

Department of Elementary and Special Education

Connie Jones, Chair
Jones Hall 225

The Department of Elementary and Special Education offers the Master of Education degree with majors in Curriculum and Instruction, Reading, and Special Education as well as graduate minors in Curriculum and Instruction, Reading, and Special Education. The major in Curriculum and Instruction offers concentrations in Early Childhood Education, Elementary School Education, and Middle School Education. A specialization in Initial Licensure K–6 is also available. Concentrations in Mildly/Moderately Disabled Students, Preschool Disabled Students, Severely/Profoundly Disabled Students, and Vision Disabilities are available through the Special Education major. The Specialist in Education degree is offered with a major in Curriculum and Instruction and concentration in Elementary Education.

The department also offers the Master of Education in Advanced Studies in Teaching and Learning—Regents Online Degree Program (RODP).

Students seeking admission to the Master of Education program are expected to score at least 30 on the Miller Analogies Test **or** 700 on the Graduate Record Examination **or** the minimum on a National Teachers Examination that meets Tennessee licensure standards. For admission to the specialist's program, a score of 800 on the Graduate Record Examination **or** a score of 40 on the MAT is expected.

Applicants for the Ed.S. and M.Ed. degrees in Curriculum and Instruction must have elementary teaching licensure, the attainment of which may require additional undergraduate courses prior to the completion of the degree. Applicants for the M.Ed. degree in Special Education must have a teaching license in special education and a 3.00 undergraduate GPA.

Requirements for the Specialist in Education

In order to be admitted the candidate must

1. hold a master's degree.
2. have a minimum of three years teaching experience in an elementary setting.
3. have an initial conference with a graduate advisor in the department.

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In order to complete the degree, the candidate must

1. complete a minimum of 30 semester hours.
2. file a degree plan with the Graduate Office prior to the completion of 21 credit hours.
3. successfully complete a thesis pertaining to an area of emphasis within the scope of elementary education.
4. successfully complete an oral defense.

Curriculum and Instruction Major (Ed.S.) Concentration: Elementary Education

Required Core (9 semester hours)

SPSE 7010 Educational Research Methodology
FOED 7060 Seminar in Educational Foundations
SPSE 7130 The Curriculum: Structures and Functions

Specialized Courses (15 semester hours)

FOED 7080 Contributions of Psychology to Education
ELED 6290/ 7290 Inquiry in the Classroom
ELED 7220 Seminar in Elementary Education
ELED 7250 From Policy to Practice in American Public Schools
ELED 7640 Ed.S. Thesis Research

Elective Courses (6 semester hours)

To be selected with the consent of the advisor

Applicants having previously met any of the course requirements above may, with the consent of the advisor, choose options. Requirements for licensure should be checked in the Teacher Licensing Office, McWherter Learning Resources Center 170.

Requirements for the Master of Education

In order to be admitted, the candidate must

1. have completed undergraduate prerequisites.
2. hold a current teaching license.
3. have an initial conference with an appropriate graduate advisor in the department.
4. have at least 2.75 undergraduate GPA for full admission and a 2.50 undergraduate GPA for conditional admission.

Any course requiring admission to Teacher Education may require observations, case studies, or other time in K–6 classes.

In order to complete the degree, the candidate must

1. complete a minimum of 33 semester hours with no more than 30 percent of the total degree hours dually listed as undergraduate/graduate hours.
2. file a degree plan with the Graduate Office prior to the completion of 21 credit hours.
3. successfully complete a written comprehensive examination to be taken in the last semester of coursework (may be taken no more than twice).

Curriculum and Instruction Major (M.Ed.) Concentration: Early Childhood Education

Required Core (9 semester hours)

FOED 6020 Educational Foundations
FOED 6610 Analysis and Application of Educational Research
SPSE 6430 Introduction to Curriculum Development

Specialized Core (12 semester hours)

ELED 6010 The Teacher as Reflective Practitioner
(prerequisite for all ELED courses)
ELED 6011 The Teacher as Reflective Practitioner
(must be taken in last semester of coursework)
ELED 6090 Creating Learning Environments for Young Children
ELED 6200 The Classroom as Community
ELED 6620 Assessment of Teaching and Learning

Specialized Courses (6 semester hours)

READ 6000 Foundations of Reading
READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading
READ 6760 Early Literacy
READ 6120 Current Issues in Reading Instruction
ELED 6000 Teaching Writing
ELED 6030 The Early Childhood Practitioner, K–4
ELED 6130 Current Issues in Elementary Language Arts
ELED 6140 Current Issues in Elementary Social Studies
ELED 6170 The Multi-Age Classroom
ELED 6180 Research and Advanced Methods in Elementary School Mathematics
ELED 6190 Current Issues in Elementary Science
ELED 6230 Integrating Curriculum and Teaching, K–8
ELED 6250 Technological Tools for Thinking and Learning
ELED 6330 Play
ELED 6400 Teaching the Special Needs Learner in the Heterogenous Classroom

Electives (6 hours)

To be selected within the range of specialized courses or with the consent of the advisor.

Concentration: Elementary School Education

Required Core (9 semester hours)

FOED 6020 Educational Foundations
FOED 6610 Analysis and Application of Educational Research
SPSE 6430 Introduction to Curriculum Development

Specialized Core (12 semester hours)

ELED 6010 The Teacher as Reflective Practitioner
(prerequisite for all ELED courses)
ELED 6011 The Teacher as Reflective Practitioner
(must be taken in last semester of coursework)
ELED 6090 Creating Learning Environments for Young Children OR
ELED 6100 The Early Adolescent Learner
ELED 6200 The Classroom as Community
ELED 6620 Assessment of Teaching and Learning

Specialized Courses (6 semester hours)

READ 6000 Foundations of Reading
READ 6120 Current Issues in Reading Instruction
READ 6710 Adolescent Literacy
READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading
READ 6760 Early Literacy
ELED 6000 Teaching Writing
ELED 6030 The Early Childhood Practitioner, K–4
ELED 6130 Current Issues in Elementary Language Arts
ELED 6140 Current Issues in Elementary Social Studies
ELED 6170 The Multi-Age Classroom

- ELED 6180 Research and Advanced Methods in Elementary School Mathematics
- ELED 6190 Current Issues in Elementary Science
- ELED 6230 Integrating Curriculum and Teaching, K–8
- ELED 6250 Technological Tools for Thinking and Learning
- ELED 6330 Play
- ELED 6400 Teaching the Special Needs Learner in the Heterogeneous Classroom

Electives (6 semester hours)

To be selected within the range of specialized courses or with the consent of the advisor.

Concentration: Middle School Education**Required Core (9 semester hours)**

- FOED 6020 Educational Foundations
- FOED 6610 Analysis and Application of Educational Research
- SPSE 6430 Introduction to Curriculum Development

Specialized Core (12 semester hours)

- ELED 6010 The Teacher as Reflective Practitioner (prerequisite for all ELED courses)
- ELED 6011 The Teacher as Reflective Practitioner (must be taken in last semester of coursework)
- ELED 6100 The Early Adolescent Learner
- ELED 6200 The Classroom as Community
- ELED 6620 Assessment of Teaching and Learning

Specialized Courses (6 semester hours)

- READ 6000 Foundations of Reading
- READ 6120 Current Issues in Reading Instruction
- READ 6710 Adolescent Literacy
- READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading
- ELED 6000 Teaching Writing
- ELED 6130 Current Issues in Elementary Language Arts
- ELED 6140 Current Issues in Elementary Social Studies
- ELED 6170 The Multi-Age Classroom
- ELED 6180 Research and Advanced Methods in Elementary School Mathematics
- ELED 6190 Current Issues in Elementary Science
- ELED 6230 Integrating Curriculum and Teaching, K–8
- ELED 6250 Technological Tools for Thinking and Learning
- ELED 6330 Play
- ELED 6400 Teaching the Special Needs Learner in the Heterogeneous Classroom

Electives

To be selected within the range of specialized courses or with the consent of the advisor.

Specialization: Initial Licensure K–6

The Master of Education major in Curriculum and Instruction with a specialization in Initial Licensure K–6 is a 46-hour program which includes a nine-hour internship. These candidates must meet requirements for admission to teacher education and internship in addition to the traditional graduate admission requirements.

Required Core (9 semester hours)

- FOED 6020 Educational Foundations
- FOED 6610 Analysis and Application of Educational Research
- SPSE 6430 Introduction to Curriculum Development

Specialized Required Core (9 semester hours)

- ELED 6500 Learning and Teaching
- ELED 6250 Technological Tools for Thinking and Learning

- SPED 6800 Exceptional Children and Youth

OR

- ELED 6400 Teaching the Special Needs Learner in the Homogeneous Classroom

Specialized Courses (18 semester hours)

All courses require admission to Teacher Education.

- READ 5130 Corrective Reading in the Elementary School
- READ 6520 Teaching Reading
- ELED 6510 Language Arts
- ELED 6530 Teaching Social Studies
- ELED 6540 Teaching Science
- ELED 6550 Teaching Mathematics
- ELED 6560 Assessment

Specialized Required Internship (9 semester hours)

Requires admission to Teacher Education

- ELED 5510 The Teaching Internship, Grades 1–8

Minor in Curriculum and Instruction

Students desiring a graduate minor in Curriculum and Instruction in one of the three concentrations described above—Early Childhood, Elementary School Education, or Middle School Education—should complete 18 semester hours in elementary education to include ELED 6090 or 6100, 6200, and 6620. **This does not meet licensure requirements in elementary education.**

Reading Major (M.Ed.)

The Master of Education in Reading degree requires 36 semester hours and leads to the Reading endorsement, Reading Specialist, PreK–12. Three years successful classroom experience as a licensed teacher and the PRAXIS 10300 are required to add the Reading Specialist endorsement.

Required Core (30 semester hours - *required for licensure)

- READ 6000 Foundations of Reading*
- READ 6710 Adolescent Literacy*
- READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading*
- READ 6730 Curriculum and Supervision of Reading*
- READ 6750 Research Seminar in Reading*
- READ 6760 Early Literacy*
- READ 6790 The Reading Practicum*
- ELED 6500 Learning and Teaching*
- ELED 6510 Language Arts*
- ELED 6620 Assessment of Teaching and Learning*

Elective Courses (6 semester hours selected from the following):

- READ 5130 Corrective Reading in the Elementary School
- READ 5460 Teaching Reading in the Content Area
- READ 6120 Current Issues in Reading Instruction
- READ 6260 Individualizing Reading
- DYST 6000 Introduction to Dyslexia
- DYST 6010 Identifying Students with Dyslexia
- DYST 6011 Interventions for Dyslexia
- DYST 6020 Adolescents with Dyslexia and other Literacy Difficulties
- ELED 6000 Teaching Writing
- ELED 6130 Current Issues in Elementary Language Arts
- ELED 6330 Play
- ELED 6400 Teaching the Special Needs Learner in the Heterogeneous Classroom
- LIBS 5150 Books, Media, and Literacy for Children

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LIBS 5160 Books, Media, and Literacy for Young People and Adults

Special Education Options (3 semester hours)

To be selected with consent of advisor

Electives (9 semester hours)

To be selected with consent of advisor

Minor in Reading

A minor is available in Reading, the content of which is determined through collaborative consultation with the student's major advisor and the advisor for Reading.

Special Education Major (M.Ed.)

In order to be admitted candidate must

1. have an undergraduate GPA of 2.75 or higher OR a minimum of twelve hours in special education at the graduate level with a GPA of 3.0 or higher. Those with a GPA of 2.75 or higher but lower than 3.0 must take the Miller Analogies Test (and obtain a minimum score of 30) or the Graduate Record Exam (and obtain a minimum score of 700). An individual with a GPA of 3.0 or higher (in undergraduate or twelve hours of graduate courses) will not need to take either test.
2. have a teaching license in special education for admission to the programs in mild/moderate or severe/profound; a teaching license in special education, early childhood education, or elementary education for admission to the program in preschool; or a teaching license in special education, elementary education, or secondary education for admission to the program in vision.

Candidates without the appropriate license must be admitted to the graduate program as non-degree-seeking students. Once licensure requirements are met, candidate may reapply for admission to the program in special education.

A candidate not licensed in special education may apply for a waiver to the license requirement by signing a waiver form stating that he/she wishes to receive a master's degree in special education without a license to teach.

Students may apply for admission to the master's program in special education without having a formal appointment and prior approval of special education faculty and the coordinator of graduate admissions.

Concentration: Mildly/Moderately Disabled Students

Required Core (9 semester hours)

SPED 6780 Issues in Special Education
FOED 6610 Analysis and Application of Educational Research
SPED 6710 Action Research in Special Education

Concentration Courses (15 semester hours)

SPED 6300 Theoretical Perspectives on Mild/Moderate Disabilities
SPED 6310 Issues in Assessment of Mild/Moderate Disabilities
SPED 6330 Theories of Instruction for Mild/Moderate Disabilities
SPED 6360 Transition Education and Services for Exceptional Learners
SPED 6380 Collaborative/Consulting Skills in Special Education

Restricted Electives (9 semester hours)

To be selected with consent of advisor

Concentration: Preschool Disabled Students

Required Core (3 semester hours)

FOED 6610 Analysis and Application of Educational Research

Concentration Courses (15 semester hours)

SPED 6900 Characteristics of Preschool Children with Disabilities
SPED 6910 Developmental Assessment
SPED 6920 Laboratory Experience I
SPED 6930 Methods of Working with Children Who Are Developmentally Delayed
SPED 6950 Laboratory Experience II

Restricted Electives (15 semester hours)

To be selected with consent of advisor

Concentration: Severely/Profoundly Disabled Students

Required Core (9 semester hours)

SPED 6780 Issues in Special Education
FOED 6610 Analysis and Application of Educational Research
SPED 6710 Action Research in Special Education

Concentration Courses (15 semester hours)

SPED 6380 Collaborative/Consulting Skills in Special Education
SPED 6400 Characteristics and Needs of Severely/Profoundly Disabled
SPED 6430 Theories of Instruction for Severely/Profoundly Disabled Students
SPED 6910 Developmental Assessment
CDFS 6300 Application of Child Development Principles I

Restricted Electives (9 semester hours)

To be selected with consent of advisor

Concentration: Vision Disabilities

Required Core (9 semester hours)

SPED 6380 Collaborative/Consulting Skills in Special Education
SPED 6780 Issues in Special Education
FOED 6610 Analysis and Application of Educational Research

Concentration Courses (24 semester hours)

SPED 6500 Anatomy and Physiology of the Eye
SPED 6510 Introduction to Braille and Communication Skills for the Visually Impaired
SPED 6520 Advanced Braille and Communication Skills for the Visually Impaired
SPED 6530 Educational Procedures for the Visually Impaired
SPED 6540 Advanced Educational Procedures for the Visually Impaired
SPED 6550 Orientation and Mobility for the Classroom Teacher
SPED 6560 Nature and Needs of the Visually Impaired
SPED 6570 Practicum in Special Education (Vision) OR
SPED 5510 Teaching Internship: Special Education

Special Education Master's—Non-Licensed

Persons who do not hold a license in special education but wish to work toward a master's degree in mild/moderate or severe/profound special education may ask for an exception to the license prerequisite. This would allow the individual to complete a master's degree but the degree would not lead to licensure. Persons who complete this degree **will not be licensed to teach special education** upon completion of the degree.

Minor in Special Education

Students desiring a minor at the graduate level in Special Education must complete 18 semester hours in Special Education to include SPED 6020, 6800, and 12 additional semester hours of 6000 courses in Special Education. **This does not meet licensure requirements in Special Education.**

Master of Education in Advanced Studies in Teaching and Learning— Regents Online Degree Program (RODP)

The Master of Education in Advanced Studies in Teaching and Learning (M.Ed.) with a concentration in Childhood Literacy Reading is offered through the Regent's Online Degree Program (RODP), and is delivered following the standard protocol established for the delivery of RODP courses and programs. The mission of this program is to provide advanced professional preparation in the area of reading and language arts for practicing teachers.

Program of Study (33 hours)

Required

ASTL 6700	Portfolio Development
ASTL 6701	Teacher as Learner
ASTL 6721	Theory and Foundation of Developmental Literacy (Literacy I)
ASTL 6703	Knowledge of the Learner
ASTL 6723	Understanding and Implementing Best Practices in Teaching Beginning Literacy (Literacy II)

Specialized Core

ASTL 6705	Assessment of Learning
ASTL 6706	Learning Strategies/Instructional Strategies
ASTL 6725	Understanding and Implementing Best Practices for Continued Literacy Growth in the Middle Grades (Literacy III)
ASTL 6726	Diagnosing Literacy Problems K-8 (Literacy IV)
ASTL 6709	Action Research
ASTL 6729	Remediation of Literacy Problems K-8 (Literacy V)

Specialized Courses

ASTL 6721, 6723, 6725, 6726, 6729

For more information, refer to the RODP Web site at www.tn.regentsdegrees.org.

Courses in Elementary Education [ELED]

5110 Directed Teaching Grades K-8. Twelve credits. Prerequisites: READ 4015 and 4035; minimum grade point average of 2.50 overall and in the major; admission to teacher education program; passing scores on the NTE Tests of Communication Skills and General Knowledge. Fulltime, 15-week semester of supervised teaching experience in the public schools. Pass/Fail.

5200- Observation and Participation. Three credits. Directed laboratory experiences for teachers desiring to add an endorsement to their certificates. Includes language arts, math, science, social studies, art, and music.

5200 Kindergarten

5201 Grades 1-6

5260 Problems in Elementary Education. One to three credits. A problem-oriented course, on or off campus, planned and designed for individuals, school faculty, school systems, or other professional groups that will provide opportunities for in-service education

related to assessed needs. Credit toward a degree limited to six semester hours.

5510 The Teaching Internship, Grades 1-8. Nine credits. A supervised internship available only to those with at least one year of paid teaching experience in the major in which endorsement is sought. Applicants must meet all prerequisites for student teaching.

6000 Teaching Writing. Three credits. An in-depth exploration of students' efforts to become writers. Presents theoretical and practical strategies for establishing an effective writing environment based on current research.

6010 The Teacher as Reflective Practitioner. Two credits. Articulates the role of and explores the varied dimensions of the process of reflective teaching as it may be utilized by the elementary, special education, reading, or secondary teacher. **Prerequisite for all Curriculum and Instruction (Early Childhood Education, Elementary School Education, and Middle School Education) candidates.**

6011 The Teacher as Reflective Practitioner. One credit. A culminating course summarizing and synthesizing the knowledge acquired throughout the graduate program. **Must be taken in last semester of graduate work.**

6030 The Early Childhood Practitioner, K-4. Three credits. Emphasis on the emerging theories which have influenced current programs.

6090 Creating Learning Environments for Young Children. Three credits. Prerequisite: ELED 6010. In-depth analysis of social, emotional, language, and cognitive variables that impact young children's learning and allow teachers to plan and maintain proactive environments. Required for those students wishing to concentrate in Early Childhood Education.

6100 The Early Adolescent Learner. Three credits. Prerequisite: ELED 6010. Reflects on the early adolescent while focusing on the student-centered school environment and the appropriately well-balanced curriculum. Required for those students wishing to concentrate in Middle School Education.

6130 Current Issues in Elementary Language Arts. One credit. Prerequisite: ELED 6010. Overview of current issues surrounding the teaching of language arts.

6140 Current Issues in Elementary Social Studies. One credit. Prerequisite: ELED 6010. Overview of current issues and trends surrounding the teaching of social studies. Topics will vary from semester to semester.

6170 The Multi-Age Classroom. One credit. Prerequisite: ELED 6010. Examines the basic alternatives and tools that have been shown to be effective in multi-age classrooms in both primary and middle grades.

6180 Research and Advanced Methods in Elementary School Mathematics. Three credits. Explores knowledge and methods needed to effectively teach elementary school mathematics in relation to current research on mathematical pedagogy. Reflects upon teaching in comparison to the current literature on best practices in order to effectively implement these strategies.

6190 Current Issues in Elementary Science. One credit. Prerequisite: ELED 6010. Prerequisite: ELED 6010. Investigates current issues relating to the study and teaching of elementary school science. Topics will vary from semester to semester.

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- 6200 The Classroom as Community.** Three credits. Prerequisite: ELED 6010. Explores the classroom community with respect to definitions and practice. Teachers will reflect on how their beliefs and attitudes influence practice. Required for all students.
- 6210 Seminar on Current Innovations and Trends in Elementary Education.** Three credits. Prerequisite: ELED 6010. Recent research in child development, school organization, curriculum, and evaluation.
- 6220 Seminar in Early Childhood Education.** Three credits. Review of issues, programs, and research in early childhood education.
- 6230 Integrating Curriculum and Teaching, K-8.** Three credits. Prerequisite: ELED 6010. Assists elementary and middle school teachers in organizing, assessing, and planning instruction in an integrated program.
- 6250 Technological Tools for Thinking and Learning.** Three credits. Prerequisite: ELED 6010. Learning environments supported by computer technology that promote knowledge construction. Special emphasis on use of the Internet and the design and development of a hypermedia learning environment.
- 6290/ 7290 Inquiry in the Classroom.** Three credits. An in-depth study of the inquiry process as it relates to teachers in the classroom. Theory and practice combine as teachers engage in their own research to improve classroom instruction.
- 6330 Play.** Three credits. Content provides educators with the social, emotional, and cognitive benefits of play for children's learning and development.
- 6370 Education and Ethno-cultural Diversity.** Three credits. Explores the ethno-cultural issues, concepts, and theories that impact teaching practice. Course content linked to students' (anticipated) professional needs and interests. Prior professional, cross-cultural, or international experience welcomed. Exposes participants to social dimensions of ethno-cultural diversity that increasingly impact pedagogy.
- 6400 Teaching the Special Needs Learner in the Heterogeneous Classroom.** Three credits. Prerequisite: ELED 6010 (prerequisite requirement for elementary education majors only). Helps develop skills, beliefs, and attitudes necessary for effectively incorporating and teaching special needs learners in a heterogeneous classroom.
- 6500 Learning and Teaching.** Three credits. Promotes understanding of human learning and development necessary to engender competent, caring professionals by providing opportunities to describe, compare, and contrast various theories in order to create appropriate learning environments.
- 6510 Language Arts.** Three credits. Explores language learning and teaching. Introduces various theories about cognition, language, and language learning, including second language acquisition and various strategies for teaching language arts. Public school practicum required.
- 6530 Teaching Social Studies.** Three credits. Prerequisite: Valid teaching licence or acceptance into the teacher education program. Introduces students to philosophy and need for teaching social studies in the K-6 classroom and to a variety of instructional strategies for teaching social studies.
- 6540 Teaching Science.** Two credits. Prerequisites: Admission to the teacher education program; ELED 6500. Introduces students to various philosophies for teaching science in the K-6 classroom and to a variety of instructional strategies for teaching science.
- 6550 Teaching Mathematics.** Three credits. Prerequisites: Admission to teacher education program or a valid teaching license; ELED 6500. Orientation to the teaching strategies and materials appropriate for teaching mathematics in grades K-6. Emphasis on using a constructivist approach.
- 6560 Assessment.** Two credits. Prerequisite: Admission to teacher education program. Explores evaluation and assessment of children in grades K-6.
- 6620 Assessment of Teaching and Learning.** Three credits. Prerequisite: ELED 6010 (or taken concurrently with 6010 by Elementary Education major only). Familiarizes teachers with assessment techniques that focus on the complex relationship between learning and instruction. Required for all students.
- 6870 Home-School Interaction.** Three credits. Includes approaches, activities, and materials related to parent education.
- 6999 Comprehensive Examination and Preparation.** One credit. Open only to students who are not enrolled in any other graduate course and who will take the master's comprehensive examination during the term. The student must contact the graduate advisor during the first two weeks of the term for specifics regarding the details of this comprehensive examination preparatory course. Credit may not be applied to degree requirements.
- 7220 Seminar in Elementary Education.** Three credits. Explores contemporary issues in education as they relate to the individual teacher, the school as an institution, the school clientele, and the community. Allows the student to adjust individual educational philosophy to a changing society and schools; gives contiguity to other educational experiences.
- 7250 From Policy to Practice in American Public Schools.** Three credits. The effect of public policy on educational practices. Emphasis on exploring policy variations within the educational practices in the U.S. and around the world with a particular emphasis on elementary education.
- 7260 Problems in Elementary Education.** One to six credits. Prerequisite: Nine semester hours of graduate-level courses in elementary education.
- 7640 Ed.S. Thesis Research.** One to six credits. Prerequisite: Six semester hours of 7000-level courses in elementary education. Supervised, in-depth study on an individual or group basis of an area of elementary education. Student may register two semesters for three hours credit each semester or for six hours credit one semester. Open only to post-master's degree students.

Courses in Reading [READ]

- 5130 Corrective Reading in the Elementary School.** Three credits. Prerequisite: A reading methods or literacy course. The modification of assessment and instruction for the resolution of reading problems in the elementary classroom.
- 5460 Teaching Reading in the Content Area.** Three credits. Emphasis on teaching reading in content subjects such as mathematics, science, and social studies in upper elementary, middle school, and secondary schools. Specific suggestions for activities and lesson strategies included. (Available on permission-of-department basis only.)
- 6000 Foundations of Reading.** Three credits. Prerequisite: A reading methods or literacy course. Planning and developing a reading program through extensive reading in the field and seminar participation. Special emphasis on the reading process.

- 6120 Current Issues in Reading Instruction.** One to three credits. Specific issues and trends affecting reading instruction in today's classrooms. Repeatable up to three hours of various topics.
- 6260 Individualizing Reading.** Three credits. Theoretical background, organization, and implementation of individualizing reading through the self-selection of reading materials. Content applicable to elementary, middle school, secondary, adult, and special education teachers.
- 6520 Teaching Reading.** Three credits. Prerequisites: Admission to the teacher education program; ELED 6500 and ELED 6510 may be taken concurrently. Introduces students to the various philosophies for teaching reading in the K–6 classroom and to a variety of instructional strategies for teaching reading.
- 6710 Adolescent Literacy.** Three credits. Approaches to effective literacy enhancement in middle and secondary school programs. Suggestions for meeting the literacy needs of typical and atypical adolescent literacy learners.
- 6720 Diagnostic and Remedial Practices in the Improvement of Reading.** Three credits. Prerequisite: READ 6000 or permission of instructor. Formal and informal tools to document and define a reading difficulty as well as approaches/strategies to overcome such difficulties.
- 6730 Curriculum and Supervision of Reading.** Three credits. The role of the reading specialist. Focuses on preparing reading specialists to work with students and adults in school settings. Planning in-service presentations, grant writing, critiquing materials, and effective reading programs explored.
- 6750 Research Seminar in Reading.** Three credits. Prerequisite: READ 6000, its equivalent, or permission of the instructor. An investigation of significant research related to reading with emphasis on classroom practices, group analysis, and individual study. (Available on permission-of-department basis only.)
- 6760 Early Literacy.** Three credits. A methods course that concentrates on beginning reading and emergent literacy issues in developing reading and writing.
- 6790 The Reading Practicum.** Three to six credits. Prerequisite: READ 6720 or equivalent. A supervised practice in teaching children with various types of reading and learning problems. Student may enroll for 3 hours credit or 6 hours credit in a single semester. May be repeated for up to 6 credits; however, only 3 credits may apply toward the degree.
- 6999 Comprehensive Examination and Preparation.** One credit. Open only to students who are not enrolled in any other graduate course and who will take the master's comprehensive examination during the term. The student must contact the graduate advisor during the first two weeks of the term for specifics regarding the details of this comprehensive examination preparatory course. Credit may not be applied to degree requirements.
- 5280 Assistive Technology in Special Education.** Three credits. Prerequisite: Permission of instructor. Introduces students to adaptive/assistive technologies. The technologies will range from low-tech to high-tech and apply to the needs of school-aged students with disabilities. Includes assessing and supporting needs through the delivery of adaptive/assistive technologies.
- 5320 Directed Teaching in Special Education (Self-contained).** Nine credits. Prerequisites: ELED 3150; SPED 6200, 6800; full admission to Directed Teaching. A full-day, ten-week supervised teaching experience in a public classroom. Pass/Fail.
- 5350 Directed Teaching in Special Education (Resource room).** Nine to twelve credits. Prerequisites: ELED 3150; READ 4015 or 4035; SPED 6200 and 6800; full admission to directed teaching. A full-day, ten-week supervised teaching experience in a public classroom. Pass/Fail.
- 5510 Teaching Internship: Special Education.** Nine credits. A supervised teaching experience. Available only to those with at least one year of paid teaching experience in the major in which endorsement is sought. Applicants must meet all prerequisites for student teaching. Pass/Fail.
- 6020 Overview of Special Education.** Three credits. Theories and techniques of providing instruction to exceptional individuals. Designed for individuals without prior specialized experience and/or course work in special education. Not for degree credit.
- 6200 Educational Diagnostics.** Three credits. The role of the special educator in the assessment process; formal and informal assessment devices and procedures; involvement of parents in the evaluation; precision teaching; diagnostic and prescriptive teaching; writing IEPs.
- 6270 Characteristics and Needs of the Mentally Retarded Child.** Three credits. Cognitive, affective, motor, social, and language development of the mentally retarded.
- 6280 Characteristics and Needs of the Emotionally Disabled Child.** Three credits. A survey of theories and research relative to emotional/behavioral problems of children; discussion of classroom models for remediation and specific techniques appropriate for teacher use.
- 6300 Theoretical Perspectives on Mild/Moderate Disabilities.** Three credits. Reviews the various perspectives on mild/moderate disabling conditions from a historical perspective. Viability of each perspective examined. Implications of each for assessment and intervention considered.
- 6310 Issues in Assessment of Mild/Moderate Disabilities.** Three credits. Prerequisite: SPED 6300. A variety of tests and assessment tools within the various theoretical frameworks they represent. Considers the development of diagnostic batteries based on such tests. Particular attention given to the significance of the theoretical perspectives in selecting and interpreting data collected.
- 6330 Theories of Instruction for Mild/Moderate Disabilities.** Three credits. Prerequisite: SPED 6310. A variety of instructional approaches within the various theoretical frameworks from which each evolved. Considers the development and evaluation of IEPs through an integration of learner characteristics, instructional approaches, and educational needs.

Courses in Special Education [SPED]

- 5240 Methods and Techniques of Behavior Management.** Three credits. Overview of various approaches to behavior management. Application of various approaches in different special education settings. Basis of evaluation of various behavior change techniques.
- 5260 Problems in Special Education A-Z.** One to three credits. A problem-oriented course, on or off campus, planned and designed for individuals, a school faculty, school system, or other profes-

- 6360 Transition Education and Services for Exceptional Learners.** Three credits. Prerequisite: Admission to Special Education: Modified program or permission of department. Addresses the knowledge and skills needed to develop and implement effective transition planning from school to adult life. Offers preparation for successful transition from elementary grades, career preparation education, and eventual transition to adult life. Explores a variety of tools, supports, and classroom strategies for creating successful transitions in preparation for adult life.
- 6370 Mildly/Moderately Disabled Adolescents and Adults.** Three credits. The unique status of public school students, ages 16-21 years with mild/moderate disabilities. Focus on career, vocational, and transitional services. Highlights specific concerns and problems in adulthood.
- 6380 Collaborative/Consulting Skills in Special Education.** Three credits. Assistance in developing skills needed for consulting with parents, students, teachers, administrators, and others in the development and implementation of individualized education programs for disabled students.
- 6400 Characteristics and Needs of Severely/Profoundly Disabled.** Three credits. In-depth survey of severely/profoundly disabled students and their needs. Emphasis on cognitive, motor, social, communicative, behavioral, and physical characteristics of this population.
- 6430 Theories of Instruction for Severely/Profoundly Disabled Students.** Three credits. Advanced methods and techniques for teaching severely/profoundly disabled students.
- 6500 Anatomy and Physiology of the Eye.** Three credits. Examines structures of the eye and visual system and diseases/conditions that affect vision. Considers various screening instruments to use for making referrals to eye specialists. Attention given to administration and interpretation of screening instruments.
- 6510 Introduction to Braille and Communication Skills for the Visually Impaired.** Three credits. Offers teachers and professionals who work with visually impaired and blind students skills and competencies in reading and writing braille.
- 6520 Advanced Braille and Communication Skills for the Visually Impaired.** Three credits. Prerequisite: SPED 6510. Reinforces and extends skills learned in SPED 6510. Formatting textbooks and trade books required by visually impaired students in schools. Emphasis placed on learning to use abacus, slate and stylus, and correction slate. Transcription according to Library of Congress standards.
- 6530 Educational Procedures for the Visually Impaired.** Three credits. Presents students with roles and responsibilities of the teacher of the visually impaired, including adaptations of curriculum, environment, equipment, and methods. Available resources at local, state, and national levels. Particular attention given to the decision-making processes required, such as type of reading medium required for specific tasks, use of low-vision aids, appropriateness of various types of modifications, and adaptations of regular curriculum.
- 6540 Advanced Educational Procedures for the Visually Impaired.** Three credits. Necessary skills to conduct functional vision assessments of students of normal intelligence as well as those with multiple disabilities. Assessing communication skills for the visually impaired.
- 6550 Orientation and Mobility for the Classroom Teacher.** Three hours. Basic orientation and mobility techniques to teach visually impaired students to enable them to move around the school environment safely. Included are concept development, protective techniques, basic and advanced sighted guide techniques, and the use of tactual maps.
- 6560 Nature and Needs of the Visually Impaired.** Three credits. Insights into problems associated with visual loss and its impact on individuals, family relations, and seeing populations. Also addresses advantages and limitations of adaptations and specialized instruction, equipment, devices, and aids. Examines the role and effect of various organizations and professionals on services for visually impaired persons.
- 6570 Practicum in Special Education (Vision).** Three credits. Understanding of eye conditions that result in visual disabilities and their implications; training in determining most appropriate modifications. Experiences in assessment of functional vision of students with visual disabilities and multiple disabilities; designed to facilitate application of these skills in real-life experiences with visually impaired and blind learners.
- 6710 Action Research in Special Education.** Three credits. Prerequisite: FOED 6610 or equivalent. Presents skills necessary to conduct classroom research for the purpose of improving learning opportunities for diverse learners.
- 6720 Working with Parents.** Three credits. Understanding the concerns and needs of parents of children who have special needs. Also presents strategies and techniques for working effectively with parents.
- 6740 Affective Education in the Classroom.** Three credits. Theoretical basis for the role of the school in providing instruction in the affective domain. Emphasis on the translation of theories of emotional/social development into educational strategies.
- 6780 Issues in Special Education.** Three credits. Analysis of current issues in the field. Emphasis on the analysis of relevant research.
- 6800 Exceptional Children and Youth.** Three credits. Introduction to problems in identification, etiology, and educational treatment of mentally retarded, gifted, physically and emotionally challenged, learning disabled, and culturally disadvantaged children and youth.
- 6810 Characteristics and Needs of the Learning Disabled Child.** Three credits. An understanding of the causes and characteristics. Formal and informal evaluation instruments. An investigation of various educational approaches to learning disabilities, their theoretical bases, and practical implications.
- 6840 Independent Study: Special Education.** One to three credits. Prerequisite: Consent of the advisor. Enables students to develop and conduct a study based on individual professional interests. No more than 6 semester hours credit in Independent Study (SPED 6840) and/or Problems (SPED 5260) can be applied toward a degree or licensure.
- 6850 Characteristics and Needs of the Severely Handicapped Child.** Three credits. An in-depth survey covering the characteristics and needs for serving the severely disabled. Includes how to develop a program and the IEP.
- 6860 Characteristics and Needs of the Gifted Child.** Three credits. Characteristics, needs, psychological and educational considerations, and identification procedure for gifted children.

- 6870 Habilitation of Mentally Retarded and Multiple Handicapped Young Adults.** Three credits. An in-depth look. Various habilitation models, how they are designed, and how they function.
- 6880 Educational Procedures in the Education of the Gifted.** Three credits. Prerequisite: SPED 6860. Reviews various theoretical models of learning and teaching that are most often used in developing curriculum for the gifted learner. Application of the models is stressed.
- 6900 Characteristics of Preschool Children with Disabilities.** Three credits. Includes an in-depth study of young children delayed in their development. Focus on developmental needs.
- 6910 Developmental Assessment.** Three credits. Evaluative and diagnostic instruments and procedures used with very young and/or multiple disabled individuals.
- 6920 Laboratory Experience I.** Three credits. Practicum experience in settings serving preschool children who have developmental delays. Students will spend 60 hours in each of two practicum settings.
- 6930 Methods of Working with Children Who Are Developmentally Delayed.** Three credits. Current theories, practices, and procedures used to develop programs for preschool children who are developmentally delayed (ages birth to 5 years).
- 6950 Laboratory Experience II.** Three credits. Practicum experience in settings serving preschool children who have developmental delays. Students will spend 60 hours in each of two practicum settings.
- 6999 Comprehensive Examination and Preparation.** One credit. Open only to students who are not enrolled in any other graduate course and who will take the master's comprehensive examination during the term. The student must contact the graduate advisor during the first two weeks of the term for specifics regarding the details of this comprehensive examination preparatory course. Credit may not be applied to degree requirements.
- 6012 Multisensory Teaching Strategies.** Three credits. Prerequisite: Permission of the department and bachelor's degree or advanced degree in the education field. Multisensory teaching of reading, spelling, and handwriting. Participants learn theory and teaching strategies in class and apply their knowledge while tutoring a student during the course. Critiques of tutoring lessons will be provided daily.
- 6013 Practicum in Multisensory Teaching.** One credit. Prerequisites: Permission of instructor; DYST 6012. Focuses on multisensory strategies for teaching advanced skills such as syllabication and structural analysis. Participants apply their knowledge while tutoring a student twice a week for ten weeks. Students submit two videotapes of lessons and supporting materials to the professor for critique.
- 6020 Adolescents with Dyslexia and Other Literacy Difficulties.** Three credits. Prerequisite: Permission of instructor and bachelor's degree or advanced degree in the education field. Overview of literacy difficulties faced by adolescents with particular emphasis on dyslexia. Develops competency in assessing and planning for literacy instruction, within and beyond the general education classroom setting in middle and high school.
- 6040 Neurobiology of Reading and Dyslexia.** Three credits. Overview of the neurobiological and cognitive bases of written language ability and disorders. Topics include neuroanatomy, neurophysiology, neural development, genetics, acquired and developmental disorders of reading and writing. Basic principles of anatomic and functional neuroimaging presented. Importance of distinguishing among biological, cognitive, and behavioral phenomena in research and practice stressed.
- 6999 Comprehensive Examination and Preparation.** One credit. Open only to students who are not enrolled in any other graduate course and who will take the master's comprehensive examination during the term. The student must contact the graduate advisor during the first two weeks of the term for specifics regarding the details of this comprehensive examination preparatory course. Credit may not be applied to degree requirements.

Courses in Dyslexic Studies [DYST]

- 6000 Introduction to Dyslexia.** Three credits. Prerequisite: Permission of the instructor and bachelor's degree or advanced degree in education or a related field. Overview of the history and science of dyslexia. Examines the value of integrating insights from the cognitive neurosciences into diagnostic, therapeutic, and instructional models in literacy.
- 6010 Identifying Students with Dyslexia.** Three credits. Prerequisites: Permission of the instructor and bachelor's degree or advanced degree in education or related fields; three years of successful professional employment. Details the profile of dyslexia and develops competency in interpreting appropriate testing instruments within a battery designed to differentiate dyslexia from other reading/spelling problems. Develops competency in using assessment data to plan instruction.
- 6011 Interventions for Dyslexia.** Three credits. Prerequisites: Permission of instructor and bachelor's degree or advanced degree in education or related fields; DYST 6000 and 6010; three years of successful professional employment. Details the crucial elements of intervention for children with dyslexia and aims to increase competency in choosing appropriate programs based on student characteristics.

Courses in Advanced Studies in Teaching and Learning [ASTL]

- 6701 Teacher as Learner.** Three credits. Introduces hardware and software used to create effective literacy learning experiences. Opportunity to further professional development of educators through effective use of technology and to promote and develop reflective learners—learners who are able to use technology to enhance and expand their learning environments.
- 6706 Strategies of Learning and Instruction.** Three credits. Prerequisites: ASTL 6700 and 6701. Examines learning theories and studies their influence on current instructional practices. Students will be asked to reflect on metacognitive processes involved in the decision-making phase of classroom instruction. Alignment of National Board for Professional Teaching Standards with personal instructional practices questioned and studied.