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. 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.

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.

Applications 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.

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 candidacy form with the Graduate Office prior to the completion of 24 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

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.

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 Candidacy Form 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 Reading Instruction in Early Childhood Education
Concentration: Elementary School Education

Required Core (9 semester hours)
- 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 Current Issues in Elementary Mathematics
- ELED 6190 Current Issues in Elementary Science
- ELED 6230 Integrated Curriculum, K-4
- ELED 6250 Technological Tools for Thinking and Learning
- ELED 6300 Play Education and the Curriculum
- ELED 6310 Play Education and Social-Emotional Learning
- ELED 6320 Play Education and Literacy
- 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.

Specialized Courses (6 semester hours)
- READ 6000 Foundations of Reading
- READ 6120 Current Issues in Reading Instruction
- READ 6170 Adolescent Literacy
- READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading
- 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 Core (12 semester hours)
- SPSE 6430 Introduction to Curriculum Development
- FOED 6610 Analysis and Application of Educational Research
- ELED 6011 The Teacher as Reflective Practitioner
- ELED 6100 The Early Adolescent Learner
- ELED 6200 The Classroom as Community
- ELED 6620 Assessment of Teaching and Learning

Specialized Courses (6 semester hours)
- PSY 6120 Developmental Psychology: Child OR
- ELED 6620 Assessment of Teaching and Learning

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 Current Issues in Elementary Mathematics
- ELED 6190 Current Issues in Elementary Science
- ELED 6240 Interdisciplinary Teaching, 5-8
- ELED 6250 Technological Tools for Thinking and Learning
- ELED 6300 Play Education and the Curriculum
- ELED 6310 Play Education and Social-Emotional Learning
- ELED 6320 Play Education and Literacy
- ELED 6400 Teaching the Special Needs Learner in the Heterogenous Classroom

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

Minor in Curriculum and Instruction
Students desiring a graduate minor in Curriculum and Instruction in either 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 degree with a major in reading requires the completion of a minimum of thirty-three (33) semester hours. A reading methods course is a prerequisite for graduate study in reading.

Required Core (21-28 semester hours)*
- READ 6000 Foundations of Reading
- READ 6720 Diagnostic and Remedial Practices in the Improvement of Reading (Prerequisite: READ 6000)
- READ 6750 Research Seminar in Reading (Prerequisite: READ 6000, its equivalent, or permission of the instructor)
- READ 6790 The Reading Practicum (Prerequisite: READ 6720 or its equivalent)
- FOED 6610 Analysis and Application of Educational Research
- PSY 5260 Introduction to Psychological Testing
- ELED 6620 Assessment of Teaching and Learning
- PSY 6120 Developmental Psychology: Child OR
- PSY 6130 Developmental Psychology: Adolescent (or their equivalent)
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.)
Concentration: Severely/Profoundly Disabled Students

Required Core (9 semester hours)
SPED 6300 Application of Child Development Principles I
SPED 6910 Developmental Assessment
SPED 6430 Theories of Instruction for Severely/Profoundly Disabled Characteristics and Needs of Severely/Profoundly Disabled Students
SPED 6380 Collaborative/Consulting Skills in Special Education

Concentration Courses (15 semester hours)
FOED 6610 Analysis and Application of Educational Research

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 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

Concentration: Preschool Disabled Students

Required Core (3 semester hours)
FOED 6610 Analysis and Application of Educational Research

Concentration Courses (15 semester hours)
SPED 6300 Theoretical Perspectives on Mild/Moderate Disabilities
SPED 6330 Theories of Instruction for Mild/Moderate Disabilities
SPED 6370 Mildly/Moderately Disabled Adolescents and Adults
SPED 6380 Collaborative/Consulting Skills in Special Education

Restricted Electives (15 semester hours)
To be selected with consent of advisor

Concentration: Severe/Profoundly Disabled Students

Required Core (9 semester hours)
SPED 6780 Issues in Special Education
FOED 6610 Analysis and Application of Educational Research

Elective in Research Methodology

Concentration Courses (15 semester hours)
SPED 6380 Collaborative/Consulting Skills in Special Education
SPED 6400 Characteristics and Needs of Severe/Profoundly Disabled
SPED 6430 Theories of Instruction for Severe/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

Courses in Elementary Education [ELED]

5110 (511A) Directed Teaching Grades K-8. Twelve credits. Prerequisites to enrollment in the course include ELED 4010 and 4020 or 4030 and 4040, 3150, 4350 or 4400; SPED 3010; 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. Full-time, 15-week semester of supervised teaching experience in the public schools. Pass/Fail.

5200- (520 A,B) 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.
5201 (520A) Kindergarten
5201 (520B) Grades 1-6

5260 (526 A-Z) Problems in Elementary Education. One to three credits. A problem-oriented course, on or off campus, planned and designed for individuals, school faculty, school system, or other professional groups which will provide opportunities for in-service education related to assessed needs. Credit toward a degree limited to six semester hours.

5510 (551) 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 (600) 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 (601a) 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. Pre-
6011 (601b) 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 (603) The Early Childhood Practitioner, K-4. Three credits. Emphasis on the emerging theories which have influenced current programs.

6090 (609) Creating Learning Environments for Young Children. Three credits. Prerequisite: ELED 6010. In-depth analysis of social, emotional, language, and cognitive variables which 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 (610) 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 (613) Current Issues in Elementary Language Arts. One credit. Prerequisite: 6010. Overview of current issues surrounding the teaching of language arts.

6140 (614) 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 (617) 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 (618) Current Issues in Elementary Mathematics. One credit. Prerequisite: ELED 6010. Overview of current issues and trends surrounding the teaching of mathematics. Topics will vary from semester to semester.

6190 (619) Current Issues in Elementary Science. One credit. Prerequisite: ELED 6010. Investigates current issues relating to the study and teaching of elementary school science. Topics will vary from semester to semester.

6200 (620) 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 (621) 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 (622) Seminar in Early Childhood Education. Three credits. Review of issues, programs, and research in early childhood education.

6230 (623) Integrated Curriculum, K-4. Three credits. Prerequisite: ELED 6010. Helps develop the skills needed for organizing an integrated program, for teaching within an integrated program, and for assessing children’s progress in ways appropriate to an integrated program.

6240 (624) Interdisciplinary Teaching, 5-8. Three credits. Prerequisite: ELED 6010. Assists the elementary and middle school teacher in organizing, assessing, and teaching in an interdisciplinary program.

6250 (625) Technological Tools for Thinking and Learning. Three credits. Prerequisite: ELED 6010. Learning environments supported by computer technology which promote knowledge construction. Special emphasis on use of the Internet and the design and development of a hypermedia learning environment.

6290/7290 (629/729) 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.

6300 (630) Play Education and the Curriculum. One credit. Prerequisite: ELED 6010. Articulates the role of play for children’s cognitive learning. A theoretical analysis will facilitate early childhood, elementary, and special educator’s ability to design quality play experiences which promote children’s learning.

6310 (631) Play Education and Social-Emotional Learning. One credit. Prerequisite: ELED 6010. Promotes elementary and special education teachers’ abilities to plan and implement quality play experiences which promote children’s social and emotional learning.

6320 (632) Play Education and Literacy. One credit. Prerequisite: ELED 6010. Relationship between play and literacy development highlighted. Course content will enable teachers to plan for play experiences which promote children’s abilities to read, write, listen, and speak.

6400 (640) 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.

6620 (662) 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.

6700 (670) Practicum in English as a Second Language (4-8). One credit. A practicum course for the ESL teacher. Includes ten hours field experience in the ESL classroom with five to eight students from different cultures.

6870 (687) Home-School Interaction. Three credits. Includes approaches, activities, and materials related to parent education.

7220 (722) 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 (725) 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.
Courses in Reading [READ]

5130 (513) 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 (546) 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 (600) 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 (612) 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 (626) 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.

6710 (671) 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 (672) Diagnostic and Remedial Practices in the Improvement of Reading. Three credits. Prerequisites: READ 6000 and FOED 6630 or PSY 5260 or ELED 6620 and PSY 6120 or 6130 or their equivalents. Formal and informal tools to document and define a reading difficulty as well as of approaches/strategies to overcome such difficulties. (Available on permission-of-department basis only.)

6730 (673) Curriculum and Supervisory Problems in Reading. Three credits. Developmental sequence of reading skills, pre-K to adult. Discusses the role of a reading specialist, in-service education, grants, critiquing materials, and the substance of school reading programs.

6750 (675) 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 (676) Reading Instruction in Early Childhood Education. Three credits. A methods course which concentrates on beginning reading and emergent literacy issues in developing reading and writing.

6790 (679) 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.

Courses in Special Education [SPED]


5260 (526) 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 which 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.

5320 (532) Directed Teaching in Special Education (Self-contained). Nine credits. Prerequisites: ELED 3150, 4010, 4020; SPED 6200, 6800; full admission to Directed Teaching. A full-day, ten-week supervised teaching experience in a public classroom. Pass/Fail.

5350 (535) Directed Teaching in Special Education (Resource room). Nine to twelve credits. Prerequisites: ELED 3150; ELED 4010, 4020; SPED 6200 and 6800; full admission to Directed Teaching. A full-day, ten-week supervised teaching experience in a public classroom. Pass/Fail.

5510 (551) 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 (602) 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 (620) 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 (627) Characteristics and Needs of the Mentally Retarded Child. Three credits. Includes the mentally retarded’s cognitive, affective, motor, social, and language development.

6300 (630) 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 (631) Issues in Assessment of Mild/Moderate Disabilities. Three credits. Prerequisite: SPED 6300. Contexts 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 (633) Theories of Instruction for Mild/Moderate Disabilities. Three credits. Prerequisite: SPED 6310. Contexts 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.

6370 (637) 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 (638) 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 (640) 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 (643) Theories of Instruction for Severely/Profoundly Disabled Students. Three credits. Advanced methods and techniques for teaching severely/profoundly disabled students.

6500 (650) 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 (651) 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 (652) 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 (653) 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 (654) 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 (655) 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 (656) 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 (657) 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.

6720 (672) 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 (674) 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 (678) Issues in Special Education. Three credits. Analysis of current issues in the field. Emphasis on the analysis of relevant research.

6800 (680) 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 (684) 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. 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.
6850 (685) 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.


6870 (687) 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 (688) Educational Procedures in the Education of the Gifted. Three credits. Prerequisite: SPED 6860. Reviews various theoretical models of learning and teaching which are most often used in developing curriculum for the gifted learner. Application of the models is stressed.

6900 (690) Characteristics of Pre-School Children with Disabilities. Three credits. Includes an in-depth study of young children delayed in their development. Focus on developmental needs.

6910 (691) Developmental Assessment. Three credits. Evaluative and diagnostic instruments and procedures used with very young and/or multiple-disabled individuals.

6920 (692) Laboratory Experience I. Three credits. Practicum experience in settings serving pre-school children who have developmental delays. Students will spend 60 hours in each of two practicum settings.

6930 (693) Methods of Working with Children Who Are Developmentally Delayed. Three credits. Current theories, practices, and procedures used to develop programs for pre-school children who are developmentally delayed (ages birth to 5 years).

6950 (695) Laboratory Experience II. Three credits. Practicum experience in settings serving pre-school children who have developmental delays. Students will spend 60 hours in each of two practicum settings.