

# TEACHER EDUCATION

## Mission and Objectives

The Department of Teacher Education offers the Master of Education (M.Ed.) degree in the various certification areas shown and several state-approved endorsements. The purpose of the M.Ed. degree program is to develop responsibility and leadership in classroom teaching and/or subject matter specialization. The program promotes critical thinking and creative reasoning skills in solving educational problems, a continual quest for knowledge and the ability to communicate effectively with students, parents, citizens and the community of educators. The program has the following objectives:

1. To prepare teachers and other school professionals to implement basic and applied research in education.
  2. To promote the development of the essential observable competencies deemed significant for teachers and other school professionals.
  3. To assure the acquisition of advanced knowledge in a field of concentration.
  4. To provide a variety of experiences that enhance professional advancement opportunities for teachers and other school professionals.
  5. To prepare students for further graduate study in the field of education.
- Early Childhood Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/early-childhood-education-med>)
  - Middle Grades Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/middle-grades-education-med>)
  - Secondary Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/master-education-secondary-education>)
  - Special Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/special-education-med>)
  - Teacher Education Endorsements (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/endorsements>)
  - Early Childhood Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/early-childhood-education-med>)
  - Middle Grades Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/middle-grades-education-med>)
  - Secondary Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/master-education-secondary-education>)
  - Special Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/special-education-med>)
  - Teacher Education Endorsements (<http://catalog.asurams.edu/graduate/degree-programs/teacher-education/endorsements>)

### ECEC 5500. Early Childhood Development. (3 Credits)

Advanced course in the physical, emotional, social and intellectual development of infants and young children through nine years of age and in observations of children in this age period for the purpose of applying principles and plotting developmental changes. Observation-laboratory experiences will be included to reflect on those observations. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

### ECEC 5509. Theories, Design, and Program Development In Early Childhood Education. (3 Credits)

Provides for the analysis and evaluation of the needs of both student and teacher in differentiated learning environments in the preschool primary grades in early childhood education. Curricula design will address varied philosophies, theories and methods of teaching and supporting auxiliaries. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

### ECEC 5512. Cultural Diversity In Early Childhood Education. (3 Credits)

Educational programs for young children with varied cultural and socioeconomic backgrounds. Opportunities will be provided for analysis and evaluation of these programs through selected field experiences and action research. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

### ECEC 5518. Issues in Early Childhood Education. (3 Credits)

This course will focus on current research trends and issues, historical, philosophical and sociological influences that have shaped early childhood education. Controversial issues and alternative approaches to solve problems will be investigated.

### ECEC 5525. Mathematical Experiences for Young Children. (3 Credits)

Theoretical viewpoints that have affected the teaching pre-mathematical and math concepts will be examined. Innovative mathematics projects and programs will be reviewed. Laboratory experiences will be arranged. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

### ECEC 5527. Science Experiences for Young Children. (3 Credits)

Theoretical viewpoints which have affected the teaching of science concepts will be reviewed. Curriculum, method, materials and technologies will be analyzed and evaluated in view of current research and practices. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

### ECEC 5535. Reading in Early Childhood Education. (3 Credits)

Focuses on the teacher's tasks in early childhood. Special attention to current approaches and such aspects as introduction to language symbols in the pre-school and the first grade, readiness, motivation and individual differences. The course includes relevant theory and practical applications of basic skills. Students will work with materials and techniques on various levels.

### ECEC 5550. Social Studies in Early Childhood Education. (3 Credits)

This course will examine innovative techniques for teaching of social studies. Curriculum, methods and techniques will be analyzed and evaluated in view of current research and practices. Field experiences to include field-testing social studies projects will be required. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

**ECEC 5551. Understanding and Teaching Alg. (3 Credits)**

This course provides an in depth exploration of algebraic thinking, number systems, problem posing and problem solving in P-5 settings. Candidates will explore the algebraic content in their general classroom activities and practice algebraic thinking and representing mathematical models. The lessons will include strong emphasis on best practices for developing mathematical thinking in young children.

**ECEC 5552. Understanding and Teaching Geometry. (3 Credits)**

This course explores developmentally appropriate concepts in geometry and measurement. In addition to an overall focus on the development of mathematical thinking and language development, specific topics covered include theorems for the young child, circumference, perimeters, volume, metric system and navigating spatial relationships.

**ECEC 5553. Understanding and Teaching Dat. (3 Credits)**

This course launches an exploration into data analysis and probability in the P-5 classroom. Candidates will extend and refine their knowledge of data collection, organization, representation, analysis, and interpretation using real world sources and scenarios. Probability and basic concepts of chance will also be examined.

**ECEC 5555. Creative Experiences in Early Childhood Education. (3 Credits)**

Emphasizes a team teaching approach to the study of the creative process by use of selected topics of creative experiences in the living and learning of children. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

**EDAS 5505. Introduction to Leadership. (3 Credits)**

This course considers the application of leadership theory of educational agencies. Planning, goal-setting and implementation, problem solving, organizational development, and change, interpersonal and group relations and school climate are examined.

**EDAS 5512. Integrating Technology I for Educational Leaders. (3 Credits)**

This course prepares prospective educational leaders to apply technology and its applications in the learning environment with particular reference to performance-based curricula, millennium learners.

**EDAS 5515. Curriculum and Instruction for Educational Leadership. (3 Credits)**

A study of the recent trends in curriculum design with the emphasis on the newer media and ways and methods of implementing innovative instruction. This course includes a study of the principles, procedures, and components of curriculum development, interpretation of test scores, and use of assessment data, program evaluation, and instructional supervision.

**EDAS 5525. School & Community Partnerships. (3 Credits)**

Candidates study School-Community Relations and their impact on the school operations. Emphasis is on the influence of the social forces on the school.

**EDAS 5535. Ethical & Legal Aspects of Education. (3 Credits)**

A study of the ethical and legal foundation of public education as it relates to the rights and responsibilities of school personnel, parents and students. Emphasis will be place on policies and standards from the federal, state and local levels, with special emphasis on the Elementary and Secondary Education Act, Georgia law, and Georgia's Code of Ethics.

**EDAS 5545. Curriculum, Instruction and School Leadership. (3 Credits)**

The goal of this course is to provide recent trends in curriculum and instructional design, while providing an understanding of educational administration and the principles, procedures, and research of school improvement.

**EDAS 5555. Preparing Educational Leaders for Diversity. (3 Credits)**

The focus of the course is to assist school leaders in recognizing that encounters with "difference" promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures. This recognition enables them to create a school environment that is welcoming, inclusive and increasingly diverse in pedagogy and practice.

**EDAS 5575. Managing Human and Fiscal Resources in Schools. (3 Credits)**

This course is designed to provide the candidate with the knowledge, skills, and dispositions from a building leader's perspective to both lead and manage fiscal and personnel school functions and other school resources. These include business procedures, fiscal accounting, and budgeting and personnel administration.

**EDAS 5580. School Discipline Problems. (3 Credits)**

Students analyze school climate, school discipline, school safety, and control of violence. The course focuses on constructing plans for controlling violence, safety, improving attendance, and reducing tardiness. As opposed to classroom management the course concentrates on school-wide management.

**EDAS 5585. School Safety, Schoolwide Discipline, and Classroom Management. (3 Credits)**

Candidates analyze school climate, school safety, school discipline and control of violence. This course has 3 major emphases: 1) school safety; 2) school-wide discipline, and 3) classroom management. The educational leader will demonstrate the ability to develop and implement a school safety plan; produce, articulate and disseminate a school-wide discipline plan; coach, support, teach and develop teachers as classroom managers.

**EDAS 5595. Clinical Experiences in Educational Administration. (3 Credits)**

The course includes completion of 250 clock hours of administrative experiences in eleven major areas of school administration as outlined in the Clinical Manual. Each candidate prepares an experience portfolio reflecting on all experiences. Logs are submitted to the instructor of the course.

**EDAS 6000. Professionalism and Ethics. (3 Credits)**

Educational leaders manage and develop faculty and staff members' professional skills and practices in order to drive student learning and achievement. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Additionally, leaders recognize the need for ethical educators. They safeguard the environment by setting, communicating, and enforcing clear standards for how educators are expected to conduct themselves with students, with one another, and within the broader community. A critical factor in establishing and maintaining a safe environment is appropriate and professional educator conduct.

**EDAS 6015. Supervision, Curriculum and Instruction. (3 Credits)**

This course is a research-based and a practical study of supervision as it applies to educators and the challenges they face. The course defines supervision as it relates to the complex demands being placed on principals, central office administrators and teachers in today's educational setting. INTASC Standard will be included in the supervisory experiences with emphasis on learner development (Standard 1), planning for instruction (Standard 7), and instructional strategies (Standard 8). The course provides opportunities for the candidate to perform real supervisory experiences in real time, in a real setting.

**EDAS 6020. Assessment, Evaluation and Continuous Improvement. (3 Credits)**

Educational leaders manage and develop faculty and staff members professional skills and practices in order to drive student learning and achievement. building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Additionally, leaders recognize the need for ethical educators. They safeguard the environment by setting, communicating, and enforcing clear standards for how educators are expected to conduct themselves with students, with one another, and within the broader community. A critical factor in establishing and maintaining a safe environment is appropriate and professional educator conduct.

**EDAS 6025. Residency I. (5 Credits)**

Candidates acquire leadership experiences under a S Beginning Leader Candidate Support Team (BLCST) including a coach/mentor who is practicing supervisor/administrator/leader and ASU personnel. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. EDAS 6025 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills in building level leadership. The experiences of this course include a Leadership Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) standards (using the LKES, assessing needs, and completing performance-based experiences in an authentic setting. The LKES is a performance appraisal process based on Georgia's Leadership Performance Standards and has been adopted by the PSC. These experiences will lead to RESidency II (EDAS 6035).

**EDAS 6030. Seminar I. (1 Credit)**

This course is designed to give candidates an opportunity to share experiences while participating in Residency I. Candidates will make presentations on various topics and reflect on their learning. Additionally, sessions will be held on professionalism, ethics, legal aspects of leadership, GACE preparation, TKES and LKES simulations. Guest speakers will share their knowledge and experiences of being practicing school leaders.

**EDAS 6035. Residency II. (5 Credits)**

Candidates acquire leadership and administrative experiences under a Beginning Leader Candidate Support Team (BLCST) including a coach/mentor who is a practicing supervisor/administrator/leader and ASU personnel. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. EDAS 6035 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills to building level leadership. The experiences of this course include the continuation of an Administrative Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) standards for Specialists' Level preparation (using the LKES), assess needs, and completing performance-based experiences in an authentic setting. The LKES is a performance appraisal process based on Georgia's Leadership Performance Standards and has been adopted by the PSC.

**EDAS 6040. Seminar II. (1 Credit)**

This course is designed to give candidates an opportunity to share experiences while participating in Residency II. Candidates will make presentations on various topics and reflect on their learning. Additionally sessions will be held on professionalism, ethics, legal aspects of leadership, GACE preparation, TKES and LKES simulations. Guest speakers will share their knowledge and experiences of being practicing school leaders.

**EDAS 6655. The Principal as Instructional Leader. (3 Credits)**

This is an advanced course in school administration for students in the Education Specialist Performance-Based Program specializing in building level administration. Although some emphasis will be placed on management and structure of the school, the major focus is on the role of the principal in creating and maintaining a program of instructional excellence. Thus, every facet of the course will lead to creating a school leader who is able and willing to promote student achievement.

**EDAS 6670. School Finance. (3 Credits)**

This course is designed to provide the candidate with the basic principles of school finance, accounting procedures and an overview of school business management. Included is a review of the issues (and possible resolutions) that confront educational leaders, boards of education (BOE) and the public. Also included is the planning, preparation and administration of budgets. Candidates examine theories of financing public elementary and secondary schools with special attention to the Georgia requirements. Basic overview of taxation, bond issues and SPLOST are reviewed. This course is part of the performance-based specialist program. One third of the activities/assessment for this course are performance-based, while two thirds of the activities/assessment are content-based and practice-based. Performance-based activities from the Ed.S. Handbook are to be performed and recorded in the candidate's electronic portfolio. A verification for each activity by the candidate will be posted on verification form.

**EDAS 6681. Recent Trends in Supervision. (3 Credits)**

Recent trends in supervision are reviewed. The identification of problem arising in the practice of supervising as well as the evaluation procedures in today's schools will be presented.

**EDAS 6685. School and Community Relations. (3 Credits)**

Students study school-community relations and their impact on the school operation. Emphasis is on the influence of the social forces on the school.

**EDAS 6702. Educational Leadership and School Improvement. (3 Credits)**

This pre-service course for entrance into the Ed.S. program is one of two required of those candidates who have not completed a masters degree in educational leadership. This is primarily a content course with some application and performance. Emphasis is given to the study of leadership and school improvement. Candidates will learn the importance of analyzing data to plan and implement appropriate instructional experiences for students and to identify and analyze the measures of data to understand student learning needs.

**EDAS 6708. Residency I District Level. (6 Credits)**

Candidates acquire district level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based. This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic district level setting. These experiences will lead to Residency II EDAS 6770.

**EDAS 6710. The Superintendent. (3 Credits)**

This course is an intensive study of Research literature on the School Superintendent. The Executive Leadership responsibilities, roles, and styles with references on superintendent and school-board relationship will be considered. This course is part of a Performance-Based Educational Specialist Program. One hundred percent of the Activities and Assessments for this course are Performance-Based.

**EDAS 6711. Software Systems in educational Administration. (3 Credits)**

Students examine administrative computer software currently used in Georgia school systems such as pupil accounting, grade reporting, grade posting, food service accounting, class scheduling, discipline records, communication systems, multimedia presentation systems, activity fund accounting, general fund accounting, personnel records, purchasing, bus scheduling, maintenance and repair scheduling, payroll, budgeting and balance sheet preparation.

**EDAS 6719. Residency I Building Level. (6 Credits)**

Candidates acquire building level administrative experience under a practicing supervisor /administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based. This course is designed for Ed.S. candidates to maximize opportunities and practices and refine their skills in building level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic building level setting. These experiences will lead to the Residency II EDAS 6769.

**EDAS 6733. Educational Policy. (3 Credits)**

This course will combine in-depth knowledge of the textbook, reading of a paperback and study of selected websites on current educational issues, as well as class discussions and stringent question and answer sessions led by the instructor. Students will then be able to analyze a number of policy documents from their school system and provide an evaluation based on the material studied in this class.

**EDAS 6769. Residency II Building Level. (6 Credits)**

Residency II is a continuation of Residency I. Candidates acquire building level administrative experience under a BLCST. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance based. EDAS 6769 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills in building level administration. The experiences of this course include the continuation of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation using the GaDOE Leader Keys, assess needs and complete performance-based experiences in an authentic building level setting.

**EDAS 6770. Residency II for District Level Administrator. (6 Credits)**

Candidates acquire district level administrative experience under a practicing supervisor / administrator This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based. This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic district level setting.

**EDRG 5594. Introduction to Theory & Pedagogy in Reading Education. (3 Credits)**

This course is designed to provide an overview of foundational knowledge for reading instruction and practical, technological, and theoretical information about the reading and writing processes needed to instruct diverse populations are covered. Current research in the field of reading education is included to equip the teacher with a balanced perspective.

**EDRG 5595. Diagnostic & Prescriptive Procedures in Reading Education. (3 Credits)**

Focuses on using assessment tools to plan, evaluate, and revise effective instruction to meet the needs of all learners.

**EDRG 5596. Content Area Literacy. (3 Credits)**

Focuses on instructional strategies of literacy skills teachers can use to help learners transfer skills in specific content areas.

**EDUC 5000. Professional Development for Accomplished Educators. (3 Credits)**

This course focuses on the self-assessment of individual student understanding and application of mastery outcomes based on National Board for Professional Teaching Standards. Emphasis will be upon preparing educators to assess their practice using the rigorous guidelines for the NBTS process.

**EDUC 5199. Orientation to Adv Prof Educ. (0 Credits)**

This course is for Master of Education students entering an education program. The Orientation to Graduate Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course.

**EDUC 5441. Culturally Responsive Teaching. (3 Credits)**

Cultural difference influence classroom instruction and the performance of all students. This course is designed to prepare educators to teach in today's culturally diverse classrooms by providing them with a baseline of critical information and abilities, as well as a self-monitoring attitude to be successful. It presents students with the latest information on teacher effectiveness and specific suggestions on providing culturally responsive instruction in today's classrooms. The content of the course is performance-based and is designed for elementary through secondary professional educators.

**EDUC 5443. Educational Assessment. (3 Credits)**

This course is designed to facilitate students acquiring the fundamental concepts, principles, theories, and techniques of educational measurement and classroom assessment. The underlying premise for the value of such knowledge for educators is that it is necessary for sound educational decision-making. Moreover, students will acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests.

**EDUC 5444. Effective Teaching AndThe Arts. (3 Credits)**

This course focuses on integrating effective teaching strategies into learning how to teach, improving teaching and teaching students how to learn. Activities will be developed for infants, toddlers, primaryand children through age 13. Laboratory required.

**EDUC 5500. Educational Statistics. (3 Credits)**

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.

**EDUC 5501. Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas are presented.

**EDUC 5502. Action/Classroom Research. (3 Credits)**

A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings.

**EDUC 5504. History of Education. (3 Credits)**

A survey of major developments int he rise of public school in the U. S. from the colonial period to the present.

**EDUC 5509. Philosophy of Education. (3 Credits)**

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

**EDUC 5515. Adolescent Literature. (3 Credits)**

Study of literary instruction and of selected literary works including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

**EDUC 5520. Language Concepts for M/Child. (3 Credits)**

Focuses on elements of language study appropriate to middle childhood/ secondary including the history and nature of language, the grammar of English, dialects, usage, study skills, spelling, and handwriting.

**EDUC 5524. Method and Materials in Teaching English. (3 Credits)**

Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.

**EDUC 5528. Teaching Composition in Secondary Schools. (3 Credits)**

Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.

**EDUC 5531. Mathematics Concepts in Secondary Schools. (3 Credits)**

Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.

**EDUC 5540. Curriculum Principles. (3 Credits)**

Models for curriculum development and the forces that bear on curriculum decision making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.

**EDUC 5550. Foundation Principles in Education, Growth Development. (3 Credits)**

This is an intensive course designed to provide foundational information to teacher education candidates that outlines the history of US public schooling, issues and trends in schooling , tenants of educational philosophy and educational psychology, and emphasizes the importance of cultural sensitivities and congruence during the educational process.

**EDUC 5570. Strategies of Instruction in Science. (3 Credits)**

Designed to introduce the professional teacher to the theories and practices of supervising student teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

**EDUC 5590. Pract I: Internship ECEC Presch. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

**EDUC 5591. Pract II: Intrnshp ECEC Primary. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

**EDUC 5592. Applied Research in Teacher Education. (3 Credits)**

This course is designed to introduce advanced teacher candidates to quantitative and qualitative strategies for educational data collection and analysis. By the end of the course, advanced candidates will be able to design and implement an action research study in order to improve student achievement, drive teacher instruction, and positively impact school performance.

**EDUC 6000. Research I. (3 Credits)**

The purpose of this course is to introduce candidates to quantitative and qualitative methods for conducting meaningful inquiry and research. Candidates will gain an overview of research intent and design, methodology and technique, format and presentation, and data managment and analysis informed by commonly used statistical methods. The course will develop each candidate's ability to use this knowledge to become more effective as school leaders.

**EDUC 6005. Research II. (3 Credits)**

This graduate level course provides for the development and completion of a research paper in educational leadership. Writing reports in the field of Education and related areas are presented. Research is focused on current problems in schools.

**EDUC 6199. Orientation to Educational Specialist Program. (0 Credits)**

Orientation to Educational Specialist Program provides candidates with the training and information needed to successfully navigate ASU's Educational Specialist program requirements. Candidates will receive training on the requirements needed to successfully complete the Educational Specialist preparation program; navigate LiveText for the purposes of assessment and evaluation of Key EPP and Program specific assessments. All candidates will be required to purchase a two-year LiveText account and have an active ASU account prior to participation in the course.

**EDUC 7701. Advanced Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

**ETEC 5521. Teaching Online in K-12 Setting. (3 Credits)**

Teaching Online in K-12 Setting (3 credits) This course will introduce the theory and practice of online teaching and learning and specifically address this concept as it relates to learners in the K-12 environment. Emphasis is placed on understanding online teaching tools, managing the virtual student caseload, engaging the online learner, and individualizing instruction in the virtual classroom. Participants will develop the necessary knowledge and skills to teach in a K-12 virtual school setting using the internet as a conduit for instruction. In addition, participants will develop the skills necessary to supplement existing lessons with asynchronous and synchronous activities designed to meet individual learner needs. Offered: Fall.

**ETEC 5522. Theoretical Foundations of Edu Tech. (3 Credits)**

Theoretical Foundations of Edu Tech (3 credits) This course is an overview of critical and contemporary theories of learning and theoretical applications in educational technology and emerging orientations as well as implications for practice. This course explores foundations, history, perspectives, and literature that is applicable across educational disciplines. Candidates will be challenged to think more critically about their efforts and career goals. Offered: Fall.

**ETEC 5523. Online Course Design. (3 Credits)**

Online Course Design (3 credits) This course prepares candidates to engage in the instructional design process for developing and delivering effective learning experience in the classroom. Candidates will create technology-enhanced curriculum with written justification of design decisions. Offered: Spring.

**ETEC 5524. Delivery of Instruction in Online Teaching. (3 Credits)**

Delivery of Instruction in Online Teaching (3 credits) This online course provides a practical field experience wherein candidates will demonstrate their knowledge and skill of online instruction and engagement as outlined in Educator Prep Rule 505-3-85 which are necessary for success as a teacher with the endorsement. In addition, this course provides a space for candidates to showcase their research ability using the technology to enhance praxis and practices.

**MGED 5520. Language Arts Concepts for Middle Childhood. (3 Credits)**

This course focuses on the application of various concepts of language arts instruction for young adolescent students in the middle grades. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5530. Mathematics Concepts for Middle Childhood Education. (3 Credits)**

Study of the following as they relate to the learning and teaching of middle grade mathematics: strategies and materials, the child's mathematical development and understanding and assessment. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5532. Methods and Materials of Teaching Middle Grades Mathematics. (3 Credits)**

Instructional materials and evaluation in teaching mathematics in the middle school. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5540. Curriculum Principles. (3 Credits)**

Selected topics will cover the historical development of the middle school, program goals, principles of curriculum development, organizational design of the middle school, instructional strategies and multiple authentic assessments. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5541. Nature and Curriculum Needs of the Middle Grades Student. (3 Credits)**

An integrated in-depth study of the middle grades children with particular reference to their unique characteristics and needs. Selected topics will cover the historical development of the middle school, program goals, principles of curriculum development, organizational design of the middle school, instructional strategies and multiple authentic assessments. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5572. Methods and Materials of Teaching Science. (3 Credits)**

This course focuses on activities that are selected from the newer curricula projects to give students an overview of each one at various grade levels. These activities are selected from environmental science; early science curriculum project; science curriculum improvement study; science: a process approach; elementary science; and others. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 5581. Methods and Materials in Teaching Social Studies. (3 Credits)**

This course covers instructional procedures, materials, and evaluation in teaching social sciences. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**SPED 5501. Exceptional Child. (3 Credits)**

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence, and programming of exceptional areas for which children and youth may obtain special educational services.

**SPED 5510. Characteristics & Instructional Strategies. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service delivery models for children/youth with mild disabilities and strategies to address identified needs of this student population. Emphasis will be placed on the guiding principles, implementation, and evaluative criteria for the inclusion of systematic instruction, task analysis, and behavioral management of children/youth with mild learning and behavioral problems.

**SPED 5512. Characteristics of Children and Youth with Mild Learning, Intellectual, or Behavioral Disabilities. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service models for children with mild learning and behavior problems. Prerequisites: SPED 5501 or SPED 2265.

**SPED 5515. Nature and Characteristics of Intellectual Disabilities. (3 Credits)**

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. Prerequisite SPED 5501 or 3231.

**SPED 5516. Nature & Charac of Gifted. (3 Credits)**

GIFT 5516 has been designed as one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislation and policy guidelines; and current issues in the field. This course will have been designed as a "hybrid" course involving both face to face (f2f) and online instructional activities, including: lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

**SPED 5522. Teaching the Preschool Exceptional Child. (3 Credits)**

This course emphasizes the methods, modes of evaluating, and other skills required for the teaching of preschool handicapped infants and toddlers. The areas to be covered include stimulation training, readiness programming, academic and social awareness, and service delivery systems.

**SPED 5524. Instructional Strategies for Teaching the Mildly Disabled. (3 Credits)**

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems.

**SPED 5525. Instructional Strategies for Intellectual Disabilities. (3 Credits)**

The cyclical process of assessment, planning, implementation, and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction is highlighted.

**SPED 5529. Instr Methods in Gifted Edu. (3 Credits)**

This Course explores concepts, strategies, methods, and techniques of teaching the gifted student. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity. Offered: Summer.

**SPED 5530. Counseling Parents for Exceptional Children. (3 Credits)**

Practicing teachers are taught to take a developmental approach to their subject, focusing on the uniqueness of each family and each child from infancy, through the primary grades, to middle school, high school, and adulthood.

**SPED 5536. Curriculum for Gifted Edu. (3 Credits)**

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Offered: Summer.

**SPED 5542. Behavior Modification for Special Education Students. (3 Credits)**

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

**SPED 5545. Educational Assessment of Exceptional Children. (3 Credits)**

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

**SPED 5547. Behavior Management of Exceptional Children. (3 Credits)**

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles and the primary theoretical systems that are explored.

**SPED 5563. Issues in Interrelated Special Education. (3 Credits)**

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addresses and studied.

**SPED 5570. Practicum in Interrelated Special Education. (3 Credits)**

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the areas of mild intellectual disabilities, behavior disorders and specific learning disabilities.

**SPED 5580. Directed Studies in Research and Reading in Special Education. (3 Credits)**

Intensive study in selected areas in the field of special education with application of knowledge in a written format, such as a grant proposal, research article, or journal publication. Advisors permission is required.

**SPED 5590. Teaching of Reading and Math to Exceptional Learners. (3 Credits)**

A study of specialized reading and math techniques and strategies for use with students with learning disorders includes diagnosis, remediation, and determination of readability levels, error analysis and corrective strategies.