

TEACHER EDUCATION

Office: 241 Education Building; 313-577-0902

Interim Assistant Dean: Kathryn Roberts

There are a number of pathways to teacher certification at Wayne State University, and all prepare future teachers to be knowledgeable, skillful, and caring professionals who are able to make a difference in the lives of children and youth. Students in our teacher certification programs benefit from outstanding faculty for their university coursework, and clinical experiences in Detroit and beyond that prepare them to work effectively and passionately with diverse children and youth.

In addition to teacher certification, our College of Education offers master's degrees for those who want to extend their knowledge for teaching, and doctoral programs for students who seek positions in colleges and universities, school districts, and educational agencies.

Wayne State University is known for its commitment to its urban mission. The faculty in Teacher Education conduct research and teach courses that focus on creating school experiences that are academically rigorous, personally meaningful, and sustain a vibrant democracy.

Graduate Teacher Education

The graduate unit of the Division of Teacher Education emphasizes the development of competence in instruction, the improvement of curriculum at all levels, and the ability to conduct scholarly research. The graduate programs in teacher education are designed to prepare educators and researchers who are:

- effective in schools and other educational settings; knowledgeable in content areas for which they are responsible;
 - knowledgeable about growth and development of learners, teaching and learning styles, philosophical purposes of schooling and methodologies of education;
 - committed to the continuous improvement of the processes of education;
 - responsive to a rapidly-changing technology and cognizant of its implications for education and schooling;
 - cognizant of the uniqueness of urban and metropolitan areas;
 - cognizant of the values and contributions of various racial, ethnic, gender, sexual, national, ability and linguistic groups;
 - capable of promoting an understanding of the dynamics of cultural and linguistic pluralism in our society;
 - able to promote collaboration between teachers, schools, parents, community and students;
 - capable of creative thought and able to stimulate and promote creative thought in their students;
 - able to study educational issues through the design and implementation of a research project;
 - able to identify and use the results of educational research;
 - able to reflect on and develop their own patterns of ethical behavior;
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- able to serve educational institutions in local, national and international settings.

The Division offers degree programs for a wide range of advanced professional roles:

1. supervisory and resource teachers, coordinators, consultants, and curriculum specialists;
2. teachers and consultants in parent education in school and non-school settings;

3. college and university teachers and researchers in the field of education.

ARYA, POONAM: Ph.D., State University of New York at Buffalo; M.A., M.Ed., B.A., B.Ed., Delhi University; Professor

BABCOCK, ELSIE: M.A.T., B.A., Wayne State University; Lecturer

BALEJA, KATHERINE: Ed.D., Central Michigan University; M.A., Saginaw Valley State University; B.A., Alma College; Lecturer

COLOMA, ROLAND: Ph.D., M.A., Ohio State University; M.A., B.A., University of California, Riverside; Professor

CRAWFORD, KATHLEEN: Ph.D., M.A., B.A., University of Arizona; Associate Professor

CROWLEY, CHRISTOPHER B.: Ph.D., University of Wisconsin-Madison; M.S.Ed., University of Pennsylvania; B.A., St. Lawrence University; Assistant Professor

DEBLASE, GINA: Ph.D., State University of New York at Buffalo; M.Ed., University of Rochester; B.A., State University of New York; Associate Professor

DENICOLA, CHRISTINA: Ph.D., University of Colorado; M.A., University of Michigan; B.A., Western Michigan University; Associate Professor

EBENEZER, JAZLIN: Ph.D., University of British Columbia; M.Ed., B.A., Western Washington University; B.S., Madurai University; Professor

GABEL, SUSAN L.: Ph.D., Michigan State University; M.Ed., Wayne State University; B.A., Oral Roberts University; Professor

GONZALES, SANDRA: Ed.D., M.Ed., Columbia University; M.A., Antioch University; B.S., Michigan State University; Associate Professor

HANCOCK, CHRISTINE: Ph.D., University of Kansas; M.A., Boise State University; B.A., Grinnell College; Assistant Professor

HOLLY, JR., JAMES: Ph.D., Purdue University; M.S., Michigan State University; B.S., Tuskegee University; Assistant Professor

HOWRANI, ANA: M.A., University of Michigan B.A., Denison University; Lecturer

JAMEEL, CHAVON L.: Ph.D., M.Ed., Wayne State University; B.A., Kalamazoo College; Clinical Assistant Professor

KASETA, MICHELE: M.Ed., B.S., Wayne State University; Lecturer

LEWIS, JENNIFER: Ph.D., University of Michigan; M.A., B.A., University of California; Associate Professor

LUCAS, LORI: Ed.S. Wayne State University; Lecturer

MILLER, AMANDA: Ph.D., University of Kansas; M.Ed., Northern Arizona University; B.A., Gustavus Adolphus ; Assistant Professor

MILLER, ANNA G.: M.A., B.A., Wayne State University; Lecturer

MOSELEY, JAMES L.: Ed.D., Wayne State University; Associate Professor Emeritus

OZGUN-KOCA, S. ASLI: Ph.D., Ohio State University; M.A., Middle East Technical University; B.A., Hacettepe University; Professor

PEDRONI, THOMAS: Ph.D., M.S., University of Wisconsin at Madison; B.A., Miami University; Associate Professor

RESSA, THEODOTO: Ph.D., M.A., Ohio State University; B.Ed. Maseno University-Kenya; Assistant Professor

REYNOLDS, AJA: Ph.D., University of Illinois-Chicago; M.Ed., University of Illinois-Chicago; B.A. Pennsylvania State University; Visiting Assistant Professor

RICKS-BATES, ANITA: M.F.A., Wayne State University; M.A., Eastern Michigan University; Lecturer and Program Coordinator Visual Art Education

ROBERTS, KATHRYN: Ph.D., Michigan State University; M.S., Indiana University; B.S., Butler University; Associate Professor

STEPHENS, GERALYN: Ed.D., M.Ed., Wayne State University; B.A., Eastern Michigan University; Clinical Associate Professor

YAREMA, SANDRA L.: Ph.D., Wayne State University; M.S., Lawrence Technological University; B.S., Oakland University; Clinical Assistant Professor

YU, MIN: Ph.D., University of Wisconsin-Madison; M.A., B.A., Beijing Normal University; Assistant Professor

- Educational Studies (Ph.D.) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/educational-studies-phd/>)
- Elementary Education Major Leading K-8 Certification (M.A.T.) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/elementary-education-major-leading-k-8-certification-mat/>)
- Secondary Education Major (M.A.T.) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/secondary-education-major-mat/>)
- Art Education (M.Ed.) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/art-education-med/>)
- Teaching and Learning (M.Ed.) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/teaching-learning-med/>)
- Bilingual Education (Bridge Graduate Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/bilingual-education-bridge-graduate-certificate/>)
- English as a Second Language (Bridge Graduate Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/english-as-a-second-language-bridge-graduate-certificate/>)
- Elementary Mathematics Specialist: Advanced (Graduate Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/elementary-mathematics-specialist-advanced-graduate-certificate/>)
- Elementary Mathematics Specialist: Introductory (Graduate Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/elementary-mathematics-specialist-introductory-graduate-certificate/>)
- Curriculum and Instruction (Education Specialist Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/curriculum-instruction-education-specialist-certificate/>)
- Reading (Education Specialist Certificate) (<http://bulletins.wayne.edu/graduate/college-education/teacher-education/reading-education-specialist-certificate/>)

The division of Education provides pathways to initial certification at the masters level (Masters in the Art of Teaching, M.A.T.) and additional endorsements that can be added to an existing teaching license or initial certification (i.e., Bilingual/Bicultural, English as a Second Language, and Early Childhood General and Special Education).

Teaching Certificates (M.A.T.)

Present-day education is characterized by specialization at the secondary and elementary levels, related to both subject-matter fields and the age of school children. The Michigan Certification Code provides for specialization in either the elementary, or secondary school areas by authorizing state certification for teaching on those levels. Thus, a person who has kindergarten through grade eight endorsement is not legally qualified to teach in the secondary schools above grade eight, and a person with grades six through twelve endorsement is not legally qualified to teach below grade six. An exception is made in certain fields such as art, physical education, and music education, where the holder of a provisional certificate is qualified to teach his/her major subject in all grades, and, if indicated by his/her certificate, other subjects in other grades.

The certification code recognizes subject-matter specialization by requiring that the candidate for a teacher's certificate present concentrations of credits called majors and minors. In general, the secondary school teacher must have a major and minor teaching field. The elementary school teacher must have one of the following options:

1. a core subject major or two minors and the Elementary Planned Program or
2. a student-centered program and the Elementary Comprehensive Major.

The Elementary Planned Program/Comprehensive Major is a series of courses designed to support the teaching of all subjects K-5: Health and Physical Education, Language-Arts, Mathematics, Science, Social Studies, Technology and the Arts. All majors and minors must be in subject-matter fields appropriate to teaching at the level for which certification is to be recommended. Individuals must pass state examinations in their major and minor fields before they begin student teaching.

Certification Requirements (M.A.T.)

Michigan State Teacher's Certificates are granted by the Michigan State Board of Education upon the recommendation of the College of Education. The Standard Certificate is the initial certificate issued for a five-year period. Renewal of the Standard Certificate adds five years to the certificate's validity and renewals are unlimited. Teachers may advance to a five-year Professional Certificate after completing additional requirements. As with the Standard Certificate, the Professional Certificate has unlimited renewals. Contact a College of Education advisor for additional information. Certificates will indicate in which grades and subjects the holder is eligible to teach. In certain specified nonacademic fields, however, the holder of a teaching certificate is eligible to teach his/her major subject in all grades from the kindergarten through the twelfth. The qualifications which the College requires for recommendation for the certificate are summarized below.

Standard Certificates (M.A.T.)

Teaching certificates as listed below are granted when all certification requirements have been met, which usually occurs upon the completion of the professional education sequence of the M.A.T. program.

Elementary Standard Certificate

(Kindergarten through Grade Five all subjects, Kindergarten through Grade Eight in a self-contained classroom, and Kindergarten through Eight in subjects corresponding to majors and minors)

1. The candidate must have graduated with a bachelor's degree from an approved or accredited institution.
2. Students seeking elementary certification must meet major/minor requirements according to the curriculum guide see an academic

advisor. All Elementary Programs must include the Planned Program/ Comprehensive Major.

3. Completion of a professional education sequence is required.
4. Teaching candidates are required by the Michigan State Department of Education to obtain First Aid and Adult and Child CPR Certification, by a state-approved program, before they can be recommended for a teaching certificate in the State of Michigan. Also, a Criminal Background check no more than six months old is required.

Secondary Standard Certificate

(Grades Six through Twelve)

1. The candidate must have graduated with a bachelor's degree from an approved or accredited teacher education institution.
2. In general, the academic background must include a single subject major or a group major in subjects in which the applicant expects to teach that are appropriate to the Secondary level. An additional minor is optional.
3. Completion of a professional education sequence is required.
4. Teaching candidates are required by the Michigan State Department of Education to obtain First Aid and Adult and Child CPR Certification, by a state-approved program, before they can be recommended for a teaching certificate in the State of Michigan. Also, a Michigan State Police Criminal Background check no more than six months old is required.

Certificate Endorsement

Holders of one level of certificate who wish to add another level (i.e., elementary to secondary or vice versa) must consult an advisor in the Division of Academic Services, 489 Education Building.

Professional Education Certificate (M.A.T.)

Requirements before July 1, 2018

The Professional Teaching Certificate is valid for up to 5 years and may be applied for any time requirements are met. Requirements:

1. 3 years of successful teaching since the issue date of the initial Standard Teaching Certificate, within the content areas and grade level of the Standard Teaching Certificate; and
2. 6 semester credit hours of reading methods coursework for elementary teachers and 3 semester credit hours for secondary certified teachers. If you completed your teacher preparation program in Michigan since 1985, you have met this requirement; and
3. 3 semester credit hours of reading diagnostics and remediation, which includes a field experience. This credit can be applied toward the professional learning requirement listed below assuming the credit was earned after the issue date of the most recent certificate or renewal; and
4. Education-related professional learning totaling 150 hours; or An education-related master's or higher degree earned at any time (even if previously utilized to renew the Standard Teaching Certificate) from a regionally accredited college or university.

Requirements after July 1, 2018

In addition to the requirements listed above (1-4), the following applies to teachers advancing to the Professional Certificate after July 2, 2018:

1. Effectiveness ratings in accordance with MCL 380.1531j:
 - a. Consecutive: effective or highly effective ratings on your annual year-end performance evaluations for the 3 consecutive school

years immediately preceding your application for a Professional Teaching Certificate; or

- b. Nonconsecutive: effective or highly effective ratings on your annual year-end performance evaluation for at least 3 nonconsecutive school years prior to applying for the Professional Teaching Certificate, including: An Effective Educator Recommendation form completed by the chief school administrator of the school where you are currently employed.

Reading Requirements for the Professional Certificate

In addition to the above requirements, all candidates for an elementary five-year professional certificate must have completed the six credits in reading instruction in either their undergraduate or postgraduate preparation, three of which must be reading in the content areas.

In addition to the above requirements, all candidates for a secondary five-year professional certificate must have completed in their undergraduate or post-graduate preparation a three-credit course in reading in the content areas.

Student Teaching (M.A.T. Students)

Application: Each student must make application for student teaching during the appropriate application period. The date a completed application form is submitted to the Office of Educational Partnerships and Experiences (221 Education Building) will determine the semester during which student teaching will take place. Student teaching application periods are as follows:

FALL SEMESTER: Applications are due by December 1 of the previous year

WINTER SEMESTER: Applications are due by April 1 of the previous year

Procedures for Student Teaching Application

1. Confer with an advisor to determine eligibility for student teaching.
2. Complete application forms provided by the Office of Educational Partnerships and Experiences, 221 Education Building, during the application period.

Prerequisites for Student Teaching Placement

1. Full admission to a M.A.T. program must be accomplished before applying for student teaching.
2. A WSU cumulative graduate g.p.a. of at least 3.0
3. Completion of the professional education sequence coursework.
4. Completion of the teaching major and minor(s) as defined by the student's curriculum area in the College of Education.
5. Satisfactory completion of appropriate pre-student teaching courses and appropriate methods courses as outlined by the student's Plan of Work.
6. Satisfactory tuberculosis test within six months before the assignment begins.
7. Passing scores on state examinations: (Professional Readiness Examination and Subject Area Examinations).
8. Criminal background check and fingerprinting if required by the school district.

Bilingual/Bicultural Endorsement (M.A.T. or M.Ed.)

The Bilingual Education Endorsement certifies a teacher who is qualified to teach classes of bilingual children. Students qualifying for an initial provisional certificate complete a twenty-one to twenty-four credit endorsement. Students holding existing certificates may add a bilingual

endorsement by completing a minimum twenty-one credit planned program. Interested students should consult a Bilingual Education/ESL advisor.

All students in the bilingual-bicultural program must successfully complete the language proficiency examinations in English and the designated language of his/her individual program prior to taking courses for this minor.

English as a Second Language Endorsement (M.A.T. or M.Ed.)

The English as a Second Language (ESL) Endorsement certifies a teacher who is qualified to teach learners with limited English proficiency. Students holding existing certificates may add an ESL endorsement by completing a minimum twenty-credit planned program. Interested students should consult a Bilingual/ESL advisor.

Early Childhood General and Special Education (ZS) Endorsement (M.A.T. or M.Ed.)

The Early Childhood General and Special Education (ZS) endorsement is designed to ensure that teachers working with children from birth to the age of eight years and their families obtain specialty area preparation in early childhood education (ECE) to include working with children with developmental delays or disabilities. Teachers holding an elementary certificate must complete 26-credit hours of course work, lead-teaching experience with two age groups, and pass the Michigan Test for Teacher Certification (MTTC) to obtain the ZS endorsement. The endorsement program consists of a minimum of 26 credits across specified areas beyond the Provisional Certificate requirements and lead-teaching experience in teaching two of the following three age levels:

1. infant-toddlers,
2. preschool,
3. kindergarten to third grade, to include experience with Individual Family Service Plan (IFSP) and/or Individual Education Program (IEP) for young children receiving special education.

The courses may be part of a master's, education specialist, or doctor of education program. Interested students should consult an ECE advisor.

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- Art Education, Visual (p. 6)
- Bilingual/Bicultural Education (p. 7)
- Career and Technical Education (p. 7)
- Education (p. 8)
- Educational History and Philosophy (p. 8)
- Elementary Education (p. 8)
- English Education (p. 10)
- Language Education (p. 10)
- Mathematics Education (p. 10)
- Reading, Language and Literature Education (p. 11)
- Science Education (p. 13)
- Social Studies Education (p. 13)
- Special Education (p. 13)

Teacher Education Division

TED 5100 Professional Engagement, Advocacy, and Instructional Planning Cr. 2

Identify sources and impact of teaching beliefs, knowledge, and practices. Design curriculum to organize and enact knowledge, experience, and standards. Develop approaches for student engagement for learning and assessment. Analyze strategies of teacher agency and advocacy. Offered Every Term.

TED 5150 Analysis of Elementary Teaching Cr. 3,5

Satisfies General Education Requirement: Writing Intensive Competency Organization and management of classrooms. Lesson planning, teaching strategies and testing procedures. Work in classroom assigned by both an experienced public school teacher and a University faculty member. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.
Course Material Fees: \$29

TED 5350 Topics in Racial Justice in Education Cr. 3

Topics, theories, pedagogies, and research methodologies related to racial justice in PK-12 schools and in pre-service and in-service teacher education, including white supremacy, racialization, antiracism, and decolonization. Applications to educational policies, curriculum, instruction, and co-curricular activities that are relevant to racial/ethnic minority students and educators in PK-12 schools. Implications for students and educators from diverse and intersectional perspectives. Offered Every Term.

Repeatable for 12 Credits

TED 5400 Topics in LGBTQ+ Studies in Education Cr. 3

Topics, theories, and issues related to sexual orientation, gender identity, and gender expression in PK-12 schools and in pre-service and in-service teacher education. Applications to educational policies, curriculum, instruction, and co-curricular activities that are relevant to lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students and educators in PK-12 schools. Implications for students and educators from diverse and intersectional perspectives. Offered Every Term.

Repeatable for 12 Credits

TED 5650 Pre-Student Teaching Field Experience for Secondary Majors Cr. 5

Field experience in secondary school settings prior to full-time student teaching. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

TED 5780 Directed Teaching and Conference Cr. 1-12

Directed teaching in schools at level for which students are preparing for certification. Includes regular conference in which teaching methods in various fields are explored. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

TED 5790 Directed Teaching and Conference for Special Groups Cr. 1-15

Directed teaching in schools at level for which advanced students are preparing for certification; discussion of educational issues. For students seeking endorsements in special areas; for example: special education, early childhood, art. Students interested in completing general elementary and special education field experiences in the same semester should see advisor for eligibility requirements. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

Repeatable for 15 Credits

TED 5900 Post-Certification Clinical Experience Cr. 1

This course offers a school-based clinical experience for PK-12 teachers seeking to add an additional content area endorsement (i.e., ESL/BBE, math, social studies, etc.) and/or grade band endorsement (i.e., K-8, 6-12, K-12) to an existing Michigan teaching certification. Experience includes relevant classroom observations; data collection on student learning, instruction, assessment; lesson plan implementation; and collaboration with the course instructor and mentor educators. Offered Every Term.

Repeatable for 4 Credits

TED 6020 Computer Applications in Teaching I Cr. 3

Explore a variety of experiences where technology is used as a tool to enhance and support the teaching, learning and assessment in K-12 classrooms and analyze the impact on instruction. Course activities are designed to familiarize students with the educational technology standards (ISTE), the Michigan K-12 Content Standards and the College of Education lesson plan design. Offered Every Term.

TED 6030 Computer Applications in Teaching II Cr. 3

Use of computing resources to develop problem-solving strategies and multimedia applications for students in specific K-12 curriculum areas. Offered Fall, Winter.

Prerequisite: TED 6020

TED 6140 Local School Curriculum Planning Cr. 1-6

For classroom teachers and teacher educators. Consideration of local problems in elementary and secondary school programs. Planning for better teaching and learning. Offered Intermittently.

Repeatable for 12 Credits

TED 6370 Equity and Inclusion in Diverse Urban Education Settings Cr. 4

Clinical based course, using inclusive instructional practices for all students including, but not limited to, students with disabilities, English Language Learners, and special populations such as: at-risk, and gifted and talented in inclusive urban settings. Offered Fall.

TED 6380 Integrating Content Cr. 1-12

Current issues and trends related to integrating content areas; theory, methods, materials and strategies. Content areas announced in Schedule of Classes. Offered Yearly.

Repeatable for 12 Credits

TED 7000 Introductory Master's Seminar Cr. 2-3

Skill development in the three primary areas: information access through the variety of resources available in a university library; comprehension and evaluation of technical literature; employment of APA style in technical writing. Offered Fall, Winter.

Restriction(s): Enrollment is limited to Graduate level students.

TED 7030 Foundations of Teaching and Learning Cr. 3

Theoretical foundations guiding classroom teaching and learning with applications to curricular and instructional practices and their implications for the experiences of children of cultural heritages. Offered Every Term.

Restriction(s): Enrollment limited to students in a Doctor of Education, Doctor of Philosophy, Education Specialist Cert or Master of Education degrees.

TED 7060 Inclusive Education, Curriculum and Pedagogy Cr. 3

This course has two emphases. First, it provides graduate students with foundational knowledge about the philosophy and sociology of inclusive education as it relates to students who are members of marginalized groups. Second, it provides students with opportunities to learn a basic framework for inclusive education, curriculum, and pedagogy. Offered Every Term.

Restriction(s): Enrollment limited to students in a Doctor of Education, Doctor of Philosophy, Education Specialist Cert or Master of Education degrees.

TED 7800 Practicum in Curriculum Theory, Development, and Evaluation Cr. 1-5

Specific curriculum issues; linking theory and practice in educational settings. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 5 Credits

TED 7860 Social, Emotional and Aesthetic Perspectives on Curriculum and Instruction Cr. 3

Social, emotional and aesthetic perspectives on curriculum and instruction their significance for educational practice and student development. Offered Fall.

Restriction(s): Enrollment is limited to Graduate level students.

TED 8100 Doctoral Seminar: Thought, Language, Power, Social Interaction and Learning Cr. 3

Examines the relationships between thought, language, power, and social interaction as they relate to teaching and learning. The seminal works of educational theorists who address these topics will be explored and applied to present day curricula and issues in education. This seminar will introduce socio-cultural theories and theorists and the influence their stances have had and continue to have on education across time and place. Offered Fall.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 8150 Pro-Seminar I: Introduction to Research in Educational Studies Cr. 1

Introduction to doctoral research in educational studies including: research and inquiry processes; educational issues and problems addressed by educational studies scholars; and tools of educational research. Offered Fall.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 8200 Doctoral Seminar: Education in Socio-Political Culture Cr. 3

Investigates educational issues within the social, political, and cultural arena; examines mechanisms, policies, and practices that impact teaching and learning. Offered Winter.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 8250 Pro-Seminar II: Introduction to Research in Educational Studies Cr. 1

Introduction to research in educational studies with emphasis on problem identification, literature review, and academic positions for educational researchers. Offered Winter.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 8270 Seminar: Issues in Curriculum and Instruction Cr. 2-6

For specialist and doctoral students. Analysis of basic issues in curriculum and instruction and their implications for program: early childhood, K-12, adult curricula. Critique of recent research and development efforts. Application to problems of leadership in school-wide curricular improvements. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 8 Credits

TED 8280 Research Seminar: Curriculum and Instruction I Cr. 3

Methods of research in curriculum and instruction. Critical review of types of research in curriculum and instruction. Research design. Offered Winter.

Restriction(s): Enrollment is limited to Graduate level students.

TED 8350 Basic Principles of Curriculum and Instruction Cr. 3

Theoretical bases of curricular development and instructional innovation. Their application to the tasks of the curriculum maker explored as various education positions are taken and examined. Offered Intermittently.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 8400 Issues in Urban Education Cr. 3

Explores urban issues of global, national, and regional importance in the field of curriculum and critical social inquiry from the perspective of those who are often the least served by current educational and social arrangements. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

TED 8500 Integrating STEM Content Cr. 3

Current issues and trends related to integrating STEM content areas; theory, methods, materials, and strategies. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

TED 8550 Doctoral Seminar: STEM Education and Research Cr. 3

Critical analysis of policy, theory, practice, and research in STEM education disciplines; Integrating STEM education deliberation, policymaking, practice, and research; Cultural/social/political and historical/contemporary bases of STEM education; Nodes of intersection of policies, theories, practice, and research as integrated STEM education. Offered Every Other Year.

Restriction(s): Enrollment is limited to students with a major in Educational Studies; enrollment is limited to Graduate level students.

TED 9130 Doctoral Seminar in Curriculum and Instruction Cr. 3

An examination of curriculum theory and concepts that apply to the development of content and instructional strategies relevant to contemporary education. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

TED 9620 Doctoral Internship in Curriculum and Instruction Cr. 3-6

Planned and supervised professional field-based experience relevant to doctoral program and projected profession. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

Art Education, Visual

AED 5000 Introduction to Art Education Cr. 3

Design of developmentally appropriate and comprehensive art experiences, teaching strategies, and authentic assessment of student learning in art. History, theories and philosophies of visual arts education; contemporary trends and issues. Offered Fall.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$15

AED 5020 Painting: Methods and Materials Cr. 3

Methods, materials and processes suitable for teaching painting in the schools. Subject selection, composition, surface selection and preparation, mixing and application of paint, finishing, and presentation. Students develop basic skills in painting for personal artistic expression. Offered Fall.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$15

Repeatable for 9 Credits

AED 5050 Integrating the Arts into the Elementary Classroom Cr. 3

Satisfies General Education Requirement: Cultural Inquiry, Visual Performing Arts

Introductory course: integration of visual arts, music, dance, and theatre into the teaching, learning and curriculum of the elementary classroom. Offered Fall, Winter.

Prerequisites: (2 of (ELE 3300, ELE 6290, ELE 6390, ELE 6500, ELE 6600, ELE 3400, ELE 3500, or ELE 3600) and 1 of (ELE 3320 or ELE 6310)) or TED 5150

Course Material Fees: \$30

AED 5070 Methods and Materials of Sculptural Expression Cr. 3

Exploration of three-dimensional forms using various media; emphasis on sculptural concepts, materials, tools and techniques related to teaching sculpture on the elementary and secondary level. Offered Fall.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$15

AED 5100 Topics in Art Education Cr. 1-3

Art experiences designed for the specific needs of special groups. Topics to be announced in Schedule of Classes. Offered Winter.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$15

AED 5150 Computer Graphics in the Classroom Cr. 3

Introduction to digital media and the production of computer graphics by using drawing, painting, graphic design, animation, video and web techniques. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

AED 5160 Theory and Practice in Art Education Cr. 3

Development and analysis of instructional objectives in art education; organization and management of art classrooms; teaching strategies and assessment practices. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

AED 5230 Ceramics Education I Cr. 3

An overview of handbuilding processes, various firing procedures including blackware and raku, decorating, glazing and equipment maintenance. Emphasis placed on the educational benefits and procedures for working with people of various ages and the management of materials for teaching. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$25

AED 5280 Printmaking: Methods and Materials Cr. 3

Studio exploration of relief, planographic, intaglio, and stencil processes as methods of reproduction for artistic expression. Examination of tools, methods and processes suitable for the classroom. Includes study in lithography, dry point, etching, calligraphy, woodcut, linocut, and photo screen processes. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$15

Repeatable for 9 Credits

AED 5650 Art Teaching Laboratory Cr. 3

Laboratory experience in teaching art to elementary, middle, and high school students. Pre-student teaching experiences under close supervision of an experienced Visual Arts teacher. Offered Fall.

Prerequisites: AED 5100 with a minimum grade of D- (may be taken concurrently) and AED 5160 with a minimum grade of D-

Restriction(s): Enrollment limited to students in the College of Education.

AED 5690 Collage, Assemblage, and Multi-Media: Methods and Materials Cr. 3

History and methods of creating collage, assemblage, and multi-media art works. Integration of developmental issues, use of personal meaning and experience for lesson planning, unit planning, and work assessment strategies. Offered Winter.

Prerequisites: (AH 1110, AH 1120, ADR 1050, and ADR 1060) or (ADR 2070, APA 2100, and ASL 2150)

Course Material Fees: \$40

AED 5890 The Art of Indigenous Cultures: Inclusion in the K-12 Curriculum Cr. 3

Focus on non-Western, indigenous art forms, such as Balinese architecture, ceramics of Papua New Guinea, Aboriginal painting, Precolumbian culture, and Japanese gardens; means of integrating this content into the K-12 Curriculum. Offered Winter, Spring/Summer.

Prerequisites: AH 1110 and AH 1120

AED 6230 Ceramics Education II Cr. 3

Emphasis is placed on throwing procedures, the use of various clay bodies, firing at various temperatures, making and using tools, ceramic history and its use and benefits in a school curriculum. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$35

Repeatable for 9 Credits

AED 7700 Advanced Graduate Problems Cr. 3-12

Pursuit of specific problems in depth. Laboratory hours coordinated with regularly scheduled classes in the selected area. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Course Material Fees: \$15

Repeatable for 12 Credits

Bilingual/Bicultural Education

BBE 5000 Multicultural Education in Urban America Cr. 2

Cultural, social, political and economic realities of our complex, pluralistic society in relation to our education system. Development of analytical and evaluative abilities of teachers to deal with racism, sexism, value clarification and the parity of power. Strategies for multicultural education. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

BBE 5500 Introduction to Bilingual/Bicultural Education Cr. 3

Survey of the history and legislative background of bilingual/bicultural education in the United States. Emphasis on the foundations, methods, concepts and theories of bilingual/bicultural education. Offered Intermittently.

BBE 6560 Teaching Methods in Bilingual/Bicultural Education Cr. 3

Utilization of traditional and innovative materials, techniques and methods in teaching elementary and secondary school subjects in a bilingual education program. Offered Intermittently.

BBE 6590 Culture and Language in Bilingual/Bicultural Education Cr. 1-3

Research and application of multicultural activities for designing processes to bring language and culture, and instruction in English, into the classroom. Offered Yearly.

Repeatable for 3 Credits

BBE 6600 Internship in Bilingual/Bicultural Teaching Cr. 2-12

Internship in a bilingual, multicultural setting; assessment of the cultural, educational, and linguistic needs of students of limited English-speaking ability. Offered Intermittently.

Repeatable for 12 Credits

BBE 6850 Applied Linguistics: Issues in Bilingual Education Cr. 3

Current major models of applied English linguistics, contrasting linguistics with special reference to the comparison of English and linguistic minority languages. Offered Yearly.

BBE 9010 Theoretical Implications of Bilingual/Bicultural Education Cr. 3

Theoretical foundations for the development of bilingual/bicultural and multicultural education programs in our schools. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

Career and Technical Education

CTE 5401 Instructional Practices for the Career and Technical Education Classroom: Module 1 Cr. 1

The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews the history of CTE and its impact on industry. Offered Every Term.

CTE 5402 Instructional Practices for the Career and Technical Education Classroom: Module 2 Cr. 1

This is Module Two of a six (6) module series. The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews MCCTE Navigator standards and their relationship to industry expectations. Offered Every Term.

CTE 5403 Instructional Practices for the Career and Technical Education Classroom: Module 3 Cr. 1

This is Module Three of a six (6) module series. The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews mastery-learning, performance-based and project-based instructional strategies in the CTE classroom. Offered Every Term.

CTE 5404 Instructional Practices for the Career and Technical Education Classroom: Module 4 Cr. 1

This is Module four of a six (6) module series. The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews assessment strategies in the CTE classroom. Offered Every Term.

CTE 5405 Instructional Practices for the Career and Technical Education Classroom: Module 5 Cr. 1

This is Module five of a six (6) module series. The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews Career Technical Student Organization (CTSO) and industry partner relationships. Offered Every Term.

CTE 5406 Instructional Practices for the Career and Technical Education Classroom: Module 6 Cr. 1

This is Module six of a six (6) module series. The series is specifically for students seeking a vocational endorsement to teach in federally funded, secondary CTE classrooms. This module reviews strategies for remaining current with industry and teaching profession trends. Offered Every Term.

CTE 5501 Instructional Practices for the Teacher Cadet Classroom - Module 1 Cr. 1

This is Module one of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews early childhood concepts and related classroom and parent practices. Offered Every Other Year.

CTE 5502 Instructional Practices for the Teacher Cadet Classroom - Module 2 Cr. 1

This is Module two of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews education concepts for preschoolers and related classroom and parent practices. Offered Every Other Year.

CTE 5503 Instructional Practices for the Teacher Cadet Classroom - Module 3 Cr. 1

This is Module three of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews brain-based learning theory and its impact in the preschool classroom. Offered Every Other Year.

CTE 5504 Instructional Practices for the Teacher Cadet Classroom - Module 4 Cr. 1

This is Module four of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews education concepts for primary students and related classroom and parent practices. Offered Every Other Year.

CTE 5505 Instructional Practices for the Teacher Cadet Classroom - Module 5 Cr. 1

This is Module five of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews enhancing the instructional delivery system to accommodate special needs learners in the primary and early elementary classroom. Offered Every Other Year.

CTE 5506 Instructional Practices for the Teacher Cadet Classroom - Module 6 Cr. 1

This is Module six of a six (6) module series. The series provides a review of teaching/learning concepts as required for the Teacher Cadet (VG) vocational endorsement. This module reviews family and parent involvement best practices in school settings. Offered Every Other Year.

CTE 6010 History and Principles of Career and Technical Education Cr. 3

Overview of organization and administration at the federal, state, and local levels. Recent developments and their significance for school reform and improvement; business and industry linkages. Offered Yearly.

CTE 8998 Current Issues and Trends Cr. 3

Place, function, and evolving concepts of career and technical education. Economic, sociological, psychological, and technical factors. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

Education

ED 5998 Field Studies Cr. 1-8

Supervised professional study in field settings. Offered Every Term.

Repeatable for 8 Credits

ED 7990 Directed Study Cr. 1-8

Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 8 Credits

ED 7996 Directed Research Cr. 1-8

Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 16 Credits

ED 7998 Field Studies Cr. 1-8

Supervised professional study in field situations. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 16 Credits

ED 7999 Terminal Master's Seminar and Essay or Project Cr. 3

Offered Every Term.

Restriction(s): Enrollment limited to students with a class of Candidate Masters; enrollment is limited to Graduate level students.

ED 8999 Master's Thesis Research and Seminar Cr. 1-8

Offered Every Term.

Restriction(s): Enrollment limited to students with a class of Candidate Masters; enrollment is limited to Graduate level students.

Repeatable for 8 Credits

ED 9989 Doctoral Dissertation Research and Direction Cr. 1-16

Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 30 Credits

ED 9990 Pre-Doctoral Candidacy Research Cr. 1-8

Research in preparation for doctoral dissertation. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 12 Credits

ED 9991 Doctoral Candidate Status I: Dissertation Research and Direction Cr. 7.5

Offered Every Term.

Restriction(s): Enrollment limited to students with a class of Doctoral Candidate; enrollment is limited to Graduate level students.

ED 9992 Doctoral Candidate Status II: Dissertation Research and Direction Cr. 7.5

Offered Every Term.

Prerequisite: ED 9991 with a minimum grade of S

Restriction(s): Enrollment is limited to Graduate level students.

ED 9993 Doctoral Candidate Status III: Dissertation Research and Direction Cr. 7.5

Offered Every Term.

Prerequisite: ED 9992 with a minimum grade of S

Restriction(s): Enrollment is limited to Graduate level students.

ED 9994 Doctoral Candidate Status IV: Dissertation Research and Direction Cr. 7.5

Offered Every Term.

Prerequisite: ED 9993 with a minimum grade of S

Restriction(s): Enrollment is limited to Graduate level students.

ED 9995 Candidate Maintenance Status: Doctoral Dissertation Research and Direction Cr. 0

Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Course Material Fees: \$384.7

Repeatable for 0 Credits

Educational History and Philosophy

EHP 3600 Introduction to the Philosophy of Education Cr. 3

Leading philosophies of education as they bear upon education as a profession and as a discipline. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

Elementary Education

ELE 6010 Family Centered Collaboration in Early Childhood Intervention and Special Education Cr. 3-4

Theories, concepts and practices of family centered intervention services for young children with special needs. Team-building and cross-disciplinary communication and collaboration with families. Offered Fall.

Restriction(s): Enrollment limited to students in the College of Education.

Equivalent: PSY 6010, SW 6010

ELE 6020 Seminar in Early Childhood Cr. 3

Satisfies General Education Requirement: Writing Intensive Competency Educational programs for young children in child care centers, kindergartens, and the primary grades. Improved human relationships, choices for children, play as a way of learning. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6030 Assessment of Young Children in Educational Settings Cr. 3

Strategies for authentic assessments of young children in school and family educational settings. Offered Yearly.

ELE 6040 Role of Content Areas in Early Childhood Education Cr. 2-8

Child growth and development as related to the content areas within the early childhood years (birth to eight years). Appropriate subject matter, field experience, reference materials, audio-visual resources in the lives of young children. Topics to be announced in Schedule of Classes. Offered Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

Repeatable for 8 Credits

ELE 6050 Infant and Toddler Development to Inform Relationship-Based Curricula and Interventions Cr. 3

Children's growth and development from conception through 3-years of age; emphasis on ecological aspects of infancy and toddler years; pivotal foundations of children's developmental competencies within relationship-based interventions and curriculum. Offered Winter.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6060 Community Contacts: Working with Families in Urban Settings Cr. 3

Programs and services within the community that assist families in improving educational services for the child. Offered Yearly.

ELE 6070 Family, Community and School Partnerships: Supporting Children's Learning Cr. 3

Theory and practice in joining families, communities, and schools in promoting children's learning, development and success in school. Strengths and needs of families in a diverse, multicultural society, teachers' roles in concert with other disciplines in supporting families and building partnerships, and connection with community resources. Offered Yearly.

ELE 6080 Preprimary Goals and Practices Cr. 3

Topics related to development and learning of preschool child, role of teacher as facilitator, impact of family and community. Offered Fall, Winter.

Prerequisites: ED 5998 with a minimum grade of C (may be taken concurrently) and TED 5790 with a minimum grade of C (may be taken concurrently)

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6090 Introduction to Infant Mental Health Theory and Practice Cr. 3

Concepts of infant mental health theory and practice as a developmental framework for the observation, assessment and understanding of infant-parent behaviors and interactions as indicators of strengths and risks in the security of the attachment relationship. Offered Yearly.

ELE 6100 Planning and Implementing Preschool Curriculum Cr. 3

Planning, implementing, and evaluating all aspects of preschool curriculum: activities, routines, and working with staff and parents. Offered Intermittently.

ELE 6200 Diverse Children's Literature for Elementary Teachers Cr. 3

This course is a survey of children's literature where we will explore, through reading and discussion, a wide range of genres and issues related to children's books with a focus on culturally responsive literature in the elementary school curriculum. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6220 Literacy I Cr. 3

Theoretical foundations for literacy, investigation of beginning reading and writing constructs and processes, teaching strategies and instructional material. Evaluating literacy skills and knowledge through formal and informal measures and reporting to parents and other professionals. Implications of multiculturalism, special needs, and English language learners. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6240 Literacy II Cr. 3

Development of comprehension in literature and informational material, instructional strategies and material with emphasis on integrated instruction. Evaluation of the development of comprehension and writing through formal and informal measures and reporting to parents and other professionals. Implications of multiculturalism, special needs, and English language learners. Offered Every Term.

Prerequisite: ELE 6220 with a minimum grade of C

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6260 Literacy III Cr. 3

Literacy theory and research and its application to language arts instruction in elementary and middle schools: reading, writing, speaking, listening, viewing, and visually representing. Implications of multiculturalism, special needs, and English language learners. Offered Fall.

Prerequisite: ELE 6220 with a minimum grade of C and ELE 6240 (may be taken concurrently) with a minimum grade of C

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6340 Teaching Reading in Early Childhood Education Cr. 3

Rationale for teaching reading and various reading skills to young children. Materials and methods for initial reading instruction. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6390 Mathematics Instruction: P-8 Cr. 3

Developing mathematics skills in elementary and middle schools. Students plan, implement and evaluate learning experience with children under professional guidance. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6500 Science Curriculum: P-8 Cr. 3

Role of learning in science in the curriculum. Objectives, plans of organization for learning, resources materials. Overview of balanced program. Experiences with appropriate experiments, field trips, reference materials, audio-visual resources. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$10

ELE 6600 Social Studies Curriculum: P-8 Cr. 3

Social studies program in elementary and middle schools emphasizing intellectual, social and affective development. Designing programs based on social priorities, modern socioeconomic, cultural, ethnic, political concepts. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

ELE 6610 Current Developments in Early Childhood General and Special Education Cr. 1-6

Topics on developments in research-based recommended practices on early childhood general and special education, covered through seminars and workshops; early intervention and educational implications for children from birth to eight years old. Topics to be announced in Schedule of Classes. Offered Intermittently.

Repeatable for 6 Credits

ELE 7020 Issues in Early Childhood Education Cr. 3

Current issues in early childhood care and education including theories, research, best practice, and historical philosophies. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

ELE 7035 Infant and Toddler Developmental Assessment for Intervention Planning Cr. 3

Developmental assessment of infants and toddlers for early intervention planning and infant mental health services. Focus on standardized assessment and evaluation procedures across child developmental domains and interpretation of results to inform interventions within natural environments. Offered Winter.

Restriction(s): Enrollment is limited to Graduate level students.

ELE 7840 Educating Elementary/Middle School Students in Urban Communities Cr. 3

Challenges and resources of teaching diverse populations in metropolitan schools. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

ELE 7850 Current Issues in Elementary Education Cr. 1-9

Current developments and issues of concern and debate in education at the international, national, state and local level. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 9 Credits

English Education

EED 5200 Methods of Teaching English: Grades 7-12 Cr. 3

Introduction to the purposes and methods of teaching English composition and literature in grades seven through twelve. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

EED 6120 English Composition in Secondary Schools Cr. 3

Analysis of modes of writing; relationship of grammar and composition; integration with literature and reading; approaches to group and individualized instruction; relation of composition to perception, cognition, critical thinking, motivation, and self-awareness. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

EED 6210 Language, Literacy, and Learning Cr. 3

Teaching of language, grammar, and usage in English language arts classrooms, based in sociocultural and sociolinguistic approaches to teaching literacy and language. Offered Fall, Winter.

Restriction(s): Enrollment limited to students in the College of Education.

EED 6310 Young Adult Literature Cr. 3

Standards for evaluating young adult literature. Selection of literature for individual students in relation to interest and reading ability. Use of classroom collections. Techniques for helping students read poetry, drama and fiction. Offered Yearly.

Equivalent: INF 6530

EED 6330 Teaching Literature in Secondary Schools Cr. 3

Structure of poetry, fiction and drama in relation to aesthetic, social, and psychological needs of secondary school students. Relationship of teaching methods to curriculum patterns. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

Language Education

LED 5300 Teaching Chinese as a Second Language Cr. 1-3

Introduction to basic teaching grammar and sound rules and general teaching methodology. Offered Winter.

Prerequisites: CHI 3100 with a minimum grade of D-

Equivalent: CHI 5300

LED 5850 Assessment in the Foreign Language Classroom Cr. 3

Theoretical basis of second language teaching models; historical overview of methodologies; current trends in teaching of reading, writing, listening, speaking, and culture. Implications of methodology on materials, classroom techniques, and assessment. Offered Every Other Year.

Equivalent: LGL 5850

LED 6500 Teaching World Languages in Elementary and Middle Schools: Methods III Cr. 3

Approaches and techniques; review of theory and practice relevant to young learners. Students teach mini-lessons and prepare materials based on national standards and age-appropriate methodologies. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

LED 6510 Second Language Acquisition and the Teaching of Grammar Cr. 3

Seminar and intensive review of major models of applied sociolinguistics and psycholinguistics; second language acquisition research and teaching of grammar in K-12 education. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

LED 6520 Teaching English as a Second Language/Foreign Language: Methods I Cr. 3

Methods and techniques; fundamental theory and practice; English as an international/intranational language. Students micro-teach lessons and prepare teaching materials which emphasize the listening and speaking language skills. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

LED 6530 Teaching English as a Second Language/Foreign Language: Methods II Cr. 2-3

Methods and techniques; English as an international/intranational language. Students micro-teach lessons and prepare teaching materials which emphasize the reading and writing language skills. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

LED 6555 Integration of Language and Content in Language Teaching Cr. 1-3

Examination and evaluation of instructional strategies used to teach content and develop a second language in specific content/language area instruction. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

Repeatable for 3 Credits

LED 6565 Assessment in Language Teaching Cr. 1-3

Instruments, techniques, and strategies in the assessment, placement, and evaluation of second language instruction, including language learners in K-12 and post-secondary education. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

Repeatable for 3 Credits

LED 6580 Culture as the Basis for Language Teaching Cr. 2-4

Culture examined in a multidisciplinary theoretical framework, to provide students with objective relativistic and holistic attitude about human diversity, enabling them to relate to pupils in urban areas. Offered Every Other Year.

Repeatable for 4 Credits

Mathematics Education

MAE 5100 Geometry for Middle School Teachers Cr. 3

Development of Euclidean geometry as a mathematical system; related historical topics; introduction to other geometries; selected topics such as transformations and tessellations. No credit toward a major or minor for secondary mathematics teaching. Offered Every Other Year.

Prerequisites: MAT 1110 with a minimum grade of C- and MAT 1120 with a minimum grade of C-

Equivalent: MAT 5180

MAE 5110 Number Theory for Middle School Teachers Cr. 3

Topics from elementary theory of numbers which underlie middle school mathematics; historical connections; role of abstraction and proof in mathematics. No credit toward a major or minor for secondary mathematics teaching. Offered Every Other Year.

Prerequisites: MAT 1800 with a minimum grade of C- or MAT 1120 with a minimum grade of C-

Equivalent: MAT 5190

MAE 5120 Abstract Algebra for Middle School Teachers Cr. 3

Topics from elementary abstract algebra underpinning middle school mathematics curriculum; historical connections; role of abstraction and proof in mathematics. No credit towards major in mathematics or secondary mathematics. Offered Every Other Year.

Prerequisites: MAT 1120 with a minimum grade of C- and MAT 1800 with a minimum grade of C-

Equivalent: MAT 5120

MAE 5130 Problem Solving for Middle School Teachers Cr. 3

Development of mathematical problem solving in middle grades mathematics education; study of non-routine problems; problem solving strategies; historical connections; connections to selected mathematics content and to topics in other disciplines. No credit towards a mathematics major or secondary mathematics education major. Offered Every Other Year.

Prerequisites: MAT 1120 with a minimum grade of C- and MAT 1800 with a minimum grade of C-

Equivalent: MAT 5130

MAE 5150 Methods and Materials of Instruction: Secondary School Mathematics Cr. 3

Mathematics in secondary school; major concepts of secondary school mathematics; methods and instructional materials; classroom administration; modern trends. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

MAE 6050 Teaching Mathematics in the Middle Grades Cr. 3

Creative use of resources and materials for improving the mathematics competencies of middle school and junior high school students; organizing the mathematics classroom for effective instruction; promising trends; related research. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

MAE 6150 Special Topics Cr. 1-6

Current issues and trends; areas of neglected content; curriculum proposals; related research. Topics to be announced in Schedule of Classes. Offered Intermittently.

Repeatable for 12 Credits

MAE 6200 Teaching Arithmetic, Algebra and Functions from an Advanced Perspective Cr. 3

Students gain profound understanding of K-12 mathematics. Concepts underlying K-12 topics and procedures; connections to higher mathematics. Teaching with Simplicity; applying mathematical understanding to teaching practices. Offered Fall.

Prerequisites: MAT 5120, MAT 6170, or MAT 6180

Equivalent: MAT 6200

MAE 6210 Teaching Geometry, Probability and Statistics, and Discrete Mathematics from an Advanced Perspective Cr. 3

Historical perspectives, common conceptions and misconceptions, applications, technology, and mathematical connections relative to teaching geometry (including trigonometry), probability and statistics, and discrete mathematics in secondary school. Offered Winter.

Equivalent: MAT 6210

MAE 6400 Elementary School: Mathematics Curriculum and Assessment Cr. 3

Developing competence in school mathematics programs: objectives, procedures, materials, organizational patterns, evaluation. Offered Intermittently.

MAE 6450 Integrating Literature and Mathematics in the Elementary School Cr. 3

Examining the potential of literature for exploration of various mathematical concepts and relationships. Offered Intermittently.

MAE 7150 Advanced Studies in Teaching Discrete Mathematics Cr. 3

Nature of discrete mathematics and its applications, incorporating discrete topics in school mathematics. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

MAE 7200 Advanced Studies in Teaching Statistics and Probability Cr. 3

Techniques for teaching statistics and probability in grades K-12; promising materials and activities; research on the learning and teaching of statistics and probability; related resources; review of basic concepts. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

MAE 7250 Advanced Studies in Teaching Algebra Cr. 3

Fundamental concepts of algebra for a modern secondary school mathematics program; current trends and experimental programs; related research; methods and materials of instruction. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

MAE 7300 Advanced Studies in Teaching Geometry Cr. 3

Role of geometry and trigonometry in secondary school mathematics; selection of major concepts; development of postulational thinking; teaching procedures emphasizing modes of thinking in mathematics; modern trends. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

Reading, Language and Literature Education

RLL 6121 Teaching Reading in the Content Areas: Grades 6-12 Cr. 3

Teaching reading across all content areas with particular attention to readers with special needs. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

RLL 6700 Second Language Literacy Development: K-12 Cr. 3

Examination of theories, organizations and instructional strategies involved in second language literacy development, and their applications in the classroom. Offered Fall, Spring/Summer.

Prerequisite: LED 6520 with a minimum grade of C-

RLL 6801 Assessment and Differentiated Instruction for Diverse Learners: Pre-K-8 Cr. 3

Assessment of literacy competencies of diverse learners; use of assessments to plan and implement differentiated instruction in grades PreK-8. Implementation with students in field component; and evaluation. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

RLL 6802 Assessment and Differentiated Instruction for Diverse Learners: 6-12 Cr. 3

Assessment of literacy competencies of diverse learners; use of assessments to plan and implement differentiated instruction in grades 6-12. Implementation with students in field component; and evaluation. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

RLL 7100 Emergent Literacy Cr. 3

Variety of theories, organization and instructional strategies involved in the beginning stages of literacy; their application to the classroom.

Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7200 Comprehension Cr. 3

Models of comprehension, factors that affect comprehension, instructional methods, reading/writing connection, evaluation (pre-K to adult). Offered Yearly.

Prerequisites: RLL 7100 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7300 Literacy Across the Curriculum Cr. 3

Theoretical bases for teaching literacy across the curriculum; strategies for organization and instruction. Action research as a tool for learning. Offered Yearly.

Prerequisites: RLL 7100 with a minimum grade of C and RLL 7200 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7350 Literacy Coaching for the Classroom, School, and Community Cr. 3

Prepares educators to become literacy coaches who work with teachers, administrators, and community partners. Offered Spring/Summer.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7400 Practicum and Seminar in Evaluation and Instruction Cr. 3

Evaluation and literacy competencies of learners, methods of instruction, use of portfolios and reports to document progress; applied during supervised tutoring. Offered Yearly.

Prerequisites: RLL 7100 with a minimum grade of C and RLL 7200 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

RLL 7500 Theoretical Foundations for Literacy Cr. 3

Implications of theories from sociology, psychology, linguistics, semiotics and related fields, for the development of literacy. Offered Yearly.

Prerequisites: RLL 7100 with a minimum grade of C and RLL 7200 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7600 Current Developments in Literacy Education Cr. 1-6

Topics of current interest; review of literature, discussion of educational implications. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

RLL 7720 Survey and Analysis of Current Literature for Children: PS-Grade 3 Cr. 3

Intensive examination of books appropriate for preprimary and primary school children. Analysis of the literary and extra-literary factors that affect the young child's experiences with fiction, nonfiction, and poetry. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7740 Survey and Analysis of Literature for Older Children: Grades 4-8 Cr. 3

Intensive examination of books appropriate for children in grades four through eight. Analysis of literary and extra-literary factors affecting the older child's experiences with fiction, nonfiction, and poetry. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

Equivalent: INF 6520

RLL 7750 Survey and Analysis of Current Children's Literature: Preschool - Grade 8 Cr. 3

Intensive examination of books for children in preschool through eighth grade. Analysis of literary and extra-literary factors affecting the child's experiences with fiction, non-fiction and poetry. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

Equivalent: RLL 7720, RLL 7740

RLL 7770 Literacy Assessment Cr. 3

Focuses on diagnosis of children's literacy skills. Students will examine standardized large-scale assessment results to determine areas in need of further diagnostic assessment. Students will administer, interpret, and score formal and informal literacy assessments, write case reports, and analyze literacy processes to monitor student progress. The course content meets the Michigan State school code PA 118 and has been approved by the Michigan Department of Education. Offered Fall, Winter.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7790 Literacy Instructional Design Cr. 3

Focuses on assessment-driven and research-based literacy instructional design. Students will match research supported instructional practices and materials to support student strengths and needs identified through assessment. Students will also implement and assess the effectiveness of the instruction and plan for future instruction. Offered Winter.

Prerequisite: RLL 7770 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

RLL 7800 Writing Development and Instruction Cr. 3

Key theories on how students learn to write; key stages of the writing process, authoring cycle, and special challenges students encounter with different genres. Strategies for developing various aspects of the writing process and creation of different genres. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 8600 Internship in Research and Teaching Cr. 3-6

Experiences in college-level teaching and/or research through internships teaching college courses and/or collaborative research with experienced faculty. Offered Every Term.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

RLL 8700 Research Applications in Literacy Cr. 3

Research designs, analysis strategies, relevant statistics useful in conducting a wide variety of contemporary literacy-related research. Offered Yearly.

Prerequisite: EER 7630 with a minimum grade of C and EER 7640 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

RLL 8800 Seminar in Theory and Research in Literacy I: Foundational Theory and Research Cr. 3

Foundational theories and research in literacy and related fields such as psychology, sociology, literary criticism, linguistics, and semiotics that have shaped literacy theory, research, and instruction. Includes behavioral, cognitive/metacognitive, critical and constructivist theories and research. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 8810 Seminar in Theory and Research in Literacy II: Diversity, Contexts, and Communities Cr. 3

Examines issues of language, literacy, and culture in reading and literacy learning from preschool through adolescence with particular focus on diverse learners and linguistic diversity. Topics include emergent literacy, adolescence and youth culture, oral and written language, and the role of language in the home and community. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 8830 Current Issues and Research in Literacy Cr. 3

Research and theories in literacy and related fields; their potential to impact instruction, society, and further research. Students read, discuss, and critique current research and consider the implications for theory, literacy instruction, and further research. Offered Intermittently.

Restriction(s): Enrollment is limited to Graduate level students.

RLL 8840 Practicum in Supervision and Administration of Programs in Literacy Development Cr. 3

Understanding the supervision and administration of literacy programs through investigation, experience supervising a literacy center in conjunction with faculty, and working with master's-level students who are tutors in that program. Offered Every Term.

Prerequisite: RLL 7400 with a minimum grade of C or RDG 7400 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

Science Education

SCE 5010 Biological Sciences for Elementary and Middle School Teachers Cr. 3

Significant biological principles, generalizations and understandings with relation to their use with children. Appropriate learning activities; experiments, field trips, text and reference materials, audio-visual resources, evaluation. Offered Every Term.

Course Material Fees: \$10

SCE 5020 Physical Sciences for Elementary and Middle School Teachers Cr. 3

Significant principles, generalizations and understandings in the physical sciences with relation to their use with children. Appropriate learning activities including experiments, field trips, reference materials, audio-visual resources. Offered Every Term.

Course Material Fees: \$10

SCE 5030 Earth/Space Science for Elementary and Middle School Teachers Cr. 3

Principles, generalizations and understandings related to teaching earth/space science to children. Learning activities, field trips, technology, and evaluation. Offered Every Term.

Course Material Fees: \$10

SCE 5060 Methods and Materials of Instruction in Secondary School Science I Cr. 3

Role of science in the secondary curriculum. Problems and techniques of teaching science in the secondary schools; objectives, planning laboratory experiments, demonstrations, directed study, student projects, text and reference material, audio-visual resources, evaluation. Offered Fall.

Restriction(s): Enrollment limited to students in the College of Education.

Course Material Fees: \$10

SCE 5070 Methods and Materials of Instruction in Secondary School Science II Cr. 3

Problems of selecting and organizing teaching-learning materials in secondary school science. Development of illustrative instructional units. Resources for professional growth of science teachers; professional literature and organizations. Offered Winter.

Restriction(s): Enrollment limited to students in the College of Education.

SCE 6010 Safety in the Science Classroom Cr. 2

Principles of Laboratory safety in all K-12 science classrooms, including legal responsibilities related to the use, storage and disposal of chemicals and biological specimens as well as legal and ethical use of living organisms in the classroom. Offered Winter.

Restriction(s): Enrollment limited to students in the College of Education.

SCE 6030 Advanced Studies in Teaching Science in the Junior High and Middle School Cr. 3

Innovations and improvements in middle school and junior high school science teaching. Exploration of appropriate areas of study, development and selection of learning activities and materials; laboratory experiences in selected areas. Offered Every Other Year.

Restriction(s): Enrollment limited to students in the College of Education.

SCE 6040 Advanced Studies in Teaching Science in the High School Cr. 3

Emphasis on methods of teaching biology and the physical sciences in the high school. Recent curriculum studies, research, and current problems. Laboratory experiments, equipment, textual and reference material, audio-visual resources, and evaluation procedures. Offered Every Other Year.

Course Material Fees: \$10

SCE 6080 Teaching Environmental Studies Cr. 3

Ecological concepts and environmental problems, possible solutions, and their implications for curriculum development and classroom teaching in K-12 educational settings. Science as a process is stressed throughout classroom activities, field trips, and assignments. Offered Every Other Year.

Course Material Fees: \$10

SCE 7010 Special Topics in Science Education Cr. 1-3

Current theories and issues related to science education: nature of science, equity, global education, interdisciplinary approaches, alternative forms of assessment and technology integration. Topics to be announced in Schedule of Classes. Offered Every Other Year.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 6 Credits

Social Studies Education

SSE 5720 Social Studies Disciplines for Elementary Teachers I Cr. 3

Students explore the content knowledge and major concepts of American History, Michigan Studies, and Geography to help prepare PK-6 learners to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world. Offered Every Term.

SSE 6710 Methods and Materials of Instruction in Secondary Social Studies Cr. 3

Foundations of social studies instruction and curriculum; methods of teaching in middle and senior high school, including the use of state standards in the design of instruction, teaching approaches for the various social studies disciplines, their interdisciplinary application, diversity and appreciation of other cultures. Offered Every Term.

Restriction(s): Enrollment limited to students in the College of Education.

SSE 6720 Teaching the Interdisciplinary Knowledge of Social Studies Cr. 3

Building interdisciplinary knowledge and pedagogical skills in the social studies, including media literacy. Offered Fall.

SSE 6730 New Perspectives in Social Studies Education Cr. 3

Development of curricular lesson plans, unit plans, and other teaching strategies utilizing current approaches in social studies education. Offered Winter, Spring/Summer.

Restriction(s): Enrollment limited to students in the College of Education.

Special Education

SED 5000 History, Philosophy, and Ethics of Teaching Students with Disabilities Cr. 2

Historical developments leading to contemporary special and inclusive education. Philosophy of inclusive education. Ethical standards for special educators. This is a prerequisite for all SED courses. Offered Fall, Winter.

SED 5010 Inclusive Teaching Cr. 2

Philosophy and practice of inclusive teaching; legal and ethical responsibilities of educators; practical, empirically supported, and classroom tested approaches; collaborations of service providers; and home-school-society relationships. Offered Yearly.

SED 5075 Consultation and Collaboration for Inclusive Teaching Cr. 2

Knowledge and skills of consultation, collaboration, and co-teaching to support students in a variety of educational settings, particularly inclusive contexts. Offered Intermittently.

Prerequisites: SED 5000 with a minimum grade of C

SED 5080 Supportive Environments, Engaged Learning Cr. 2

Relationships between environment, student engagement, and learning. Approaches for creating supportive, inclusive learning environments and increasing student engagement in learning. Offered Winter.

Prerequisites: SED 5000 with a minimum grade of C

SED 5090 Transitions for Students with Disabilities Cr. 2

Strategies for supporting students with disabilities and special needs who are in transition between schools and from school to adult life in community settings. Offered Fall, Winter.

Prerequisites: SED 5000 with a minimum grade of C

Course Material Fees: \$4

SED 5110 Introduction to Teaching Students with Moderate/Significant Support Needs Cr. 3

Medical terminology and interventions for students labeled cognitively impaired. Social model framework for understanding and supporting students with moderate to significant support needs (e.g., MARSE, cognitive impairment). Offered Fall.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

SED 5115 Observation and Assessment of Students with Moderate/Significant Support Needs Cr. 3

Using observation and assessment to monitor learning and plan instruction for learners with moderate to significant support needs (e.g., MARSE label cognitive impairment) in variety of educational contexts. Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

Course Material Fees: \$8

SED 5121 Language Development and Instruction for Students with Moderate/Significant Support Needs Cr. 2

Language-communication development and instruction for students with moderate to significant educational support needs (e.g., MARSE label cognitive impairment). Emphasis on utilizing augmentative and alternative communication systems. Offered Fall.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

SED 5125 Teaching Students with Significant/Multiple Support Needs Cr. 3

Curriculum and instructional for students with significant/multiple impairments in a variety of educational contexts (e.g., students with the label SXI). Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

Course Material Fees: \$5

SED 5130 Teaching Students with Moderate Support Needs Cr. 3

Curriculum and instruction for students with moderate support needs (e.g., MARSE label cognitive impairment) in a variety of educational contexts. Offered Winter.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, and SED 5110 with a minimum grade of C

Course Material Fees: \$3.5

SED 5260 Effective Instructional Strategies for Exceptional Learners Cr. 3

Effective instructional strategies for students with special needs; multi-level and differentiated instruction, scaffolding, multi-modal instruction. Offered Fall.

Prerequisite: SED 5030

Restriction(s): Enrollment limited to students in the College of Education.

SED 6010 Seminar in Special Education Teaching Cr. 2

Selected topics, problem solving, and reflection on experiences as a student teacher facilitating the learning of children with a mental and/or related disability. Offered Yearly.

Restriction(s): Enrollment limited to students in the College of Education.

SED 6021 Introduction to Teaching Students with Autism Spectrum Disorder Cr. 3

Historical and current research on autism spectrum disorder (ASD), with professional and personal perspective. Focus on supports, services, and quality of life outcomes. Offered Intermittently.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

SED 6030 Teaching Students with Cognitive, Behavior, and Communication Differences Cr. 3

Teaching students with cognitive and behavioral differences. Emphasis on strategies for supporting inclusive education. Offered Intermittently.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, and SED 6021 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

SED 6040 Introduction to Early Childhood Special Education Cr. 3

History, philosophy, legislation, and "best practice" of early intervention and educational programs for young children, birth to eight years old, who have developmental delays or disabilities. Offered Fall.

SED 6050 Teaching Students with Communication Differences Cr. 3

Teaching students with communication differences (i.e., students with autism spectrum disorder). Designing relationship based communication support, particularly in inclusive settings. Offered Intermittently.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, and SED 6021 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

Course Material Fees: \$4

SED 6060 Teaching Students with Movement and Sensory Differences Cr. 2

Movement and sensory differences in students with autism. Strategies for increasing student engagement in learning, social interaction, and inclusive educational contexts. Emphasis on supports for inclusion and supports provided by related service providers. Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, and SED 6021 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

SED 7030 Dynamic Assessment in Early Childhood Special Education Cr. 3

Introduction to a variety of assessment tools and instruments and their administration for young children who have developmental delays or disabilities. Focus on linking assessment and intervention "best practices." Offered Spring/Summer.

Restriction(s): Enrollment is limited to Graduate level students.

SED 7700 Trends in Inclusion for Students with Moderate/Significant Support Needs Cr. 3

Advanced seminar in Special Education. Perspectives and applications of Disability Studies in Education for teaching students who have moderate/significant support needs. Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, SED 5110 with a minimum grade of C, SED 5125 with a minimum grade of C, SED 5130 with a minimum grade of C, and TED 7060 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

SED 7750 Trends in Inclusion for Students with Autism Spectrum Disorders Cr. 3

Advanced seminar in Special Education. Examines perspectives and applications of Disability Studies in Education for teaching students who have autism spectrum disorders. Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, SED 5090 with a minimum grade of C, SED 6021 with a minimum grade of C, SED 6030 with a minimum grade of C, SED 6050 with a minimum grade of C, SED 6060 with a minimum grade of C, and TED 7060 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

SED 7760 Teaching Students with Learning Disabilities: K-12 Cr. 3

Methods, materials, and procedures for education of children with learning diversity as they relate to concerns in communication disorders and sciences. Offered Winter.

Restriction(s): Enrollment is limited to Graduate level students.

SED 7770 Assessment and Evaluation of Students with Autism Spectrum Disorders Cr. 3

Methods, materials and procedures for assessment of students with autism spectrum disorders. Offered Yearly.

Prerequisites: SED 5000 with a minimum grade of C, SED 5010 with a minimum grade of C, SED 5075 with a minimum grade of C, SED 5080 with a minimum grade of C, and SED 5090 with a minimum grade of C

Restriction(s): Enrollment is limited to Graduate level students.

Course Material Fees: \$4

SED 7790 Language Basis of Learning Disabilities Cr. 3

Normal language acquisition and development, language pathology including neurological process involved in speech reception and production, assessment of language disorders as they relate to children and adolescents with learning disabilities. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students.

SED 7800 Practicum in Educating Students with Disabilities Cr. 1-24

Teaching students with disabilities with emphasis on inclusive teaching. Focus on area of certification/endorsement. Offered Fall, Winter.

Restriction(s): Enrollment is limited to Graduate level students.

Repeatable for 24 Credits

SED 8700 Advanced Seminar in Special Education Cr. 3

Students collaborate with faculty to explore key issues of policy and practice related to education of students with disabilities and special needs. Offered Yearly.

Restriction(s): Enrollment is limited to Graduate level students; enrollment limited to students in a Doctor of Education or Education Specialist Cert degrees.