

Department of Teacher Education

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The Department of Teacher Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in elementary education, health and physical education, middle grades math and science education, special education, and deaf education. An Educational Specialist (Ed.S.) degree is offered in coaching pedagogy in physical education and special education. 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 Education, Middle Grades or Secondary Education, or Special 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 in Teaching with a Major in Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-education/>)
- Master of Arts in Teaching with a Major in Health and Physical Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-health-physical-education/>)
- Master of Arts in Teaching with a Major in Special Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-special-education/>)
- Master of Arts in Teaching with a Major in Special Education Deaf and Hard-of-Hearing (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-special-education-deaf-hard-hearing/>)
- Master of Arts in Teaching in with a Major in Middle Grades or Secondary Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-middle-grades-secondary-education/>)
- Master of Education with a Major in Elementary Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/med-elementary-education/>)
- Master of Education with a Major in Health and Physical Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/med-health-physical-education/>)
- Master of Education Programs in Middle Grades Math and Science and Curriculum and Instruction in Accomplished Teaching (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-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/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/med-special-education-deaf-hard-hearing-education/>)
- Education Specialist Degree with a Major in Coaching Pedagogy in Physical Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/eds-coaching-pedagogy-physical-education/>)
- Education Specialist Degree with a Major in Special Education (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/eds-special-education/>)
- Education Specialist Degree with a Major in Teacher Leadership (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/eds-teacher-leadership/>)
- Georgia Reading Endorsement (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/georgia-reading-endorsement/>)

- Mathematics Endorsement for K-5 Teachers (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/mathematics-endorsement-k5-teachers/>)
- Science Endorsement for K-5 Teachers (<http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/teacher-education/science-endorsement-k5-teachers/>)

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. 3 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 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 8005. Foundations of Teacher Leadership. 3 Hours.

Prerequisite: Admission to the Ed.S Teacher Leadership program. A survey of theories and current research that supports innovative practices and teaching strategies to improve the effectiveness of teacher leaders in K-12 school settings.

EDET 8020. Teacher Leadership Residency I. 3 Hours.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and conducting and applying research.

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

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

EDET 8040. Teacher Leadership Residency II. 3 Hours.

Prerequisite: EDET 5999. 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.

EDET 8050. Teacher Leadership Residency III. 3 Hours.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of designing and conducting professional learning, and leading a team to effectively address an educational issue.

EDET 8880. Capstone Seminar. 3 Hours.

Prerequisites: EDET 5999, 8020, 8040, and 8050. Required as partial fulfillment of the requirements for the Teacher leadership degree. .The course will emphasis integrating knowledge and skills related to adult learning, collaboration, professional practice, mentoring, educational research, and advocacy.

Elementary Education

ELED 6000. Special Topics in Elementary Education. 3 Hours.

A study of current issues and concepts in elementary education. May be repeated under different topics for a total of 6 credit hours with approval of program coordinator.

ELED 6010. Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. An authentic residency in a K-5 classroom is required.

ELED 6020. Advanced Applications of Measurement and Geometry for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom is required.

ELED 6030. Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis of algebraic concepts, patterns, and data analysis and probability. An authentic residency in a K-5 classroom is required.

ELED 6110. Advanced Science Content and Pedagogy in Life Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of life science. An authentic residency in a K-5 classroom is required.

ELED 6120. Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of earth science and earth in space science. An authentic residency in a K-5 classroom is required.

ELED 6130. Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of physical science. An authentic residency in a K-5 classroom is required.

ELED 7210. Assessment in Elementary Education. 3 Hours.

A study of the role of assessment in educational change. The course examines alternative evaluation strategies in elementary education, ethics in assessment, and strategies for acquiring assessment data in the classroom. Interpretation and use of assessment data are emphasized.

ELED 7220. Elementary Inclusive Environments. 3 Hours.

Principles for creating effective inclusive learning environments for all children in elementary education, including children with disabilities. The areas studied include classroom design for visibility, distractibility, and accessibility, and the integration of technology and the use of assistive technology in supporting appropriate programs for young children.

ELED 7230. Teachers as Mentors, Coaches, and Leaders in Elementary Education. 3 Hours.

An overview of the current research and leadership strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators.

ELED 7320. Curriculum and Instructional Strategies P-5. 3 Hours.

Review of the content areas in the elementary curriculum. Emphasis is placed on implementation of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

ELED 7330. Issues and Trends in Elementary Education. 3 Hours.

Examination of research, trends, and problems in elementary education with special reference to professional ethics, mentoring, and various delivery systems for elementary education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.

ELED 7340. Action Research in Elementary Education. 3 Hours.

An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection, data collection and analysis, and conclusions.

ELED 7540. Integrating Creativity and Critical Thinking in Elementary Education. 3 Hours.

An examination of how creativity and thinking skills can be integrated across the curriculum.

ELED 7550. Differentiating Instruction in P-5 Classrooms. 3 Hours.

Investigation of differentiating content, process, and product (universal design) of Early Childhood Education curriculum to meet the needs of all children.

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 5840. Teaching Context for Career, Technical, and Agricultural Educators. 3 Hours.

Prerequisite: EDUC 2999. Pre- or Corequisite: MSED 6020 or 6200. The communication 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 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.

Positive Behavior Intervention Support

PBIS 8130. Administration in PBIS. 3 Hours.

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in the administration of PBIS. Emphasis is placed on the district level team and faculty buy in for school wide implementation.

PBIS 8131. Critical Issues in PBIS. 3 Hours.

Candidates will identify and address a series of critical issues in Positive Behavior Interventions and support from the standpoint of how such issues impact on the practice of discipline in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of the course.

PBIS 8839. PBIS Data Decision-Making. 3 Hours.

Designed for those graduates with interest in data collection and decision making strategies aligned with PBIS.

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.

Special Education

SPEC 5000. Individualized/Independent Study. 1-3 Hours.

Study directed by faculty designed to meet identified, individual needs of students.

SPEC 5030. Single Subject Research in Special Education (Responsive Teaching). 3 Hours.

Application of single subject research methodology in class- room settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional re- lationship to be established between teaching practices and changes in pupil behavior.

SPEC 5090. Community-based Instruction. 2 Hours.

A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in com- munity environments.

SPEC 5100. Nonaversive Behavior Management. 3 Hours.

A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.

SPEC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SPEC 5150. Introduction to Early Childhood Special Education. 3 Hours.

A study of the history and rationale for services for ser- vices to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based prac- tices.

SPEC 5190. Physical and Health Management of Students with Disabilities. 3 Hours.

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team members in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SPEC 5200. Practicum in Mental Retardation. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5210. Practicum in Mild Disabilities. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5120, 5140, 7611, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5230. Field Experience Lab. 1 Hour.

Field experience for application of instructional methods for students with disabilities. Students will apply concepts from the methods courses to assess, select, and use of a variety of evidence-based instructional methods.

SPEC 5260. Characteristics of Students with Physical and Health Disabilities. 3 Hours.

A study of physical, learning, and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and musculoskeletal disorders, and health impairments.

SPEC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification and unique characteristics of these individuals are included.

SPEC 5510. Curriculum Design for Students with Low Incidence Disabilities. 3 Hours.

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in both school and community-based settings.

SPEC 5520. Assessment of Students with Low Incidence Disabilities. 3 Hours.

Coursework and field experience in assessment techniques for students with low-incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Requires 40 contact hours.

SPEC 5530. Systematic Instruction for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low-incidence disabilities in both school and community-based settings. This course will focus on evidence based methods of systematic instruction.

SPEC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low-incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SPEC 5550. Communication Strategies for Students. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SPEC 5610. Nature and Needs of Children Who Are Talented and Gifted. 3 Hours.

A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.

SPEC 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SPEC 6010. Integration and Management of Instruction in the Classroom. 3 Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. This course focusing Individualized Education Plan (IEP) development and program planning that incorporates student access to the general education curriculum are components of this course.

SPEC 6020. Integrated Instruction: Assessment and Learning. 3 Hours.

Formal assessment, processes and classroom assessments unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.

SPEC 6030. Integrated Instruction: Evidence-based Methods and Strategies. 3 Hours.

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SPEC 6040. Technological Support Planning for Children. 3 Hours.

An introduction to computers, related hardware, and software as they relate to the individualized education program and needs of individuals who require intermittent or limited supports. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SPEC 6100. Reading and Applying Research in Special Education. 3 Hours.

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.

SPEC 6110. Professional Capstone Course. 3 Hours.

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 student learning.

SPEC 6600. Methods & Materials for Children Who Are Talented and Gifted. 3 Hours.

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

SPEC 6620. Curriculum for Children Who Are Talented and Gifted. 3 Hours.

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

SPEC 6999. edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission. 0 Hours.

Prerequisite: Candidates must be in third regular semester of enrollment in the MAT program. Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for teacher candidates pursuing initial certification in special education general or adapted curriculum which focuses on requirements for edTPA, resources and grading rubrics, and registration and submission instructions.

SPEC 7000. Serving Students with Diverse Needs. 3 Hours.

An introduction to major issues in the field on special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

SPEC 7600. Assessment of Children Who Are Talented and Gifted. 3 Hours.

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 7610. Assessment of Children. 3 Hours.

A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 8010. Readings in Issues of the Education of Children and Youth with Disabilities. 3 Hours.

An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.

SPEC 8020. Characteristics of Effective School Structures for Children and Youth with Disabilities. 3 Hours.

An application of the effective schools' literature to programs for children and youth with disabilities in school settings.

SPEC 8030. Leadership in Special Education Programs. 3 Hours.

A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.

SPEC 8040. Using Technology for Professional Development in Special Education. 3 Hours.

The application and implementation of advanced technology applications, hardware, software, and the Internet for professional training and staff development programs in the field of special education.

SPEC 8050. Co-Teaching in Special Education. 3 Hours.

Application of current evidence-based practice to write, implement, monitor, and evaluate building-based co-teaching plans for special education and general education teacher pairs who teach students with disabilities in general education classrooms.

SPEC 8060. Single Subject Designs for Special Education Research. 3 Hours.

An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.

SPEC 8110. Advanced Capstone Experience. 3 Hours.

Creation of portfolio demonstrating candidates' knowledge, skills, and dispositions for the Dewar College of Education Conceptual Framework Standards.

SPEC 8999. Thesis. 1-3 Hours.

Development and defense of Thesis. Must be taken each semester until the Thesis is completed. Number of hours taken per semester must be approved by the Thesis Chair. A minimum of 6 hours must be taken to complete the course of study for this program.

Special Education Adapted Curriculum

SEAC 5030. Single Subject Research in Special Education. 3 Hours.

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SEAC 5050. Assistive Technology. 3 Hours.

A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEAC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEAC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SEAC 5530. Systematic Instruction for Students with Significant Disabilities. 2 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with significant disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SEAC 5531. Practicum in Systematic Instruction for Students with Significant Disabilities. 1 Hour.

Prerequisite: SEAC 5530. Supervised experience during which teacher candidates implement instructional strategies in their own classrooms, and collect and graph data on student learning.

SEAC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SEAC 5550. Communication Strategies for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SEAC 5570. Assessment and Curriculum for Students with Low Incidence Disabilities. 3 Hours.

Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.

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

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEAC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEAC 6200. Internship in Special Education - Adapted Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education adapted curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with adapted curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education General Curriculum

SEGC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEGC 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SEGC 6020. Integrated Instruction: Assessment and Learning. 3 Hours.

Formal assessment, processes, and classroom assessments techniques unique to evaluating the development level and potential achievement of children with exceptionalities. Emphasis is on the use of the tools in planning and selecting curricular programs and activities.

SEGC 6030. Integrated Instruction: Evidence-based Methods and Strategies. 3 Hours.

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SEGC 6040. Technological Support Planning for Children and Youth with Disabilities. 3 Hours.

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SEGC 6050. Language and Learning Disabilities. 3 Hours.

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

SEGC 6060. Transition Planning and Services. 3 Hours.

The study of theoretical constructs and practical considerations in programming for students with disabilities from preschool through secondary and post-secondary levels. Emphasis is placed on the transition planning process, including transition assessment and development of post-school goals to develop a transition plan based on student's strengths and interests.

SEGC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEGC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEGC 6200. Internship in Special Education-General Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education general curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with general curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management, and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education Reading

SERD 6030. Teaching Children to Read. 3 Hours.

An introduction to methods of teaching children to read, with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.

SERD 6070. Reading Research and Instruction. 3 Hours.

Research-based practices, and the theoretical underpinnings of reading and writing as they relate to the practical applications of teaching various aspects of literacy.