

# 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.

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 (6 semester hours)

ELED 6340/7340 Introduction to Educational Research  
ELED 6350/7350 Introduction to Qualitative Methods

#### Specialized Courses (15 semester hours)

ELED 6290/7290 Inquiry in the Classroom  
ELED 7220 Seminar in Elementary Education  
ELED 7250 From Policy to Practice in American Public Schools  
ELED 7380 Internship  
ELED 7640 Thesis: Elementary Education

#### Elective Courses (9 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)

ELED 6010 Teacher as Reflective Practitioner  
 ELED 6340 Introduction to Educational Research  
 ELED 6370 Education and Ethnocultural Diversity

#### Specialized Core (12 semester hours)

ELED 6090 Creating Learning Environments for Young Children  
 See advisor for selection. Cognates include curriculum and instruction, research, mathematics, literacy, special education, and English language learners.

#### Electives (12 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)

ELED 6010 The Teacher as Reflective Practitioner  
 ELED 6340 Introduction to Educational Research  
 ELED 6370 Education and Ethnocultural Diversity

#### Specialized Core (12 semester hours)

ELED 6090 Creating Learning Environments for Young Children OR  
 ELED 6100 The Early Adolescent Learner  
 See advisor for selection. Cognates include curriculum and instruction, research, mathematics, literacy, special education, and English language learners.

#### Electives (12 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)

ELED 6010 The Teacher as Reflective Practitioner  
 ELED 6340 Introduction to Educational Research  
 ELED 6370 Education and Ethnocultural Diversity

#### Specialized Core (12 semester hours)

ELED 6100 The Early Adolescent Learner  
 See advisor for selection. Cognates include curriculum and instruction, research, mathematics, literacy, special education, and English language learners.

#### Electives (12 semester hours)

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

## Specialization: Inclusion Education

#### Required Core (9 semester hours)

ELED 6010 The Teacher as Reflective Practitioner  
 ELED 6340 Introduction to Educational Research  
 ELED 6370 Education and Ethnocultural Diversity

#### Specialized Core (9 semester hours)

ELED 6400 Teaching the Special Needs Learner in the Heterogeneous Classroom  
 SPED 6710 Action Research  
 SPED 6380 Consultation and Collaboration

#### Concentration Courses (15 semester hours)

Choose Track I or Track II

#### Track I

Add-on endorsement in Special Education: Modified K-12 (if licensed in Elementary Education K-8)  
 SPED 6020 Overview of Special Education

SPED 6300 Theoretical Perspectives  
 SPED 6310 Issues in Assessment  
 SPED 6330 Theories in Instruction  
 SPED 5240 Methods/Techniques of Behavior Management

#### Track II

Add-on endorsement in Special Education: Modified K-8 (if licensed in Elementary Education K-12)

Choose 5 of 6:

ELED 6090 Creating Learning Environments for Young Children  
 ELED 6200 Community and the Social Sciences  
 ELED 6380 Empowerment Through Literacy  
 ELED 6390 STEM and the Elementary School Curriculum  
 ELED 6450 Current Trends and Issues  
 ELED 6620 Assessment of Teaching and Learning

**NOTE:** A specialized teaching practicum will be required for those students with less than two years of documented successful teaching in either elementary or special education.

SPED 5260 Practicum in Special Education  
 (Add-on endorsement in Special Education)  
 ELED 5260 Practicum in Elementary Education  
 (Add-on endorsement in Elementary Education)

## Specialization: Initial Licensure K–6

The Master of Education major in Curriculum and Instruction with a specialization in Initial Licensure K–6 is a 48-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  
 ELED 6340 Introduction to Educational Research  
 ELED 6370 Education and Ethnocultural Diversity

#### 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 (21 semester hours)

**All courses require admission to Teacher Education.**

READ 5130 Literacy Assessment  
 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.**

**Literacy Major (M.Ed.)**

The Master of Education in Literacy degree requires 36 semester hours and leads to the Literacy 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 (33 semester hours - \*required for licensure)**

READ	6000	Foundations of Literacy*
READ	6260	Intercultural Perspectives in Literacy*
READ	6380	Empowerment through Literacy*
READ	6710	Adolescent Literacy*
READ	6720	Instructional Tools in Literacy*
READ	6730	Curriculum and Supervision of Literacy Instruction*
READ	6750	Research in Literacy*
READ	6760	Early Literacy*
READ	6790	The Literacy Practicum*
ELED	6000	Teaching Writing*
ELED	6620	Assessment of Teaching and Learning*

**Elective Courses (3 semester hours selected from the following):**

READ	5460	Content Literacy
READ	6120	Current Issues in Literacy Instruction
READ	6130	Literacy Assessment
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	6330	Play
ELED	6370	Education and Ethno-Cultural Diversity
ELED	6400	Teaching the Special Needs Learner in the Heterogeneous Classroom
ELED	6500	Learning and Teaching
LIBS	5150	Books, Media, and Literacy for Children
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/Specialized Electives (9 semester hours)**

To be selected with consent of advisor or the following if seeking licensure:

SPED	5240	Methods and Techniques of Behavior Management
SPED	5280	Assistive Technology in Special Education
SPED	6020	Overview of Special Education

**Specialized Teaching Practicum** (3 hours for licensure - can be waived with two years documented successful teaching in special education)

**Concentration: Preschool Disabled Students****Required Core (3-6 semester hours)**

FOED	6610	Analysis and Application of Educational Research
SPED	6710	Action Research in Special Education ( <i>for licensure</i> )

**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

**For Licensure (15 semester hours)**

SPED	6900	Characteristics of Preschool Children with Disabilities
SPED	6910	Developmental Assessment
SPED	6930	Methods of Working with Children Who Are Developmentally Delayed
SPED	6380	Collaborative/Consulting Skills in Special Education
SPED	6720	Promoting Family-Professional Partnerships in Special Education

**Restricted/Specialized Electives (9–15 semester hours)**

To be selected with consent of advisor or the following if seeking licensure:

SPED	5240	Methods and Techniques of Behavior Management
SPED	5280	Assistive Technology in Special Education
SPED	6020	Overview of Special Education

**Specialized Teaching Practicum (6 hours for licensure)**

- SPED 6920 Laboratory Experience I  
 SPED 6950 Laboratory Experience II

**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 6410 Characteristics and Teaching of Learners with Low Incidence Disabilities  
 SPED 6910 Developmental Assessment  
 SPED 6360 Transitional Education and Services for Exceptional Learners  
 SPED 6720 Promoting Family-Professional Partnerships for Exceptional Learners

**Restricted/Specialized Electives (9 semester hours)**

To be selected with consent of advisor or the following if seeking licensure:

- SPED 5240 Methods and Techniques of Behavior Management  
 SPED 5280 Assistive Technology in Special Education  
 SPED 6020 Overview of Special Education

**Specialized Teaching Practicum (3 hours for licensure - can be waived with two years documented successful teaching in special education)**

**NOTE for initial licensure students: Additional coursework may be required in math and/or reading following a detailed transcript evaluation for students seeking initial teaching licensure in special education)**

**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**

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|-----------|--|
| 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](http://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.

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- 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.** Three 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.**
- 6030 The Early Childhood Practitioner.** 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.
- 6200 Community and the Social Sciences.** 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.
- 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.
- 6252 Technologies That Invite and Adapt: Teaching and Learning in a Media World.** Three credits. Explores content and technologies available to teachers of elementary and middle school children. Focuses on the adaptation of existing technologies to enhance student learning.
- 6253 Web-Based Multimedia Development for Elementary and Middle School.** Three credits. The design, development, and implementation of knowledge-based multimedia learning environments for elementary and middle school students.
- 6290/ 7290 Inquiry and Problem-Based Learning.** Three credits. An examination of the inquiry process as it relates to problem-based learning in classroom practice.
- 6330 Play.** Three credits. Content provides educators with the social, emotional, and cognitive benefits of play for children's learning and development.
- 6340/ 7340 An Introduction to Educational Research.** Three credits. Research methodologies in education. Rationalistic and naturalistic paradigms explored with respect to problem statements and literature reviews. At the 7000 level, students will broaden the scope of their research to include original data collection, analysis, and interpretation.
- 6350/ 7350 An Introduction to Qualitative Methods.** Three credits. An overview of qualitative research methods in the field of education. ELED 7350 offers candidates field experience to collect data for analysis and interpretation.
- 6370 Education and Ethnocultural 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.
- 6380 Empowerment through Literacy.** Three credits. Introduction of power structures in the country as a whole and in schools. Language structures; how language and literacy play a role in defining identities of power.
- 6390 STEM Education in the Elementary School.** Three credits. Prerequisite: ELED 6010. Explores research and current trends in science, technology, engineering, and mathematics (STEM) in the elementary school classroom. Reflection upon the importance of teaching and integrating the STEM disciplines.
- 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.

- 6450 Current Trends and Issues in Elementary Schools.** Three credits. Explores current issues and trends in the elementary school. Reflection upon the impact for teachers, students, and learning outcomes.
- 6470 Designing and Implementing Problem-Based Learning.** Three credits. Provides a template for designing, implementing, and assessing problem-based learning in K-8 classrooms.
- 6480 Problem-Based Learning: Teacher as Mentor.** Three credits. Knowledge, skills, and dispositions needed to effectively communicate, assess, and mentor teacher candidates.
- 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.** Three 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.
- 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.
- 6640/ 7640 Thesis: Elementary Education Research.** One to three credits (M.Ed.) or one to six credits (Ed.S.). Prerequisite: Six semester hours of 7000-level courses in elementary education. Supervised in-depth study on an individual basis of an area of elementary education.
- 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.
- 7380 Internship in Curriculum and Instruction.** Three credits. Prerequisites: Enrollment in Ed.S. Curriculum and Instruction program; good academic standing; completion of at least 12 hours of coursework. Field-based experience selected by student in collaboration with program advisor. Purpose is to expand the student's world view of a career connected to curriculum and instruction issues across a spectrum of disciplines.

## Courses in Reading [READ]

- 5130 Literacy Assessment.** 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 Content Literacy.** 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 Literacy.** 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 Literacy Instruction.** One to three credits. Specific issues and trends affecting reading instruction in today's classrooms. Repeatable up to three hours of various topics.
- 6160 Intercultural Perspectives in Literacy.** Three credits. Pedagogical issues and strategies involved in integrating international perspectives into the classroom literacy curriculum.
- 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 Instructional Tools in Literacy.** 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.

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- 6730 Curriculum and Supervision of Literacy Instruction.** 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 in Literacy.** 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 Literacy 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.

## 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 professional groups that will provide opportunities for pre- or in-service education related to assessed needs. Not more than 6 semester hours credit in independent study (SPED 6840) and/or problems (SPED 5260) can be applied toward a degree or licensure.
- 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 (Comprehensive).** 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 (Modified).** 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.
- 6300 Theoretical Perspectives on High-Incidence 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 High-Incidence 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 High-Incidence 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.
- 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. .
- 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.
- 6410 Characteristics and Teaching of Learners with Low Incidence Disabilities.** Three credits. In-depth survey for professionals who will work with school age students who receive services in Special Education in one or more of the categories characterized as low incidence. Emphasis on cognitive, motor, social, communicative, behavioral, and physical characteristics of this population. Advanced methods and techniques for instructing low incidence populations.
- 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 Promoting Family-Professional Partnerships in Special Education.** 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.
- 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.
- 6860 Characteristics and Needs of the Gifted Child.** Three credits. Characteristics, needs, psychological and educational considerations, and identification procedure for gifted children.
- 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.

## 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.
- 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 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.

