Subtest 158) and PRAXIS-Teaching Reading CB 159 or 190 233

EEC 598 Internship Early Childhood Edu 3-9 cr

The internship is a supervised learning experience in a work setting similar to that in which the educator will eventually be employed. The internship provides the student an opportunity to apply the theories and concepts learned during the graduate program of study. Prerequisite: Permission of department chair.

Prerequisite: PRAXIS-Early Child Edu 156 and PRAXIS-Teaching Reading CB 159 or 190 233

EEC 599 Thesis 1-9 cr

A student selects a project, study, or investigation related to his area of specialization in early childhood or elementary education. The project forms a basis for the thesis. A thesis committee will provide direction during the investigation for and writing of the thesis.

EEC 601 Advanced Seminar - 3 cr

In depth study of various curriculum areas through research reports, problem analysis and individual evaluation of promising practices and topical issues. Each seminar participant will concentrate on a curriculum area: e.g., arithmetic, career awareness, communication, consumer education, humanities, natural sciences, social sciences, early reading and psycholinguistics.

EEC 610 Diag and Prescriptive Teaching 3 cr

Designed to assist teachers and school leaders in understanding the skills and techniques necessary for diagnosing and prescribing instruction for learners in different types of teaching-learning settings.

EEC 622 Seminar in Curr-Inst Problems 3 cr

Critical study of curriculum and instructional problems in the elementary school. Research reviews and program design problems are emphasized.

EEC 635 Seminar in Mathematics Ed 3 cr

A study of current topics related to teaching mathematics in early childhood and elementary years.

EEC 690 Sp Top - 3 cr

Guided supervision in the identification and completion of educational tasks, such as curriculum revision, course and/or program design, self-study for accreditation visitation, student achievement evaluation. No more than 6 hours can be applied toward a graduate degree. Prerequisite: Permission of department chair.

EEC 694 Dir St and Research - 1-3 cr

Students explore through directed study problems and issues of special interest or significance in early childhood or elementary education. No more than 3 hours of any departmental 694 courses can be applied toward a degree program. Prerequisite: Permission of department chair.

EEC 695 Internship 3-9 cr

The internship is a supervised learning experience in a work setting similar to that in which an educator will eventually be employed. The internship provides the student with an opportunity to apply the theories and concepts learned during the graduate program.

EEC 699 Research Project 1-3 cr

The research project, as the culminating experience in the Instructional Specialist Program, provides an opportunity for the candidate to synthesize and apply the various program components in a selected instructional setting. Suitable agreements are reached with the appropriate school systems by the candidate. May be taken more than one semester. Prerequisite: Permission of department chair.

Prerequisite: EEC 601 Minimum Grade of B and EEC 610 Minimum Grade of B and EEC 622 Minimum Grade of B and (IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B)

English Lang Teaching (ELT)**ELT 325 Survey of ESL 3 cr**

A comprehensive survey of current research, methodology and materials in the field of English as a Second Language and historical, philosophical, political, legal, social and educational issues that have contributed to policy regarding public school services for language minority students.

ELT 330 Methods and Materials for ESL 3 cr

Techniques of teaching English as a second language will be introduced and applications explored. Acquaints students with methodology and materials, with instruction on the preparation of audio and visual teaching aids, lesson plans and the use of educational technology, behavioral objectives, state ESOL objectives and teaching strategies for English learners in the ESL or mainstream classroom. ELT 525 is a recommended pre-requisite or co-requisite course, but is not a requirement.

ELT 345 Cross-Cultural Understanding 3 cr

Investigates the roles of language and culture in education. Addresses the social processes involved in second language acquisition, including developmental influences, influences of home language and culture, culture variation, home vs. school cultural differences and working parents/family of ELL students.

ELT 358 Cross-Cultural Understanding 3 cr

This course provides knowledge of linguistics including English syntax, semantics, pragmatics, morphology, phonemics and phonology as applied to teaching English Language Learners. Students will review theories in first and second language acquisition. Students will apply linguistic theory, issues in sociolinguistics, psycholinguistics and neurolinguistics to teach English to ELLs, with emphasis on pronunciation, intonation and structural analysis of English and contrastive analysis of English and non-English linguistic systems.

ELT 525 Found Tchg Eng as Sec Lang 3 cr

A comprehensive survey of current research, methodology and materials in the field of English as a Second Language and historical, philosophical, legal, social, and educational issues that have contributed to policy regarding public school services for language minority populations.

ELT 530 Methods and Materials Tch ESL 3 cr

Techniques of teaching English as a second language will be introduced and applications explored. Acquaints students with methodology and materials, with instruction on the preparation of audio and visual teaching aids, lesson plans, and the use of educational technology, behavioral objectives, state ESOL objectives, and teaching strategies for the ELL student in the ESL or mainstream classroom. Course restricted to majors in ESOL education.

ELT 545 Cross-Cultural Understand Tch 3 cr

Investigates the roles of language and culture in education. Addresses the social processes involved in the second language acquisition, including developmental influences, influences of home language and culture, cultural variation, home vs. school cultural differences, and working with parents/family of ELL students.

ELT 553 LA Assess Eval of ELL Students 3 cr

Selection, administration, and interpretation of measurement instruments. Includes entry and placement procedures, language proficiency/achievement testing, linguistic and cultural aspects of intelligence testing, multiple intelligence assessment, ELL student assessment in the mainstream classroom, and application of testing to instruction. Course restricted to majors in ESOL education.

ELT 558 Applied Ling for Teach of ELL 3 cr

This course provides knowledge of linguistics including English syntax, semantics, pragmatics, morphology, phonemics, and phonology as applied to teaching English Language Learners. Students will review theories in first and second language acquisition. Students will apply linguistics theory, issues in sociolinguistics, psycholinguistics, and neurolinguistics, to teach English to ELLs with emphasis on pronunciation, intonation, and structural analysis of English and contrastive analysis of English and non-English linguistic systems. Course restricted to majors in ESOL education.

ELT 590 Spec Top- 1-3 cr

Current topics of special concern to ESOL Educators. A different topic will be covered each time the course is offered. Not more than six semester hours may be applied toward a degree program.

ELT 594 Directed Study and Research 1-3 cr

Students explore through directed study problems and issues of special interest or significance in ESOL Education. Not more than three semester hours may be applied toward a degree program.

ELT 595 ESOL Internship 3,6 cr

Three hundred hours of supervised on-the-job experience in teaching English to speakers of other languages (ESOL) in P-12 settings. Interns are engaged in the full scope of teaching activities including planning, delivering lessons, evaluating students, and conducting managerial tasks related to teaching English as a Second Language. Teaching experience will be accompanied by scheduled observations and discussions to analyze and evaluate each student's internship experience. Course restricted to majors in ESOL education.

Prerequisite: ELT 525 Minimum Grade of C and ELT 530 Minimum Grade of B and ELT 545 Minimum Grade of C and ELT 553 Minimum Grade of C and ELT 558 Minimum Grade of C

Higher Education (HED)**HED 501 Digital Leader 3 cr**

This course will explore the role of digital media, including social media, in higher education administration.

HED 503 Higher Ed Finance 3 cr

This course will examine national, state and local economic factors and their impact upon budgeting and financial management work of higher education administrators/leaders.

HED 603 Current Probs Higher Education 3 cr

Analysis of current issues affecting higher education.

HED 611 Human Relations in Higher Edu 3 cr**HED 621 Program and Curriculum Develop 3 cr**

Designed to assess and improve the student's level of competency in program development skills, instructional strategies, systems analysis, and change innovation.

HED 631 Sem Higher Ed Mgt Skills 3 cr

Designed to assess and improve the student's knowledge of decision making styles, problem-solving processes, leadership skills, implementation of organizational change, and physical environments which promote productivity, all in the context of higher education.

HED 701 Adv Org Theory for Higher Edu 3 cr

This course is designed to provide students with an in-depth exploration of organizational theories and models and organizational approaches in higher education. Topics covered include administrative structure and leadership, accountability and change.

HED 702 Higher Ed Finance 3 cr

This course is designed to provide students with an overview of finance in higher education. The overview will include the financial benefits of higher education, access and affordability issues, state and federal funding, price-setting, tuition discounting, merit aid, sources of revenue and expenditures, cost-cutting measures, budgeting and college athletics.

HED 703 Adv Leadership for Higher Ed 3 cr

This course is designed to provide students with an in-depth exploration of leadership theories and models. Students will create a personal knowledge base from which to create a plan to develop or revise a leadership perspective.

HED 704 Current Issues in Higher Ed 3 cr

This course offers an in-depth analysis of current issues in and challenges to higher education.

HED 707 Multiculturalism and Organizational Change in Higher Education 3 cr

Students will examine the role of University leaders, at Universities and diverse student populations, and study strategies and organizational models relative to the solution of problems associated with the implementation of organizational diversity plans.

HED 732 Ethics and Law for Higher Ed 3 cr

An examination of ethical and legal issues present in higher education.

HED 6313 Sem Higher Ed Mgt Skills 3 cr**Leadership/Teacher Educ (LTE)****LTE 547 Instructional Coaching 3 cr**

An overview of strategies for guiding teachers and other professionals toward improving student achievement by building better learning communities.

LTE 645 Curriculum Leadership 3 cr

A purpose of this course will be to prepare professional educators through teaching, research and services to become committed to life-long learning and to facilitating the process of building better communities.

LTE 646 Community Leadership 3 cr

This course will prepare future teacher leaders to work effectively within their school community as well as with the communities in which they work and with the families of the students they teach.

LTE 647 Instructional Coaching 3 cr

A purpose of this course is to prepare professional educators through teaching, research, and service to become committed to life-long learning and to facilitate the process of building better communities. Students will demonstrate best educational practices and professional dispositions and will learn how to create a positive, motivational learning environment in schools while recognizing, appreciating, and including diverse learners and perspectives. Additionally, students are expected to demonstrate satisfactory skills in curriculum leadership; to engage in action research related to schools; to engage in literacy coaching; to address current family, community, regional, and national issues related to scholastic achievement, and to use tenets of instructional leadership to guide teachers and other professionals toward improving student achievement.

LTE 699 Research Project 1-3 cr

The Research Project, as the culminating experience in the Instructional Specialist Program, provides the candidate an opportunity to synthesize and apply program components and a timely topic in the field.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

Natural Science Educ (NSE)**NSE 201 Intro to Physical Science 3 cr**

The scientific attitude, the application of physical laws and principles to modern life, and assembling of apparatus and materials for demonstrating these principles are studied. (Not open to science majors.)

NSE 202 Intro to Physical Science 3 cr

The scientific attitude, the application of physical science laws and principles to modern life, and assembling of apparatus and materials for demonstrating these principles are studied. (Not open to science majors.)

NSE 403 Aerospace Education 3 cr

Basic principles of flight; survey of space exploration, military, commercial, and general aviation. Preparation of materials for use in teaching.

NSE 404 Aerospace Education 3 cr

Basic scientific principles applied in aerospace. Development of model rockets and aircraft. Preparation of materials for use in teaching.

NSE 494 Dir St - 1-3 cr

Directed study. No more than 6 hours can be accepted for a Bachelor's Degree and Class B Certificate. Prerequisite: Permission of department chair.

NSE 501 Adv Aerospace Education 3 cr

Scientific principles applied in aerospace education. Development of model rockets and aircraft. Preparation of advanced materials for teaching.

NSE 594 Dir St and Research 1-3 cr

Students explore through directed study problems and issues of special interest or signification in Science Education. No more than 3 hours of any departmental 594 courses can be applied toward a degree program. Prerequisite: Permission of department chair.

Passage USA (PSG)**PSG 001 Adult Development Seminar I 0 cr**

A learner-centered approach to developing self-advocacy, academic/career, independent living, and community integration skills is used. Seminar I focuses on personal safety and prevention, campus navigation, learning with technology, and personal care.

PSG 002 Internship/Work Experiences I 0 cr

Individualized instruction focused on career exploration and soft skill development. Students will explore different job and career options during the semester as well as develop skills related to employment.

PSG 003 Adult Dev Sem II 0 cr

A holistic instructional approach addresses individual learning goals in areas of functional skills and knowledge, application, integration, caring, and learning to learn is used. Seminar II focuses on goal setting, self-care, well-being, budgeting, and learning strategies.

Prerequisite: PSG 001 Minimum Grade of S

PSG 004 Intern/Wrk Exp II 0 cr

Individualized instruction focused workplace documentation, characteristics of good employees and employment development. Students will explore different job and career options while practicing skills they have learned in class in supervised work experiences.

Prerequisite: PSG 002 Minimum Grade of S

PSG 005 Adult Dev Sem III 0 cr

Students will participate in valuable and diverse learning experiences generalized to multiple environments. Seminar III focuses on transportation to and from campus, managing personal, finances, interpersonal skills development, and citizenship responsibilities.

Prerequisite: PSG 003 Minimum Grade of S

PSG 006 Intern/Wrk Exp III 0 cr

Students will be placed in supervised internship/work placements and receive on job training. Individual job training will address Adult Education Program goals as well as a student's needs.

Prerequisite: PSG 004 Minimum Grade of S

PSG 007 Adult Dev Sem IV 0 cr

Through individualized instructions students will refine self-advocacy, academic/career, independent/daily living, and community integration skills. Seminar IV focuses on advanced transportation, budgeting and finances, interpersonal, well-being, and self-care skills.

Prerequisite: PSG 005 Minimum Grade of S

PSG 008 Intern/Wrk Exp IV 0 cr

Students will have a supervised internship/work experience. Instruction will focus on the skills needed to gain and/or maintain paid employment. Individualized instruction will be provided.

Prerequisite: PSG 006 Minimum Grade of S

PSG 009 Work Pract I 0 cr

Students will engage in supervised work-based experience in a practicum setting(s) for a minimum of 6 hours a week.

PSG 010 Work Pract II 0 cr

Students will engage in supervised work-based experience in a practicum setting(s) for a minimum of 6 hours a week.

Prerequisite: PSG 009 Minimum Grade of S

PSG 011 Work Pract III 0 cr

Students will engage in supervised work-based experience in a practicum setting(s) for a minimum of 10 hours a week.

Prerequisite: PSG 010 Minimum Grade of S

PSG 012 Work Pract IV 0 cr

Students will engage in supervised work-based experience in a practicum setting(s) for a minimum of 10 hours a week.

Prerequisite: PSG 011 Minimum Grade of S

PSG 020 Job and Career Skills 1 0 cr

An individualized approach is taken toward identifying and mastering the skills that will be needed for jobs and career. Contents include workplace advocacy, on-site generic and specific work skills, workplace hazards, and specific work skills for employment sectors.

PSG 021 Adv Ind Liv Skills 1 0 cr

An individualized approach is taken toward identifying and mastering the skills that will be needed for independent living. Focus areas will include budgeting, hygiene, home upkeep, personal safety and prevention, community engagement, social skills and other skills.

PSG 022 Job and Career Skills 2 0 cr

An individualized approach is taken toward identifying and mastering the skills that will be needed for jobs and career: workplace advocacy, on-site work skills, workplace hazards, and specific work skills for employment sectors.

Prerequisite: PSG 020 Minimum Grade of S

PSG 023 Adv Ind Liv Skills 2 0 cr

An individualized approach is used to develop needed independent living skills. Personal, financial, nutritional, safety, and community skills will be assessed and taught using a strengths-based approach.

Prerequisite: PSG 021 Minimum Grade of S

PSG 024 Job and Career Skills 3 0 cr

An individualized approach is taken toward identifying and mastering the skills that will be needed for jobs and career in fields of interest. Specific and general skills needed in related employment sectors will also be taught.

Prerequisite: PSG 022 Minimum Grade of S

PSG 025 Comm Res Exper 1 0 cr

Individualized supports and direct instruction will be provided to help students master the skills they need to live as independently as possible in their community residence.

Prerequisite: PSG 023 Minimum Grade of S

PSG 026 Job and Career Skills 4 0 cr

An individualized approach is taken toward identifying and mastering the skills needed for jobs and career in fields of interest. Specific and general skills needed in related employment sectors will also be taught.

Prerequisite: PSG 024 Minimum Grade of S

PSG 027 Comm Res Exper 2 0 cr

Individualized supports and direct instruction will be provided to help students master the skills they need to live as independently as possible in their community residence. Person-centered planning will be used to identify strengths and needs.

Prerequisite: PSG 025 Minimum Grade of S

PSG 029 Comm R 0 cr

Individualized community-based supports and direct instruction will be provided to help students master the skills they need to live as independently as possible in their community residence. Person-centered planning will be used to identify strengths and needs.

Prerequisite: PSG 027 Minimum Grade of S

PSG 031 Career Practicum 1 0 cr

Students will engage in supervised work-based experience in a competitive employment setting. The practicum setting will be related to students' job and career goals.

PSG 032 Career Practicum 2 0 cr

Students will engage in supervised work-based experience in a competitive employment setting. The practicum setting will be related to students' job and career goals.

Prerequisite: PSG 031 Minimum Grade of S

PSG 033 Career Employ Pract 1 0 cr

Students will engage in supervised work-based experience in a competitive employment setting in the community.

Prerequisite: PSG 032 Minimum Grade of S

PSG 034 Career Employ Pract 2 0 cr

Students will engage in extended-length, supervised work-based experience in a competitive employment setting in the community.

Prerequisite: PSG 033 Minimum Grade of S

PSG 035 Career Employ Pract 3 0 cr

Students will engage in extended-length, supervised work-based experience in a competitive employment setting in the community.

Prerequisite: PSG 034 Minimum Grade of S

PSG 090 Special Topics 0 cr

Guided study topics of specific interest to the student. Students will participate in inclusive classes that are part of the USA undergraduate curriculum.

Reading Instruction (RED)**RED 110 Effect Read-Lang-Study Skills 3 cr**

A laboratory experience to increase facility in reading, language and study skills.

RED 330 Found of Read Instruction - W 3 cr

A course to orient the student to fundamentals in the teaching of reading and provides practice in basic skills.

RED 331 Teaching Reading 3 cr

A course focusing on methodology, materials, and techniques for developing systematic instruction and diagnosis appropriate for early childhood and elementary children. This course has a required field experience.

Prerequisite: RED 330 Minimum Grade of C and EEC 346 Minimum Grade of C and RED 333 Minimum Grade of C and EEC 332 Minimum Grade of C

Corequisite: EEC 335, EEC 336, EEC 337, EEC 345

RED 333 Literature for Children - W 3 cr

A course for the selection and use of literature based on the interests, abilities, and needs of children from prekindergarten through the elementary school. Particular emphasis on creative ways of sharing books with children. This course has a required field experience.

Corequisite: RED 330

RED 334 Lit for the Young Child - W 3 cr

A survey course dealing with methods of writing literary materials with children in preschool through the primary grades. It is designed to assist those who wish to become widely acquainted with books and related materials for today's young children.

RED 348 Lang & Lit Dev in Early Child 3 cr

A study of oral language structures and stages of development, early literacy foundations, and developmental sequences of phonological awareness along with teaching practices that support language and literacy development. Includes discussion of cultural and developmental factors that influence acquisition of language and literacy skills.

RED 352 Literature for Adolescents 3 cr

Discussion and evaluation of literature for students in grades 7 through 12 with extensive reading, listening, and viewing of materials.

RED 451 Content Area Literacy - W 3 cr

Methods and materials in the teaching of reading. Development of effective study and skills at the secondary level is stressed.

Prerequisite: SED 340 Minimum Grade of C and SED 341 (may be taken concurrently) Minimum Grade of C

RED 458 Crit Read in Content Field - W 3 cr

An examination of non-fiction (and some fiction) which emphasizes critical reading skills. Various types of prose will be considered including that found in textbooks, newspapers and other periodicals, popular fiction, and non-fiction.

RED 520 Reading Foundations 3 cr

Introduces students to the fundamentals of the teaching of reading, including concepts of print, phonological awareness, phonics, fluency, vocabulary, and comprehension and how these areas are assessed. This course has a required field experience.

RED 530 Curr App & Res in Read Instr 3 cr

An intensive exploration of the current theories, practices, and research in the teaching of reading.

RED 531 Trends-Practices Tchg Reading 3 cr

Begins with in-depth study of the nature of reading as a process and its place in the total school program and extends through assessments, methods, materials, and personalized procedures for pupils and teachers.

Prerequisite: RED 520 Minimum Grade of C

RED 533 Diag-Corr Reading Disabilities 3 cr

First, an intensive study of steps in the diagnosis of reading disabilities; second, a survey of corrective and remedial techniques for eliminating the difficulties; the third, application of diagnostic and instructional techniques to specific type of disabilities.

Prerequisite: RED 531 Minimum Grade of B

RED 534 Remed-Clinic Proced in Reading 3 cr

A practicum in remediating reading disabilities. Each student receives close supervision in work with actual cases at varying disabilities levels.

Prerequisite: RED 533 Minimum Grade of B

RED 541 Literacy in the Content Area 3 cr

This course includes the methods and materials for literacy-based instruction in the content areas. The incorporation of literacy-based activities such as reading, writing, and thinking; and the use of strategies to promote student comprehension are emphasized. **Prerequisite:** Admission to teacher education program.

RED 544 Wrtg Process Skls Read Writing 3 cr

Intensive writing applications with an emphasis on the writing process, action research, and the reading and discussion of reading and writing pedagogy and research.

RED 545 Lit for Children - Adolescents 3 cr

Provides a comprehensive survey of books written for children and adolescents, and makes appropriate interspersions of periodicals and other media. Through varied class activities, with emphasis on techniques for encouraging literary enjoyment, the student will increase skills in making children's literature an integral part of the school curriculum.

RED 547 Lit Early Childhood Classroom 3 cr

Provides a comprehensive survey of books written for children in the pre K-3 classroom, and incorporates periodicals, media and technology appropriate for teaching young children. A variety of class activities intended to motivate and encourage children to become lifelong readers is included.

RED 548 Literacy Coaching 3 cr

Includes an in-depth study of coaching techniques, specifically the role of coaching in the school setting. This course includes strategies for encouraging teachers to engage in the coaching process, coaching teachers to meet the literacy needs of their students, as well as providing school-based professional development and maximizing moments with struggling readers.

Prerequisite: RED 531 Minimum Grade of B

RED 557 Practicum in Reading Education 1-9 cr

Experiences in working in the area of reading instruction and/or diagnosis under the supervision of a reading teacher or supervisor and a college supervisor.

RED 560 Materials Workshop - 3 cr

A topical workshop in which participants have experiences in creating, designing, constructing and using instructional materials and activities. This work will emphasize reading and language arts. No more than 6 hours can be applied toward a degree program. **Prerequisite:** Permission of instructor.

RED 590 Sp Top - 3-6 cr

Guided investigation of topics in reading education, such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education. No more than 6 hours can be applied toward a degree program.

RED 594 Dir St - Research 1-3 cr

Students explore through directed study research problems and issues of special interest or significance in reading education. No more than 3 hours of any departmental 594 courses can be applied toward a degree program. **Prerequisite:** Permission of department chair.

RED 595 Internship in Reading Educ 1-9 cr

The internship is a supervised learning experience in a work setting similar to that in which an educator will eventually be employed. The internship provides students with an opportunity to apply the theories and concepts learned during the graduate program.

Prerequisite: PRAXIS-Reading Specialist 164 and RED 533 Minimum Grade of B and RED 534 Minimum Grade of B

RED 599 Thesis 1-9 cr

A student selects a project, study, or investigation which is related to reading education. The project will form the basis for the thesis. A thesis committee will provide direction during the investigation and during the writing of the thesis.

RED 611 Theor Lang Dev Tchg Reading 3 cr

Emphasizes theories of language acquisition and development. Includes linguistics, language development of the culturally different child, and application of theory to classroom practices in reading and related areas. Requires special permission.

RED 612 Socio Influences in Rdg Instr 3 cr

Focuses upon the history of reading instruction, sociological factors influencing reading, reading in relation to other media of communication, and ways of applying these findings in classroom and clinical practice. Requires special permission.

RED 613 Admn and Supv the Rdg Program 3 cr

Analyzes and interprets administrative and supervisory roles and functions as they relate to the total school program, elementary through high school. Stress is upon facilitating and enhancing all aspects of the program. Requires special permission.

RED 615 Diag - Rem Severe Rdg Disab 3 cr

Provides laboratory experiences in studying severe cases of reading disabilities and in developing plans and procedures for their remediation. Requires special permission.

RED 630 Psy Factors in Tchg Reading 3 cr

Relates pertinent psychological concepts and principles to (1) current definitions of the reading process, (2) methods of teaching, and (3) special procedures for reluctant and disabled readers. The student may apply these concepts and principles in regular or laboratory settings.

RED 640 Research in Reading 3 cr

A critical analysis and evaluation of the significant research studies in reading from which reading concepts emerge and from which implications for teaching and further research may be drawn.

RED 648 Literacy Coaching Teacher/Ldrs 3 cr

A purpose of this course is to prepare professional educators through teaching, research, and service to become committed to life-long learning and to facilitate the process of building better communities. Students will demonstrate best educational practices and professional dispositions and will learn how to create a positive, motivational learning environment in schools while recognizing, appreciating, and including diverse learners and perspectives. Additionally, students are expected to demonstrate satisfactory skills in curriculum leadership; to engage in action research related to schools; to engage in literacy coaching; to address current family, community, regional, and national issues related to scholastic achievement, and to use tenets of instructional leadership to guide teachers and other professionals toward improving student achievement.

RED 690 Sp Top - 3 cr

Guided investigation of topics in reading education such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education.

RED 694 Dir St - Research 1-3 cr

Students explore through directed study problems and issues of special interest or significance in reading education. No more than 3 hours of any departmental 694 courses can be accepted toward a degree program. Prerequisite: Permission of department chair.

RED 699 Research Project 1-3 cr

A supervised research project, study, or investigation in reading. Student will conduct an investigation, and apply concepts and skills learned during the sixth-year program. May be taken more than one semester. Prerequisite: Permission of department chair.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

Secondary Education (SED)**SPE 200 Field Exp in SPE Settings 1 cr**

A series of in-field opportunities for students in Special Education. A variety of appropriate placements will be employed depending on each student's interest and needs. May be repeated for credit.

SPE 201 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 312.

SPE 202 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 410.

Corequisite: SPE 410

SPE 203 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 410.

Corequisite: SPE 410

SPE 205 Init Field Exp in SPE Setting 1 cr

An in-field opportunity for early field-based practicum in a variety of placements. To be taken with SPE 400 by Special Education majors.

SPE 311 Intro to Partnerships in SPE 3 cr

Emphasis is on the special problems found in the home, community, and school of the exceptional child, the teacher, the family, and community resource agencies. Ways for the teacher to form teamships to work collaboratively with all human resources involved in the child's life are explored and ethical and moral standards examined.

SPE 312 Intellect and Phys Disabs 3 cr

A study of the intellectual and physical disability which usually require substantial curriculum adaptations or ecological accommodation. Historical perspectives, etiology, definitions, classification, treatment, social aspects and interdisciplinary team work will be explored.

Corequisite: SPE 201

SPE 313 Lrng and Behavrl Disorders 3 cr

An examination of the definitions, characteristics, and prevalence of children with learning and/or behavioral disabilities. Emphasis is placed on the causes of problems in motor, perceptual, social, academic, affective, and behavioral development. Students will be introduced to current service delivery models and the programming options for individuals with learning and behavioral disabilities.

SPE 342 Dev-Tchg Ecological Curriculum 3 cr

An ecological systems view which emphasizes curricular design as a multisystem interaction involving the individual, family, school, occupational setting, and society.

SPE 362 Behav Mgt of Except Child - W 3 cr

Presentation of the principles and applications of behavioral modification, data collection procedures, and single-subject research designs as related to exceptional children and youth in special education environments.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 363 Tch Adpt Curr Spec Nds Lrn 3 cr

An examination of regular and special education K-12 curricula, materials, and procedures. Specific emphasis will be placed on the selection modification, and adaptation of curricula, materials, and procedures to meet the needs of individuals with learning and behavioral disabilities.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 373 Teaching Reading to Stu Dis 3 cr

Introduces the student to the curriculum, teaching the methodologies and instructional activities and materials associated with effective and appropriate developmental and functional reading instruction for students with disabilities.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 400 Edu for Except Child and Youth 3 cr

Introduction to the field of exceptional children and youth, involving the study of various areas of exceptionality.

SPE 410 Formal-Informal Assessment 3 cr

Assesses developmental levels, academic, and non-academic performance of exceptional individuals through the administration and interpretation of criterion-referenced, formal and informal measures. Evaluation of classroom teaching and special education programs is also emphasized.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

Corequisite: SPE 202, SPE 203

SPE 432 Impact Typ and Atyp Dev on Edu 3 cr

An examination of typical child development and developmental characteristics of infants, toddlers, and young children with disabilities from the prenatal period through age 8. Characteristics of disabling conditions and their impact upon development are also discussed.

SPE 433 Iss in Edu Young Child W-Dis 3 cr

This course prepares students to work with infants, toddlers, and young children with disabilities and their families. Topics covered include specific teaching and intervention techniques, special education laws and regulations, and service delivery models.

SPE 443 Voc Ed-Career Dev Dis Indiv 3 cr

Issues and practices involved in the vocational preparation and training of students with disabilities, including career awareness, exploration, preparation, and use of vocational resources. Vocationally related programs and services, both within and outside the special education environment are included.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 444 Senior Seminar - W 3 cr

Topics based upon students' experiences in internship. Students develop personal growth plans to enhance professional functioning.

SPE 454 Curric Meth Develop Young 3 cr

Curriculum and methods of instruction for individuals who function in the lower levels of cognitive, motor, self care, communicative, and/or social behaviors. Emphasis is on physical management, class/individual scheduling, adapted aids and equipment, task analysis, and functional life skills.

SPE 484 General Education Curriculum 3 cr

A Curriculum course designed to emphasize general education and special education K-12 curriculum. Students learn content of general education curricula through study of scope and sequence charts and strategies for adapting the curricula for students with exceptionalities, especially in inclusionary settings.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 489 Pre-Practicum 3 cr

Supervised experience in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 490 Sp Top - 3 cr

Varies in content and deals with issues, trends, and topics of current interest in the field of educating exceptional individuals. May be repeated for credit when course content varies.

SPE 494 Dir St - 3 cr

Directed Study. No more than two directed studies may be applied to programs at the undergraduate level or for certification.

SPE 495 Internship K-6 9 cr

Observation and supervised K-6 classroom teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137 and SPE 363 Minimum Grade of C and SPE 410 Minimum Grade of C

SPE 496 Internship 6-12 9 cr

Observation and supervised 6-12 classroom teaching experiences providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: SPE 363 Minimum Grade of C and SPE 410 Minimum Grade of C

SPE 497 Internship ECSE 9 cr

Observation and supervised ECSE classroom teaching experiences providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137 and SPE 363 Minimum Grade of C and SPE 433 Minimum Grade of C

SPE 499 Senior Honors Project-H 3-6 cr

Under the advice and guidance of a faculty mentor, honors students will identify and carry out a research project, relevant to the field of study in Special Education, that will lead to a formal presentation at the annual Honors Student Colloquium. The senior project will be judged and graded by three faculty chaired by the honors mentor. This course is required for Honors recognition and may be repeated for up to 6 credit hours.

Prerequisite: Participate in honors program and junior level status.

SPE 500 Nat-Needs of Exc Chld and Yth 3 cr

Introduction to the field of special education involving the study of all exceptionality areas. Developmental and maturational sequences of exceptional children/youth are included.

SPE 504 Seminar in Spec Educ 3 cr

Designed to allow students an in-depth exploration of topics of special concern to them related to children with disabilities or high potential.

SPE 505 Admn and Supv of SPE 3 cr

Establishing, maintaining, supervising, and evaluating special education programs in school districts and systems. Legislation and litigation, budgeting and finance, trends and issues in special education are included.

SPE 510 Intro to Lrng Char Tchg in SPE 3 cr

An examination of the definitions, characteristics, and prevalence of children with learning disabilities, emotional and/or behavioral disabilities, mental retardation and multiple disabilities. Emphasis is placed on the environmental and biological causes of problems in motor, perceptual, social academic, affective, and behavioral development. Students will be introduced to current service delivery models and the programming for individuals with disabilities.

SPE 511 Curr - Reg Class and Adapt 3 cr

Examination of all curricula as represented by various state course of study documents. Students will study and develop relevant adaptations of curricula to meet needs of various exceptional children.

SPE 512 Ecological Curr and Method 3 cr

From an ecological systems view, methods of individually deriving a functional, life-centered curriculum for students with mild to severe disabilities as well as educational strategies for teaching and training within such a framework.

SPE 514 Teaming and Collaboration 3 cr

An intensive study of the nature of teaming and collaborative practices with an emphasis on developing skills to organize and participate in a variety of such situations.

SPE 515 Data and Behav Mgmt 3 cr

Behavioral assessment techniques and experimental designs for the evaluation of behavior change programs. Operant and respondent methods for deceleration of inappropriate behavior. Operant methods for accelerating appropriate behaviors, teaching new behaviors and maintaining behaviors. Data-Based decision making strategies for formative program evaluation and modifications.

SPE 516 Methods Spec Needs Learners 3 cr

An examination of the methodologies employed in teaching special needs learners. The course covers the theoretical underpinnings and practical application of techniques with media, and materials.

SPE 517 Com Lang Read Stu Disability 3 cr

Major topics include the nature of language, language development and language problems in exceptional students; and remedial procedures. Informal and formal language and reading assessment. Relationship of reading to writing, phonetic, sight and combination means of reading instruction.

SPE 518 Assessment 3 cr

Advanced assessment of developmental levels, academic and non-academic performance of exceptional individuals through the administration and interpretation of standardized tests, criterion-referenced instruments, and informal measures.

SPE 521 Children W-High Potential 3 cr

Study of the intellectual, creative, emotional, and other psychological facets of gifted and talented children. Attention will be paid both to those individuals whose potential is realized and those who are considered underachievers.

SPE 522 Creative and Prod Thinking 3 cr

Geared to understanding the creative process, personality, and product of gifted and talented children as well as how to foster creativity and productive thought in the classroom.

SPE 523 Tchg Children W-High Potential 3 cr

Various curricular emphases and program approaches employed for gifted, creative, and talented children are studied. Insights are offered into articulating educational efforts.

SPE 524 Atyp Children W-High Potential 3 cr

This course is an in-depth study of the unique needs of atypical populations of gifted students. Attention will be directed to the culturally diverse gifted, economically disadvantaged gifted, underachieving gifted, gifted in rural areas, gifted females, highly/profound gifted, gifted handicapped, gifted with ADD/ADHD/SLD, and gifted preschoolers.

SPE 532 Impact of Typical Atypical Dev 3 cr

An examination of typical child development and developmental characteristics of infants, toddlers, and young children with disabilities from the prenatal period through age eight. Characteristics of disabling conditions and their impact upon development are also discussed.

SPE 533 Issue Edu Young Child Disabil 3 cr

This course prepares students to work with infants, toddlers, and young children with disabilities and their families. Topics covered include specific teaching and intervention techniques, special education laws and regulations, and service delivery models.

SPE 534 Assessment Devel Young 3 cr

This course contains information on basic psychometric qualities of screening, evaluations, and assessments, tools for use with infants, toddlers, and young children with disabilities, conducting family assessments, adapting measures for children with disabilities and using screening assessment, and evaluation in individualized programming.

SPE 535 Collaborating with Families 3 cr

This course prepares students to work with families of children with special needs. It contains information on understanding families, working with traditional and non-traditional families, and providing family-centered services.

SPE 588 Advanced Practicum Experience 3 cr

The purpose of this course is to provide a field experience focusing on evaluation and program improvement in academic and behavioral assessment, program planning, and experiences in implementation of special education programming.

SPE 589 Pre-Practicum Experience 3,6 cr

Supervised experience in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 590 Sp Top - 3 cr

A course with varying content dealing with issues, trends, and topics of current interest in the field of education exceptional individuals. May be repeated for credit when course content varies. Composition of activity. Total credit cannot exceed 6 hours.

SPE 591 Multicategory Prac Seminar 3 cr

Combines field experiences and technology-based simulations and learning experiences with an ongoing seminar to address a wide-range of disabilities and educational implications. Course content will be individualized according to the students educational and professional background.

SPE 592 Collaborative Pract-Seminar 3 cr

A seminar which enables students to discuss controversial issues related to the role and function of the collaborative teacher. Students lead and respond to discussion on topics which include teaming, inclusion, and collaboration.

SPE 593 Classroom Exp Prac - 3 cr

Supervised experience in the teaching field which allow the teacher's performance to be evaluated qualitatively.

SPE 594 Dir St - Research 3 cr

Students explore through directed individual study and research, problems and issue of special interest or significance in Special Education.

SPE 595 Intern/Prac SPE Coll Tch K-6 3,6 cr

Supervised experiences in Collaborative Teaching K-6 in the teaching field which allow the teacher's performance to be evaluated qualitatively.

Prerequisite: SPE 500 Minimum Grade of B and SPE 514 Minimum Grade of B and SPE 512 Minimum Grade of B and SPE 516 Minimum Grade of B and SPE 515 Minimum Grade of B and SPE 591 Minimum Grade of B and (PRAXIS-Mathematics Subtest 157 or PRAXIS-Mathematics Subtest 157) and (PRAXIS-Social Studies Subtest 154 or PRAXIS-Social Studies Subtest 154) and (PRAXIS-Science Subtest 158 or PRAXIS-Science Subtest 158) and PRAXIS-Teaching Reading CB 159 or 190 233

SPE 596 Intern/Prac SPE Coll Tch 6-12 3,6 cr

Supervised experiences in Collaborative Teaching 6-12 in the teaching field which allow the teacher's performance to be evaluated qualitatively.

Prerequisite: SPE 500 Minimum Grade of B and SPE 514 Minimum Grade of B and SPE 512 Minimum Grade of B and SPE 516 Minimum Grade of B and SPE 515 Minimum Grade of B and SPE 591 Minimum Grade of B

SPE 597 Intern/Prac SPE ECSE 3 cr

Supervised experiences in Collaborative Teaching ECSE in the teaching field which allow the teacher's performance to be evaluated qualitatively

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137

SPE 598 Intern/Prac SPE G/T 3 cr

Supervised experiences in Collaborative Teaching Gifted/Talented in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 599 Thesis 3 cr

A student selects a project, study, or investigation in Special Education related to the student's area of specialization. The project forms a basis for the thesis. A thesis committee will give guidance during the investigation and during the writing of the thesis.

SPE 601 Advanced Eval in SPE 3 cr

Methods and procedures for developing criterion-referenced instruments and assessment batteries for classroom use in evaluating exceptional children and youth.

SPE 609 Adv Study of Excep Children 3 cr

Comparison of the normal development progress and that usually seen in the various exceptionality categories of special education especially cognitive, communication, motor, social and emotional development.

SPE 641 Seminar Behav Disorders 3 cr

Advanced study and review of the state of present knowledge in areas relevant to the psycho-pathological disorders of childhood including etiology, assessment, treatment and education.

SPE 642 Clinical Teaching I 3 cr

A study of the principles of behavioral theory upon which strategies for change in cognitive and social behavior rest and the evaluative designs used to monitor behavioral change and validate strategies.

Prerequisite: SPE 515 Minimum Grade of B

SPE 643 Clinical Teaching II 3 cr

A study and review of clinical research relevant to the curriculum requirements in the education and treatment of exceptional children and the identification of research needs in the various areas of exceptionality.

SPE 651 Seminar in LD 3 cr

Current trends and issues in the education of learning disabled individuals are discussed, various theoretical approaches and current empirical evidence provide the basis for discussion.

SPE 671 Seminar in ID Educ 3 cr

Current trends and issues in the education of individuals with intellectual disabilities. Class and recent professional literature are the basis for developing perspectives.

SPE 690 Sp Top - 3 cr

A course with varying content dealing with issues, trends, and topics of current interest in the field of education exceptional individuals. May be repeated for credit when course content varies.

SPE 694 Dir St - Research 3 cr

Students explore through directed study problems and issues of special interest or significance in Special Education.

SPE 699 Research Project 1-3 cr

The Research Project, as the culminating experience in the Specialist Program, provides an opportunity for the candidate to synthesize and apply the various program components in a selected instructional setting. Suitable agreements are reached with the appropriate public school system by the candidate. MR majors may not take more than 8 hours.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

Special Education (SPE)**SPE 200 Field Exp in SPE Settings 1 cr**

A series of in-field opportunities for students in Special Education. A variety of appropriate placements will be employed depending on each student's interest and needs. May be repeated for credit.

SPE 201 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 312.

SPE 202 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 410.

Corequisite: SPE 410

SPE 203 Field Exp in Sp Ed Setting 1 cr

A series of in-field opportunities in special education. A variety of appropriate placements will be employed depending on each student's interests and needs. To be taken with SPE 410.

Corequisite: SPE 410

SPE 205 Init Field Exp in SPE Setting 1 cr

An in-field opportunity for early field-based practicum in a variety of placements. To be taken with SPE 400 by Special Education majors.

SPE 311 Intro to Partnerships in SPE 3 cr

Emphasis is on the special problems found in the home, community, and school of the exceptional child, the teacher, the family, and community resource agencies. Ways for the teacher to form teamships to work collaboratively with all human resources involved in the child's life are explored and ethical and moral standards examined.

SPE 312 Intellect and Phys Disabs 3 cr

A study of the intellectual and physical disability which usually require substantial curriculum adaptations or ecological accommodation. Historical perspectives, etiology, definitions, classification, treatment, social aspects and interdisciplinary team work will be explored.

Corequisite: SPE 201

SPE 313 Lrng and Behavrl Disorders 3 cr

An examination of the definitions, characteristics, and prevalence of children with learning and/or behavioral disabilities. Emphasis is placed on the causes of problems in motor, perceptual, social, academic, affective, and behavioral development. Students will be introduced to current service delivery models and the programming options for individuals with learning and behavioral disabilities.

SPE 342 Dev-Tchg Ecological Curriculum 3 cr

An ecological systems view which emphasizes curricular design as a multisystem interaction involving the individual, family, school, occupational setting, and society.

SPE 362 Behav Mgt of Except Child - W 3 cr

Presentation of the principles and applications of behavioral modification, data collection procedures, and single-subject research designs as related to exceptional children and youth in special education environments.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 363 Tch Adpt Curr Spec Nds Lrnrr 3 cr

An examination of regular and special education K-12 curricula, materials, and procedures. Specific emphasis will be placed on the selection modification, and adaptation of curricula, materials, and procedures to meet the needs of individuals with learning and behavioral disabilities.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 373 Teaching Reading to Stu Dis 3 cr

Introduces the student to the curriculum, teaching the methodologies and instructional activities and materials associated with effective and appropriate developmental and functional reading instruction for students with disabilities.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 400 Edu for Except Child and Youth 3 cr

Introduction to the field of exceptional children and youth, involving the study of various areas of exceptionality.

SPE 410 Formal-Informal Assessment 3 cr

Assesses developmental levels, academic, and non-academic performance of exceptional individuals through the administration and interpretation of criterion-referenced, formal and informal measures. Evaluation of classroom teaching and special education programs is also emphasized.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

Corequisite: SPE 202, SPE 203

SPE 432 Impact Typ and Atp Dev on Edu 3 cr

An examination of typical child development and developmental characteristics of infants, toddlers, and young children with disabilities from the prenatal period through age 8. Characteristics of disabling conditions and their impact upon development are also discussed.

SPE 433 Iss in Edu Young Child W-Dis 3 cr

This course prepares students to work with infants, toddlers, and young children with disabilities and their families. Topics covered include specific teaching and intervention techniques, special education laws and regulations, and service delivery models.

SPE 443 Voc Ed-Career Dev Dis Indiv 3 cr

Issues and practices involved in the vocational preparation and training of students with disabilities, including career awareness, exploration, preparation, and use of vocational resources. Vocationally related programs and services, both within and outside the special education environment are included.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 444 Senior Seminar - W 3 cr

Topics based upon students' experiences in internship. Students develop personal growth plans to enhance professional functioning.

SPE 454 Curric Meth Develop Young 3 cr

Curriculum and methods of instruction for individuals who function in the lower levels of cognitive, motor, self care, communicative, and/or social behaviors. Emphasis is on physical management, class/individual scheduling, adapted aids and equipment, task analysis, and functional life skills.

SPE 484 General Education Curriculum 3 cr

A Curriculum course designed to emphasize general education and special education K-12 curriculum. Students learn content of general education curricula through study of scope and sequence charts and strategies for adapting the curricula for students with exceptionalities, especially in inclusionary settings.

Prerequisite: SPE 313 Minimum Grade of C and SPE 342 Minimum Grade of C and SPE 454 Minimum Grade of C

SPE 489 Pre-Practicum 3 cr

Supervised experience in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 490 Sp Top - 3 cr

Varies in content and deals with issues, trends, and topics of current interest in the field of educating exceptional individuals. May be repeated for credit when course content varies.

SPE 494 Dir St - 3 cr

Directed Study. No more than two directed studies may be applied to programs at the undergraduate level or for certification.

SPE 495 Internship K-6 9 cr

Observation and supervised K-6 classroom teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137 and SPE 363 Minimum Grade of C and SPE 410 Minimum Grade of C

SPE 496 Internship 6-12 9 cr

Observation and supervised 6-12 classroom teaching experiences providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: SPE 363 Minimum Grade of C and SPE 410 Minimum Grade of C

SPE 497 Internship ECSE 9 cr

Observation and supervised ECSE classroom teaching experiences providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137 and SPE 363 Minimum Grade of C and SPE 433 Minimum Grade of C

SPE 499 Senior Honors Project-H 3-6 cr

Under the advice and guidance of a faculty mentor, honors students will identify and carry out a research project, relevant to the field of study in Special Education, that will lead to a formal presentation at the annual Honors Student Colloquium. The senior project will be judged and graded by three faculty chaired by the honors mentor. This course is required for Honors recognition and may be repeated for up to 6 credit hours. Prerequisite: Participate in honors program and junior level status.

SPE 500 Nat-Needs of Exc Chld and Yth 3 cr

Introduction to the field of special education involving the study of all exceptionality areas. Developmental and maturational sequences of exceptional children/youth are included.

SPE 504 Seminar in Spec Educ 3 cr

Designed to allow students an in-depth exploration of topics of special concern to them related to children with disabilities or high potential.

SPE 505 Admn and Supv of SPE 3 cr

Establishing, maintaining, supervising, and evaluating special education programs in school districts and systems. Legislation and litigation, budgeting and finance, trends and issues in special education are included.

SPE 510 Intro to Lrng Char Tchg in SPE 3 cr

An examination of the definitions, characteristics, and prevalence of children with learning disabilities, emotional and/or behavioral disabilities, mental retardation and multiple disabilities. Emphasis is placed on the environmental and biological causes of problems in motor, perceptual, social academic, affective, and behavioral development. Students will be introduced to current service delivery models and the programming for individuals with disabilities.

SPE 511 Curr - Reg Class and Adapt 3 cr

Examination of all curricula as represented by various state course of study documents. Students will study and develop relevant adaptations of curricula to meet needs of various exceptional children.

SPE 512 Ecological Curr and Method 3 cr

From an ecological systems view, methods of individually deriving a functional, life-centered curriculum for students with mild to severe disabilities as well as educational strategies for teaching and training within such a framework.

SPE 514 Teaming and Collaboration 3 cr

An intensive study of the nature of teaming and collaborative practices with an emphasis on developing skills to organize and participate in a variety of such situations.

SPE 515 Data and Behav Mgmt 3 cr

Behavioral assessment techniques and experimental designs for the evaluation of behavior change programs. Operant and respondent methods for deceleration of inappropriate behavior. Operant methods for accelerating appropriate behaviors, teaching new behaviors and maintaining behaviors. Data-Based decision making strategies for formative program evaluation and modifications.

SPE 516 Methods Spec Needs Learners 3 cr

An examination of the methodologies employed in teaching special needs learners. The course covers the theoretical underpinnings and practical application of techniques with media, and materials.

SPE 517 Com Lang Read Stu Disability 3 cr

Major topics include the nature of language, language development and language problems in exceptional students; and remedial procedures. Informal and formal language and reading assessment. Relationship of reading to writing, phonetic, sight and combination means of reading instruction.

SPE 518 Assessment 3 cr

Advanced assessment of developmental levels, academic and non-academic performance of exceptional individuals through the administration and interpretation of standardized tests, criterion-referenced instruments, and informal measures.

SPE 521 Children W-High Potential 3 cr

Study of the intellectual, creative, emotional, and other psychological facets of gifted and talented children. Attention will be paid both to those individuals whose potential is realized and those who are considered underachievers.

SPE 522 Creative and Prod Thinking 3 cr

Geared to understanding the creative process, personality, and product of gifted and talented children as well as how to foster creativity and productive thought in the classroom.

SPE 523 Tchg Children W-High Potential 3 cr

Various curricular emphases and program approaches employed for gifted, creative, and talented children are studied. Insights are offered into articulating educational efforts.

SPE 524 Atyp Children W-High Potential 3 cr

This course is an in-depth study of the unique needs of atypical populations of gifted students. Attention will be directed to the culturally diverse gifted, economically disadvantaged gifted, underachieving gifted, gifted in rural areas, gifted females, highly/profound gifted, gifted handicapped, gifted with ADD/ADHD/SLD, and gifted preschoolers.

SPE 532 Impact of Typical Atypical Dev 3 cr

An examination of typical child development and developmental characteristics of infants, toddlers, and young children with disabilities from the prenatal period through age eight. Characteristics of disabling conditions and their impact upon development are also discussed.

SPE 533 Issue Edu Young Child Disabil 3 cr

This course prepares students to work with infants, toddlers, and young children with disabilities and their families. Topics covered include specific teaching and intervention techniques, special education laws and regulations, and service delivery models.

SPE 534 Assessment Devel Young 3 cr

This course contains information on basic psychometric qualities of screening, evaluations, and assessments, tools for use with infants, toddlers, and young children with disabilities, conducting family assessments, adapting measures for children with disabilities and using screening assessment, and evaluation in individualized programming.

SPE 535 Collaborating with Families 3 cr

This course prepares students to work with families of children with special needs. It contains information on understanding families, working with traditional and non-traditional families, and providing family-centered services.

SPE 588 Advanced Practicum Experience 3 cr

The purpose of this course is to provide a field experience focusing on evaluation and program improvement n academic and behavioral assessment, program planning, and experiences in implementation of special education programming.

SPE 589 Pre-Practicum Experience 3,6 cr

Supervised experience in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 590 Sp Top - 3 cr

A course with varying content dealing with issues, trends, and topics of current interest in the field of education exceptional individuals. May be repeated for credit when course content varies. Composition of activity. Total credit cannot exceed 6 hours.

SPE 591 Multicategory Prac Seminar 3 cr

Combines field experiences and technology-based simulations and learning experiences with an ongoing seminar to address a wide-range of disabilities and educational implications. Course content will be individualized according to the students educational and professional background.

SPE 592 Collaborative Pract-Seminar 3 cr

A seminar which enables students to discuss controversial issues related to the role and function of the collaborative teacher. Students lead and respond to discussion on topics which include teaming, inclusion, and collaboration.

SPE 593 Classroom Exp Prac - 3 cr

Supervised experience in the teaching field which allow the teacher's performance to be evaluated qualitatively.

SPE 594 Dir St - Research 3 cr

Students explore through directed individual study and research, problems and issue of special interest or significance in Special Education.

SPE 595 Intern/Prac SPE Coll Tch K-6 3,6 cr

Supervised experiences in Collaborative Teaching K-6 in the teaching field which allow the teacher's performance to be evaluated qualitatively.

Prerequisite: SPE 500 Minimum Grade of B and SPE 514 Minimum Grade of B and SPE 512 Minimum Grade of B and SPE 516 Minimum Grade of B and SPE 515 Minimum Grade of B and SPE 591 Minimum Grade of B and (PRAXIS-Mathematics Subtest 157 or PRAXIS-Mathematics Subtest 157) and (PRAXIS-Social Studies Subtest 154 or PRAXIS-Social Studies Subtest 154) and (PRAXIS-Science Subtest 158 or PRAXIS-Science Subtest 158) and PRAXIS-Teaching Reading CB 159 or 190 233

SPE 596 Intern/Prac SPE Coll Tch 6-12 3,6 cr

Supervised experiences in Collaborative Teaching 6-12 in the teaching field which allow the teacher's performance to be evaluated qualitatively.

Prerequisite: SPE 500 Minimum Grade of B and SPE 514 Minimum Grade of B and SPE 512 Minimum Grade of B and SPE 516 Minimum Grade of B and SPE 515 Minimum Grade of B and SPE 591 Minimum Grade of B

SPE 597 Intern/Prac SPE ECSE 3 cr

Supervised experiences in Collaborative Teaching ECSE in the teaching field which allow the teacher's performance to be evaluated qualitatively

Prerequisite: PRAXIS-Elem Ed Cont Knowledge 137

SPE 598 Intern/Prac SPE G/T 3 cr

Supervised experiences in Collaborative Teaching Gifted/Talented in the teaching field which allows the teacher's performance to be evaluated qualitatively.

SPE 599 Thesis 3 cr

A student selects a project, study, or investigation in Special Education related to the student's area of specialization. The project forms a basis for the thesis. A thesis committee will give guidance during the investigation and during the writing of the thesis.

SPE 601 Advanced Eval in SPE 3 cr

Methods and procedures for developing criterion-referenced instruments and assessment batteries for classroom use in evaluating exceptional children and youth.

SPE 609 Adv Study of Excep Children 3 cr

Comparison of the normal development progress and that usually seen in the various exceptionality categories of special education especially cognitive, communication, motor, social and emotional development.

SPE 641 Seminar Behav Disorders 3 cr

Advanced study and review of the state of present knowledge in areas relevant to the psycho-pathological disorders of childhood including etiology, assessment, treatment and education.

SPE 642 Clinical Teaching I 3 cr

A study of the principles of behavioral theory upon which strategies for change in cognitive and social behavior rest and the evaluative designs used to monitor behavioral change and validate strategies.

Prerequisite: SPE 515 Minimum Grade of B

SPE 643 Clinical Teaching II 3 cr

A study and review of clinical research relevant to the curriculum requirements in the education and treatment of exceptional children and the identification of research needs in the various areas of exceptionality.

SPE 651 Seminar in LD 3 cr

Current trends and issues in the education of learning disabled individuals are discussed, various theoretical approaches and current empirical evidence provide the basis for discussion.

SPE 671 Seminar in ID Educ 3 cr

Current trends and issues in the education of individuals with intellectual disabilities. Class and recent professional literature are the basis for developing perspectives.

SPE 690 Sp Top - 3 cr

A course with varying content dealing with issues, trends, and topics of current interest in the field of education exceptional individuals. May be repeated for credit when course content varies.

SPE 694 Dir St - Research 3 cr

Students explore through directed study problems and issues of special interest or significance in Special Education.

SPE 699 Research Project 1-3 cr

The Research Project, as the culminating experience in the Specialist Program, provides an opportunity for the candidate to synthesize and apply the various program components in a selected instructional setting. Suitable agreements are reached with the appropriate public school system by the candidate. MR majors may not take more than 8 hours.

Prerequisite: IDE 692 Minimum Grade of B or EDU 692 Minimum Grade of B

Faculty

Faculty Name	Faculty Department	Faculty Position	Degrees Held
ALLDAY, RICHARD ALLAN (allday@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BA, Auburn University MED, Auburn University PHD, Auburn University
BAXTER, ABIGAIL (abaxter@southalabama.edu)	Leadership/Teacher Education	Professor	AB, Guilford College MA, University of Maryland-Bal Cnt PHD, Vanderbilt University
BRANNAN, LAUREN RENEE (lbrannan@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, University of South Alabama MED, University of South Alabama PHD, University of South Alabama
BYRD, KELLY O. (kbyrd@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, Florida State University MAT, University of Florida PHD, University of Southern Miss
CARMOUCHE, MILLICENT LEA (mcarmouche@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BA, University of Arkansas- PB MA, Eastern Kentucky University PHD, Georgia State University

DELMAS, PEGGY MARLINE (pdelmas@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BA, University of West Florida MA, University of Alabama PHD, Univ of Alabama-Birmingham
FERGUSON, SUSAN NICOLE (ferguson@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BS, Auburn University MED, Auburn University MED, Auburn University PHD, Auburn University
GILES, REBECCA MCMAHON (rgiles@southalabama.edu)	Leadership/Teacher Education	Professor	BS, Texas State Univ - San Marcos MED, University of Texas- Austin PHD, University of Southern Miss
GOSSEN, ANDREW N (dgossen@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, Oklahoma State University MED, Southwestern Oklahoma State U PHD, Oklahoma State University
GREEN, WANDA MAULDING (wmauldin@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BS, Millsaps College MED, Mississippi College EDD, University of North Texas
JOHNSON, TODD M (toddjohnson@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BBA, James Madison University MED, George Mason University PHD, George Mason University
MCCORRISON, SARAH KATHRYN (skguffey@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, University of NC-Wilmington MA, East Carolina University PHD, University of Wyoming
MORRISON, KAREN MICHELLE (karenmorrison@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, University of Montevallo MED, University of Montevallo EDS, University of West Alabama PHD, University of Alabama
MORTON, BENTERAH CHARLES (morton@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BS, University of West Georgia MED, University of West Georgia EDS, Louisiana State University PHD, Louisiana State University
PARRISH, CHRISTOPHER WARREN (parrish@southalabama.edu)	Leadership/Teacher Education	Associate Professor	BS, Auburn University-Montgomery MED, University of West Alabama PHD, Auburn University
REEVES, LINDA M. (lreeves@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	AB, Boston College MS, University of Oregon PHD, University of Arizona
SIMPSON, JENNIFER LEBLANC (jsimpson@southalabama.edu)	Leadership/Teacher Education	Senior Instructor	BA, Southeastern Louisiana U MED, University of South Alabama
SZATKOWSKI, HANNAH DUPRE (hdszatkowski@southalabama.edu)	Leadership/Teacher Education	Assistant Professor	BS, Auburn University MED, University of West Florida PHD, Auburn University