

Department of Middle, Secondary, Reading, and Deaf Education

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The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in middle grades education, secondary education, reading education, and deaf education. An Educational Specialist (Ed. S.) degree with a major in Teacher Leadership is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited graduate programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching profession. At both master and specialist graduate program levels, candidates acquire the knowledge, skills, and preparation for meeting the standards of the National Board for Professional Teaching Standards.

The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education, Secondary Education, or Agriculture Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

The M.A.T. with a major in special education-deaf and hard-of-hearing allows VSU students with a B.S.Ed. pre-professional degree in deaf and hard-of-hearing to complete a fifth-year master's program (M.A.T.) and earn initial certification.

Three collaborative online education program degree options are available: Master of Education in Curriculum and Instruction with a major in accomplished teaching and the Master of Education with a major in middle grades math and science, both of which emphasize the refinement of instructional skills and the advanced candidate's development as a master teacher. The Education Specialist in Teacher Leadership emphasizes teacher leadership development and the application of action research skills in educational settings.

- Master of Arts for Teachers with a Major in Special Education Deaf and Hard-of-Hearing (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/mat-special-education-deaf-hard-hearing>)
- Master of Arts in Teaching in Middle Grades or Secondary Education (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/mat-middle-grades-secondary-education>)
- Master of Arts in Teaching with a Major in Agriculture Education (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/mat-agriculture-education>)
- Master of Education Programs in Middle Grades Math and Science and Curriculum and Instruction in Accomplished Teaching (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/med-programs-middle-grades-math-science-curriculum-instruction-accomplished-teaching>)
- Master of Education with a Major in Special Education Deaf and Hard-of-Hearing Education (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/med-special-education-deaf-hard-hearing-education>)
- Education Specialist Degree with a Major in Teacher Leadership (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/education-specialist-teacher-leadership>)
- Georgia Reading Endorsement (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/georgia-reading-endorsement>)

Deaf Education

DEAF 5010. Student Teaching: Deaf and Hard-of-Hearing. 5 Hours.

Prerequisite: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5020. Graded "Satisfactory" or "Unsatisfactory". A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and Human Services and will not be recommended for teacher certifications by Valdosta State University.

DEAF 5020. Student Teaching Seminar: Deaf and Hard-of-Hearing. 1 Hour.

Prerequisites: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

DEAF 5310. Methods of Teaching Reading and Writing to Deaf Students. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

DEAF 5370. Teaching Thinking Skills. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

DEAF 5380. Curriculum Development Instruction for Deaf Students. 4 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

DEAF 6000. Integration and Management of Instruction in the Classroom. 4 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Identification and implementation of management and instructional strategies that have demonstrated effectiveness with deaf and hard of hearing students.

DEAF 6010. Integrated Instruction: Individualized Education Program. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). The theoretical and practical basis of curriculum design for individuals with disabilities across school levels. Individualized Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.

DEAF 6020. Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. 4 Hours.

Prerequisite: Admission into the graduate program or permission of instructor. An introduction to types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

DEAF 6030. Internship in Teaching. 3 Hours.

Prerequisites: Admission into the M.A.T. graduate program in Special Education - Deaf and Hard-of-Hearing or permission of instructor; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Graded "Satisfactory" or "Unsatisfactory". A clinical practice designed for candidates in the online M.A.T. program in Special Education - Deaf and Hard-of-Hearing who are seeking initial certification. Candidate will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

DEAF 6100. Seminar: Deaf Education and Language Learning. 3 Hours.

Introductory course in Deaf Education and Language Learning for teachers. Topics include types of hearing loss and their impact on language; and social, emotional, cognitive, and educational development.

DEAF 6110. Professional Capstone Course. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.

Education--Exemplary Teacher

EDET 5999. Professional Orientation. 0 Hours.

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

EDET 8001. Teacher Leadership Residency I. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups.

EDET 8002. Teacher Leadership Residency II. 1 Hour.

Prerequisite: EDET 8001. Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in observation and the use of assessment data, and in research for the improvement of practice.

EDET 8003. Teacher Leadership Residency III. 1 Hour.

Prerequisites: EDET 8001 and 8002. Graded "Satisfactory" or "unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in design and implementation of professional learning, and of collaborative teams and advocacy.

EDET 8020. Using Assessment and Research Data. 3 Hours.

Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Candidates learn how to utilize technology tools for educational management.

EDET 8030. Developing and Leading a Community of Diverse Learners. 3 Hours.

Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

EDET 8040. Strategic Planning for School Reform. 3 Hours.

Prerequisite: EDET 8020. Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

EDET 8050. Action Research. 3 Hours.

Prerequisites: EDET 8020 and EDET 8040. Practical action research utilized for the purpose of school reform and student achievement. Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.

EDET 8880. Capstone Seminar. 3 Hours.

Prerequisites: EDET 8020, 8030, and 8040. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.

Middle/Secondary Education

MSED 5100. Mathematics Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) mathematics, emphasizing the links between research and the methods for teaching concepts, skills, and relationships in middle grades and secondary mathematics in accordance with national and state standards. A field experience is required.

MSED 5200. Science Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) science, emphasizing the links between research and the methods for teaching middle grades and secondary science in accordance with national and state standards. The focus of the course is on processes of scientific inquiry. A field experience is required.

MSED 5300. Social Science Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) social studies and secondary (6th – 12th) social sciences, emphasizing the links between research and the methods for teaching middle grades social studies and secondary social sciences in accordance with national and state standards. The focus of the course is on social inquiry. A field experience is required.

MSED 5400. English/Language Arts Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) language arts and secondary (6th – 12th) English, emphasizing the links between research and the methods for teaching middle grades and secondary reading in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. A field experience is required.

MSED 5500. Methods of Teaching Reading for Middle Grades or Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) reading, emphasizing the links between research and the methods for teaching in accordance with national and state standards. The focus of the course is on strategy instruction and expository text structures. Field experience required.

MSED 5600. Content Teaching Methods of Middle Grades or Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) education, emphasizing the links between research and a variety of teaching methods and best practice in accordance with national and state standards. Field experience required.

MSED 5700. Agriculture Education Methods. 3 Hours.

Prerequisites: Appropriate 2999 course; Co-requisite: MSED 6100. An examination of agriculture education teaching methods in middle grades and secondary education (6th-12th) in accordance with national and state standards. A field experience is required.

MSED 6000. Written and Verbal Communication for Teachers. 3 Hours.

Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

MSED 6001. Planning for Middle or Secondary Teaching. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.

MSED 6002. Assessment in Middle or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.

MSED 6003. Differentiation and Multicultural Education in Middle or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. An examination of strategies for differentiating content in order to address the unique needs of students. Exploration of how multiculturalism, social and intellectual diversity, and student choice can collectively increase student engagement and success. The utilization and evaluation of various educational technologies and their appropriateness for curriculum will be emphasized.

MSED 6004. Content Area Literacy for Middle and Secondary Teachers. 3 Hours.

Prerequisite: Appropriate 2999 course. An examination of concepts and theories of literacy, together with methods for reading and writing across content areas to meet the needs of a diverse student population. The utilization of digital technology to design meaningful and engaging learning tasks for middle and secondary students will be emphasized.

MSED 6005. Educational Philosophy, Law and Ethics. 3 Hours.

Prerequisite: Appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education, including major policies and court cases, educator codes of ethics; major philosophies and theories of learning in education; and the impact of social, political and economic issues on contemporary public education.

MSED 6010. Employed Teacher Track Internship 1. 3 Hours.

Prerequisite: Appropriate 2999 course. Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6020. Employed Teacher Track Internship 2. 5 Hours.

Prerequisite: Appropriate 2999 course. Corequisite: MSED 6021. Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating semester-long internship completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6021. Clinical Seminar Employed Teacher Track. 1 Hour.

Corequisite: MSED 6020. Graded "Satisfactory" or "Unsatisfactory". Clinical Seminar accompanies the Teaching Internship II clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

MSED 6100. Apprenticeship in Teaching. 3 Hours.

Prerequisite: Appropriate 2999 course. Corequisite: MSED 5100, MSED 5200, MSED 5300, MSED 5400, or MSED 5500. The final field experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a four-week period as one part of their field experience, and in a different setting within their certification grade band for two days per week for ten weeks as a second part of their field experience. A university supervisor will observe and provide additional support. Candidates must successfully complete the apprenticeship experiences in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

MSED 6200. Student Teaching. 5 Hours.

Prerequisites: Appropriate 2999 course and MSED 6100. Corequisite: MSED 6201. The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and, with additional support provided by a university supervisor, are fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6201. Clinical Seminar Full-time Student Track. 1 Hour.

Corequisite: MSED 6200. Graded "Satisfactory" or "Unsatisfactory". Clinical seminar accompanies the Student Teaching clinical experience course. The one credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements, and associated documentation.

MSED 6300. MAT Capstone. 3 Hours.

Prerequisites: Appropriate 2999 course. The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

MSED 7000. Professional Development Seminar I. 3 Hours.

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based upon individuals needs.

MSED 7001. Planning for Teaching. 3 Hours.

Prerequisite: MGED 2999 or SEED 2999 and completion of content major courses. Co-requisite: MSED 7002. Foundation for preparation for teaching and learning. The focus is on designing lessons and assessments, classroom management, effective teachers, and exceptional children. Field experience required.

MSED 7002. Content Methods. 3 Hours.

Prerequisite: Completion of content major courses. Corequisite: MSED 7001. Provides the foundation for the development of a variety of teaching methods appropriate for middle and secondary education. Focus is on the organization and structuring of content for instruction. Forty hours of field experience required.

MSED 7003. Middle and Secondary School Experiences. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002. Nature and needs of the middle grades and secondary students and how contextual factors impact their development and academic success. Focus is on understanding young adults as learners, diversity in the classroom and community, individual learning styles and special needs of exceptional children. Forty hours of field experience required.

MSED 7004. Reading and Writing for Diverse Populations, 4-12. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, MSED 7002 and MSED 7003. An examination of current research relevant to teaching and evaluation of reading and writing in a school environment. Motivating students to read widely and developing vocabulary, reading comprehension and study skills will be addressed in relation to the school curriculum. Forty hours of field experience required.

MSED 7005. Teaching Internship I. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002, consent of department head, and employment on a nonrenewable certificate by a school system. The first of two semester long internships completed in a school classroom.

MSED 7006. Teaching Internship II. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, MSED 7005 and consent of department. The second of a two semester long internship completed in a public school classroom.

MSED 7010. Current Issues and Trends in MSED. 3 Hours.

Prerequisite: MSED 7000. Advanced study of issues and trends in middle grades and secondary education.

MSED 7020. Curriculum in Middle Grades and Secondary Education. 2 Hours.

Co-requisite: MSED 7021. Review current status and trends in middle grades and secondary curriculums. Analysis of middle grades and secondary curriculums and their unique construction, planning, and application.

MSED 7021. Apprenticeship in Teaching. 1 Hour.

Co-requisite: MSED 7020. Supervised apprenticeship in appropriate educational setting for certification requirements for MAT degree program.

MSED 7040. Evaluation and Assessment. 1 Hour.

Co-requisite: MSED 7041. Focuses primarily on the basic concepts, methods, and tools of assessment or evaluation. It is designed so professional educators can combine their initial experience and understanding of students with information regarding past performance to assess students' abilities.

MSED 7041. Teaching Internship. 2 Hours.

Co-requisite: MSED 7040. Graded "Satisfactory" or "Unsatisfactory". Supervised teaching internship in an appropriate educational setting for certification requirements for MAT degree program.

MSED 7650. Teaching Practicum. 2-3 Hours.

Prerequisite: MSED 7000.

MSED 7800. Professional Development Seminar II. 3 Hours.

Prerequisites: MSED 7000, 7010, and 7650. Capstone course to be taken within last two semesters of program of study. Analysis of an individual's teaching plan in relationship to National Board Standards, master's program outcomes, and school improvement plans.

MSED 8000. Special Topics in Middle Grades and Secondary Education. 2-3 Hours.

Studies of selected topics in middle grades and secondary education. No more than two special topics courses may be used in a six year program.

Middle Grades Math and Science

MGMS 5999. Professional Orientation. 0 Hours.

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

MGMS 7000. Professional Development Seminar I. 3 Hours.

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

MGMS 7100. Research Methodology in Education. 3 Hours.

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

MGMS 7200. Conceptualizing Middle Level Learning and Diversity in Context. 3 Hours.

Examination of concepts, principles, theories, and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. Focus will be on the unique nature and development of the middle level learner. Candidates will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

MGMS 7240. Instructional Leadership, Curriculum and Assessment. 3 Hours.

Advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as related to programmatic and content issues, learner outcomes, and teaching performance. Focus will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

MGMS 7300. Collaboration and Professionalism. 3 Hours.

Collaborative skills among teachers, and between teacher and students, community, parents and support professionals. Application to the graduate students' work-site will be emphasized.

MGMS 7400. Physical Science for Middle Grades. 3 Hours.

An integrated math and physics course with the special emphasis on conceptual physics. The assigned work will include the laws of physics, theories and problem solving, including a review of the basic math required to be a successful problem solver.

MGMS 7401. Chemistry, Earth Science and Astronomy for Middle Grades. 3 Hours.

An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science, and astronomy, including a study of physical chemistry, earth processes, and the chemical evolution of the universe.

MGMS 7402. Life Science and Natural History for Middle Grades. 3 Hours.

A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, and evolution and natural selection, including a study of the biosphere, biochemistry, genetics, and evolutionary processes.

MGMS 7650. Teaching Practicum. 3 Hours.

Teaching Practicum.

Reading

READ 5999. Professional Orientation in Reading Education. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required non-credit course for all teacher candidates in the M.Ed. Reading Education Program. Candidates are required to establish an electronic portfolio and complete specific modules in ethics and International Reading Association (IRA) standards.

READ 6030. Directed Study in Reading. 3 Hours.

Prerequisite: Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization or an area of professional interest.

READ 7010. Diagnosis and Correction of Reading Difficulties. 3 Hours.

Study of the nature and causes of reading difficulties, procedures for diagnosis, and methods and materials for corrective techniques in the classroom.

READ 7100. Trends and Issues in Reading. 3 Hours.

A review of current issues and trends in literacy education. Emphasis in on the principal viewpoints on these issues, including opposing points of view.

READ 7110. Research and Theory in Reading. 3 Hours.

A review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.

READ 7120. Word Identification, Vocabulary, and Spelling Instruction. 3 Hours.

A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.

READ 7130. Comprehension and Study Strategy Instruction. 3 Hours.

A review of research related to comprehension and study strategies. Research findings will be applied to classroom instruction.

READ 7140. Methods of Teaching Writing. 3 Hours.

Methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process; addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing writing through multiple approaches.

READ 7150. Issues in Using Literature in the Classroom. 3 Hours.

An in-depth study of issues in using classic and contemporary literature in P-12 and adult literacy settings. Emphasis will be on using trade books to foster literacy development.

READ 7160. Practicum in Diagnosing Reading Difficulties. 3 Hours.

Corequisite: READ 7170. Students will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of children in the reading lab.

READ 7161. Assessment and Correction of Reading and Writing Difficulties in Grades Pk-5. 3 Hours.

A study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of students in grades Pk-5.

READ 7170. Practicum in Correcting Reading Difficulties. 3 Hours.

Corequisite: READ 7160. Students will apply their knowledge of the reading process to correct reading difficulties. They will develop and implement instructional programs to address the learning needs of children in the reading lab.

READ 7171. Assessment and Correction of Reading and Writing Difficulties in Grades 4-12. 3 Hours.

A study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional program to address the learning needs of students in grades 4-12.

READ 7180. Organizing and Supervising School Reading Programs. 3 Hours.

Principles of organizing and supervising school reading programs will be reviewed. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations.