

# College of Education

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## **Purpose and Focus**

The College of Education is committed to creating an intellectual environment that promotes quality instruction, significant research, and professional service. Particular attention is focused on preparing professionals for changing educational contexts and on contributing to educational and pedagogical knowledge through scholarly endeavors. The college provides leadership in both the art and the science of educational practice. Furthermore, the college is committed to creating an inclusive learning environment that values and promotes diversity. Collaboration among students, faculty, other professionals, and community members is essential to the college in achieving its goals. The college encourages those who show intellectual promise, social responsibility, and the personal qualities suitable for work with children and youth to prepare for professions in teaching and human services.

## **Accreditation**

Northwest Commission on Colleges and Universities

## **Undergraduate Majors**

### **Department of Educational and Clinical Studies**

Early Childhood Education — Bachelor of Science  
Human Services — Bachelor of Science  
Special Education — Bachelor of Arts  
Special Education — Bachelor of Science

### **Department of Educational Psychology and Higher Education**

No Undergraduate Degrees Offered

### **Department of Teaching and Learning**

Elementary Education — Bachelor of Arts  
Elementary Education — Bachelor of Science  
Secondary Education — Bachelor of Arts  
Secondary Education — Bachelor of Science

## **Undergraduate Degree Minors**

Addictions Prevention  
Addictions Treatment  
Human Services  
Compulsive Gambling Counseling  
Special Education

## **Graduate Degree Programs**

Educational and Clinical Studies — Master of Education in Early Childhood Education, Master of Education in English Language Learning, Master of Education in School Counseling, Master of Education in Special Education, Master of Science in Mental Health Counseling, Doctor of Philosophy in Special Education, Juris Doctor/Doctor of Philosophy in Special Education\*

Teaching and Learning — Master of Education in Curriculum and Instruction, Master of Science in Curriculum and Instruction, Specialist in Education, Doctor of Education in Curriculum and Instruction, Doctor of Philosophy in Curriculum and Instruction, Doctor of Philosophy in Teacher Education, Doctor of Philosophy in Learning and Technology\*\*

Educational Psychology and Higher Education - Master of Science in Educational Psychology, Master of Education in Higher Education, Education Specialist in School Psychology, Doctor of Philosophy in

Educational Psychology, Doctor of Philosophy in Higher Education, Doctor of Philosophy in Learning and Technology\*\*, Juris Doctor/Doctor of Philosophy in Educational Psychology\*\*\*, Juris Doctor/Doctor of Philosophy in Higher Education\*\*\*

\*Offered as a joint degree through ECS and the Boyd School of Law

\*\*Offered as a joint degree through T&L & EPHE

\*\*\*Offered as a joint degree through EPHE and Boyd School of Law

## **Admission to the College (Undergraduate Programs)**

Minimum GPA: 2.75

**Admissions Policies:** Students with GPA of 2.75 can be admitted to the College of Education as pre-majors. Students are formally admitted to their major following completion of pre-major course(s) and other program requirements with a minimum overall 2.75 GPA and passing Praxis core Tests or PPST scores taken prior to November 1, 2013. Further information may be obtained from the College of Education Advising and Field Placement Center.

## **College Policies**

**Academic Policies:** A minimum UNLV cumulative GPA of 2.75 must be maintained to continue in the College of Education. Individual departments may have higher GPA requirements.

Students whose cumulative UNLV GPA falls below 2.75 will be subject to academic discipline (college probation or university suspension). Further information may be obtained from the College of Education Advising and Field Placement Center.

**PRAXIS II:** All undergraduate students in programs leading to teacher licensure must take the PRAXIS II and pass the appropriate test(s) in order to obtain a license with the Nevada State Department of Education. Although the PRAXIS II is not required for graduation, to ensure timely submission of the scores, students are strongly encouraged to take the test(s) one semester prior to student teaching. When completing the registration materials for the PRAXIS II, students must list UNLV (RA4861) and the Nevada State Department of Education (R8670) as score recipients. See an advisor in the College of Education Advising and Field Placement Center for more details.

**Student Teaching:** Student teaching is a full-time, full-semester carefully supervised experience. Through written agreements, university and school authorities are committed to providing quality field experiences for prospective teachers. An international student teaching option affords students the opportunity to explore teaching from a multicultural perspective.

Student teaching applications must be filed one semester prior to student teaching by the posted deadline. Applicants must meet all conditions specified by the appropriate academic department before they will be placed. Failure by the student teacher to meet any requirement may result in delay or cancellation of the supervised teaching assignment.

Any candidate for student teaching who has transferred to UNLV must fulfill all specific requirements and have completed at least 15 hours in residence, including nine credits in professional education courses. Additional courses as determined by the advisor

or the department chair may be required of the student. Verify with departments for possible alternative degree requirements.

**Scholarships:** Please refer to College/Departmental Scholarships in the Student Financial Services section of this catalog.

### ***Advisement***

Advising is provided by the College of Education Advising and Field Placement Center. Students are encouraged to seek advisement early in their academic programs to ensure efficient advancement through their program. All students are encouraged to see their advisors regularly; degree requirements and/or licensure requirements may change.

### ***Specialized Programs***

In addition to its traditional programs, the college provides programs intended to meet the needs of individuals who hold baccalaureate degrees in non-licensed areas and who wish to be licensed to teach. Additional information concerning these programs is available in the Teaching and Learning and Educational and Clinical Studies Department offices.

For complete information regarding individual departments, please refer to the UNLV web page, [www.unlv.edu](http://www.unlv.edu), and click on the College of Education.

#### **COE 102 - First Year Seminar**

Prepares students with skills and knowledge to promote academic success and retention. Major areas of focus include: inquiry and critical thinking skills, communication, global/multicultural awareness, intellectual and life-long learning perspectives, and citizenship and ethics. Anticipated outcomes are: connections with faculty and peers, overall college engagement, and improvement in academic skills. 2 credit(s)

## **Teaching and Learning**

### ***Purpose and Focus***

The Department of Teaching and Learning (T&L) holds as its central mission the preparation and development of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

### **Accreditation**

Northwest Commission on Colleges and Universities  
Academic Post-Baccalaureate Teacher Licensure Programs  
Administered by Teaching and Learning  
Graduate Licensure Program (PD-GLP) in Elementary Education or  
Secondary Education. For further information visit [tl.unlv.edu](http://tl.unlv.edu) or  
e-mail [jobita.bayuga@unlv.edu](mailto:jobita.bayuga@unlv.edu).

### ***Undergraduate Majors***

Elementary Education — Bachelor of Science in Education  
Elementary Education — Bachelor of Arts in Education  
Secondary Education — Bachelor of Science in Education  
Secondary Education — Bachelor of Arts in Education

### ***Secondary Education Major***

Secondary education majors must select, from the fields available, a major (first) teaching field (one of the secondary education areas of concentration) in which they wish to be licensed.

For the approved areas of concentration for the first teaching field (required) and the second teaching field (optional), see the departmental listing or academic advisor.

**Admission Policies:** Admission to the elementary education program requires completion of the University General Education Core requirements; completion of EDU 201, EDU 214E, and EPY 303; a minimum 2.75 cumulative GPA; and passing Praxis Core Tests or PPST scores taken prior to November 1, 2013. Applications for full admission can be found in the College of Education Advising and Field Placement Center.

Admission to the secondary education program requires completion of the University General Education Core requirements, completion of EDU 202, a minimum 2.75 cumulative GPA, and passing Praxis Core Tests or PPST scores taken prior to November 1, 2013. Applications for full admission can be found in the College of Education Advising and Field Placement Center.

### ***Advisement***

Program requirements and other relevant information are available in the College of Education Advising and Field Placement Center. Students are recommended to meet with an academic advisor every semester (appointment required). It is the responsibility of every student to maintain contact with advisors as changes in departmental policies, programs or licensure requirements may occur. Students are also responsible for all information in the UNLV Undergraduate Catalog.

### ***Department Policies***

**Academic Policies:** Students who are not in attendance the first day of class may be administratively dropped. Any substitution course(s) taken at another institution for a UNLV professional education course requirement must be approved on a substitution form (see the Advising and Field Placement Center).

**Field Experiences:** Elementary and secondary field experience courses require application, or fingerprinting, or both one semester prior to placement and daytime availability for experience in the public schools. Students will be expected to arrange their schedules accordingly. See the Advising and Field Placement Center for details.

### **Elementary Education (Grades K-8) Major - Bachelor of Science in Education (BSED)**

Please see the UNLV Department of Teaching and Learning web page at <http://tl.unlv.edu/undergraduate> for more information about department programs, faculty, and facilities.

Please see advising information at the UNLV College of Education Advising and Field Placement Center at <http://education.unlv.edu/afp/>

### **Accreditation**

Institution - Northwest Commission on Colleges and Universities  
[www.nwccu.org](http://www.nwccu.org)

### **Learning Outcomes**

1. Plan learning experiences based on assessment analysis, content knowledge, curriculum standards, and digital tools to meet the needs of all learners.

2. Create and manage an effective learning environment conducive to positive social interactions recognizing individual differences related to culture, learning styles, levels of achievement and experiences.
3. Model professional dispositions as a foundation for professional practice and demonstrate ethical and collaborative advocacy for students and the teaching profession.
4. Consider students' prior knowledge in planning lessons, actively engage students in learning, make assessment an integral part of the lesson, and reflect on instruction and student achievement using assessment data.
5. Use data to inform instruction, make decisions about student learning and demonstrate that teaching behaviors produce verifiable student learning and informs future practice.
6. Incorporate digital tools to engage students, document student progress, and provide a digital record of professional growth as a teacher.

### University Graduation Requirements

- Please see Graduation Policies for complete information
- Elementary Education (Grades K-8)  
Degree Requirements.....Total: 120-123 Credits  
Completion of all program requirements will lead to eligibility for the Bachelor of Science degree in Education. To qualify for the Bachelor of Arts in Education, students must also complete two courses in the same foreign language.

Elementary Education students must earn a C or better in each UNLV and transfer course that applies to the Elementary Education program. This includes university core as well as education course work.

All elementary professional teacher education courses for initial licensure (including MATH 122 and MATH 123) must have been completed no more than five years prior to admission to T&L.

Student Teaching in Elementary Education Program:

Approval for a student teaching placement is contingent upon:

1. Admission to T&L.
2. Completion of all program of study course requirements except EDEL 481, and EDEL 482, EDEL 483 or EDEL 485 with a grade point average of 2.75 or higher and no grade below C.
3. Filing of a completed T&L student teaching application by the announced deadline.
4. Recommendation of the Department of T&L.
5. Students who take EDEL 311 and do not receive a grade of "B" or better will not be able to enroll in EDEL 313. If a student does meet the "B" standard, they will be allowed to retake the course only one time; if they do not meet the standard the second time, they will be unable to complete the program.
6. Students who do not receive a grade of "B" or better in EDEL 313 will not be able to move on to EDEL 481, their internship. If a student does not meet the standard of "B" or better the second time they take EDEL 313, they will not be eligible to complete the program.

Student teaching is a full-time, full-semester experience in an elementary classroom. It involves a mandatory, on-campus orientation; observation and supervised teaching during which the student gradually assumes classroom teaching responsibilities; regularly scheduled observations and evaluations by the classroom teacher who serves as a preservice mentor teacher and by the assigned university site facilitator; and weekly student teaching seminar sessions or EDEL 405. Because student teaching is a

full-time responsibility, outside employment during that time is strongly discouraged, and the student may enroll in no courses other than EDEL 481 and EDEL 482, EDEL 483, or EDEL 485 without department approval.

General Education Requirements..... Subtotal: 45-48 Credits  
First-Year Seminar ..... Credits: 2-3  
English Composition ..... Credits: 6

- ENG 101 - Composition I
  - ENG 102 - Composition II
- Second-Year Seminar ..... Credits: 3

• COE 202 - Second-Year Seminar

Constitutions ..... Credits: 4-6  
HIST 100 or PSC 101 (US & NV)

or  
HIST 100, 106 or PUA 241 (US only)  
and

HIST 102, 271 or PSC 100 (NV only)  
Mathematics..... Credits: 6

- MATH 122 - Number Concepts for Elementary School Teachers
- MATH 123 - Statistical and Geometrical Concepts for Elementary School Teachers

Distribution Requirement ..... Credits: 24  
Please see Distribution Requirement for more information.

(see note 1 below)

- Humanities and Fine Arts: 9 Credits
  - COM 101 - Oral Communication
  - One 3 credit Humanities course - History elective (HIST 217 recommended)
  - One course in Fine Arts- 3 credits
- Social Science:
  - Automatically satisfied by Major requirements
- Life and Physical Sciences and Analytical Thinking: 15 Credits
  - Analytical Thinking
- PHIL 102 - Critical Thinking and Reasoning
  - Life and Physical Sciences
- BIOL 100 - General Biology for Non-Majors
- GEOG 103 - Physical Geography of Earth's Environment and GEOG 104 - Physical Geography Laboratory
- .....CHEM 105 - Chemistry, Man, and Society and CHEM 106 - Beginning Chemistry Laboratory
- or PHYS 108 - Physics For A Better Environment and PHYS 108L - Physics for a Better Environment Laboratory

Multicultural and International

Multicultural, one 3 credit course required

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://facultysenate.unlv.edu/students>

Major Requirements -

BSED in Elementary Education (Grades K-8)... Subtotal: 72 credits  
Education Core Requirements..... Credits: 12

Any of these courses may be taken prior to passing the PRAXIS CORE TESTS OR PRAXIS I TAKEN PRIOR TO NOVEMBER 1, 2013:

- EDU 280 - Valuing Cultural Diversity also fulfills multicultural requirement
- EPY 303 - Educational Psychology
- EPY 451 - Foundations of Educational Assessment

or, complete 3 1-credit offerings of:

- EDEL 405 - Curriculum and Assessment Elementary Education
- EDSP 411 - Students with Disabilities in General Education Settings

Elementary Program Requirements ..... Credits: 42

- EDU 201 - Introduction to Elementary Education
  - EDU 214E - Preparing Teachers to Use Technology
  - EDEL 331 - Teaching Elementary School Art
- or
- MUS 453 - Music Skills for Classroom Teachers
  - EDEL 323 - Teaching and Learning Elementary Education
  - EDEL 408 - Classroom Management Elementary Education
  - EDEL 433 - Teaching Elementary School Mathematics
  - EDEL 443 - Teaching Elementary School Science
  - EDEL 453 - Teaching Elementary School Social Studies
  - EDRL 401 - Children's Literature Elementary School Curriculum
  - EDRL 442 - Literacy Instruction I
  - EDRL 443 - Literacy Instruction II: Clinic-based
  - EDRL 471 - Language Acquisition, Development and Learning
  - TESL 474 - Methods for English Language Learners
  - PBH 424 - Teaching Elementary School Health

Field Experiences ..... Total Credits: 18

- EDEL 311 - Elementary Methods Practicum I
- EDEL 313 - Elementary Methods Practicum II

and

- EDEL 482 - Elementary Supervised Student Teaching Seminar and complete 10 credits of:

- EDEL 481 - Elementary Supervised Student Teaching

or

- EDEL 483 - Elementary Supervised Teaching Internship

or

- EDEL 485 - Elementary Supervised Teaching Residency Student Electives..... Credits: 0-3

(see note 3 below)

Total Credits: ..... 120-123

### Notes

1. Please select a Humanities or Fine Arts elective to satisfy International requirement.
2. EDEL 443 requires the following 12 credits of science as prerequisites: BIOL 100, GEOG 103, and GEOG 104, and either CHEM 105 and CHEM 106.
3. Total degree credits will be 120-123 depending upon how student fulfills the Constitutions and First Year Seminar requirements.

## Secondary Education (Grades 7-12) Major - Bachelor of Science in Education

Please see the UNLV Department of Teaching and Learning web page at <http://tl.unlv.edu/undergraduate> for more information about department programs, faculty, and facilities.

Please see advising information at the UNLV Advising & Field Placement Center at [education.unlv.edu/afp](http://education.unlv.edu/afp)

### Accreditation

Institution - Northwest Commission on Colleges and Universities [www.nwccu.org](http://www.nwccu.org)

## Learning Outcomes

1. Principle 1 (Content Knowledge): The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work.
2. Principle 2 (Individual Development): The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students.
3. Principle 3 (Diverse Learners): The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of diverse learners. They demonstrate an understanding of the role that both individual and group identities play in teaching and learning.\*
4. Principle 4 (Planning Processes): The COE graduate understands planning processes based upon knowledge of content, learner characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system.
5. Principle 5 (Strategies and Methods): The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement.
6. Principle 6 (Learning Environments): The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments.
7. Principle 7 (Communication): The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning.
8. Principle 8 (Assessments): The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner's continuous intellectual, social, and physical development. They develop fair assessments of student achievement.
9. Principle 9 (Collaboration, Ethics, and Relationships): The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individuals learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth.
10. Principle 10 (Reflection and Professional Development): The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner.

### University Graduation Requirements

- Please see Graduation Policies for complete information Student Teaching in Secondary Education Program:



Applications for student teaching must be filed the semester preceding the student teaching semester. Approval for a student teaching placement is contingent upon:

1. Admission to T&L.
2. Completion of at least 90 credits toward a bachelor's degree in secondary education with a grade point average of 2.75 or higher.
3. Completion of all professional education course requirements, with a grade point average of 2.75 or higher.
4. Completion of 75% of teaching field course work in which the student plans to student teach, with a grade point average of 2.75 or higher. The grade point average of 2.75 in the teaching field must be maintained through graduation.
5. Filing of a completed T&L student teaching application by the announced deadline.
6. Recommendation of the Department of Teaching & Learning.

Student teaching is a full-time, full-semester experience in a secondary classroom. It involves a mandatory, on-campus orientation; observation and supervised teaching, during which the student gradually assumes classroom teaching responsibilities; regularly scheduled observations and evaluations by the classroom teacher who serves as a preservice mentor teacher and by the assigned university site facilitator; and weekly student teaching seminar sessions. Because student teaching is a full-time responsibility, outside employment during that time is strongly discouraged, and the student may enroll in no courses other than EDSC 482 and EDSC 481, EDSC 483, or EDSC 485 without department approval.

(see note 1 below)

#### Secondary Education (Grades 7-12)

Degree Requirements.....Total: 120-133 Credits  
Completion of all program requirements will lead to eligibility for the Bachelor of Science degree in Education. To qualify for the Bachelor of Arts in Education, students must also complete two courses in the same foreign language. Secondary education majors must select a major (first) teaching field (approved area of concentration, e.g. English or mathematics) in which they wish to be licensed. A minor (second) teaching field is optional.

General Education Requirements..... Subtotal: 36-40 Credits

First-Year Seminar ..... Credits: 2-3

English Composition ..... Credits: 6

- ENG 101 - Composition I
- ENG 102 - Composition II

Second-Year Seminar ..... Credits: 3

Constitutions ..... Credits: 4-6

HIST 100 - Historical Issues and Contemporary Society or PSC 101 - Introduction to American Politics

Mathematics..... Credits: 3

Distribution Requirements ..... Credits: 18-19

Dependent on Teaching Field-see notes (2 and 3 below)

Multicultural and International

Multicultural, one 3 credit course required

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://facultysenate.unlv.edu/students>

Major Degree Requirements -

BSEd in Secondary Education.....Subtotal: 84 Credits

Education Core Requirements..... Credits: 9

- EDU 280 - Valuing Cultural Diversity (fulfills multicultural requirement)
- EPY 303 - Educational Psychology
- EDSP 411 - Students with Disabilities in General Education Settings

Secondary Program Requirements..... Credits: 18

- EDU 202 - Introduction to Secondary Education
- EDU 214S - Preparing Teachers to Use Technology
- EDRL 451 - Content Area Literacy Instruction
- EDSC 323 - Teaching and Learning Secondary Education
- EDSC 408 - Classroom Management Secondary Education

and

One of the following subject method courses:

- EDSC 433 - Teaching Secondary English
- EDSC 443 - Teaching Secondary Foreign/Second Language
- EDSC 453 - Teaching Secondary Mathematics
- EDSC 463 - Teaching Secondary Science
- EDSC 473 - Teaching Secondary Social Studies

and

First Teaching Field (Required)

Approved areas of concentration - see Advising Center for a list of required courses for each are:

Biological Science .....42-45 Credits

Earth Science .....42-45 Credits

English (Comprehensive) .....48-52 Credits

General Science.....45-52 Credits

Mathematics..... 39-52 credits

Physical Science ..... 45 Credits

Social Studies ..... 52 Credits

For music education, contact the Music Department

First Teaching Field..... Credits: 39-48

All secondary education students must fulfill requirements for a first teaching field.

Field Experiences ..... Credits: 18

- EDSC 311 - Secondary Methods Practicum I
- EDSC 313 - Secondary Methods Practicum II
- EDSC 482 - Secondary Supervised Student Teaching Seminar taken concurrently with
- EDSC 483 - Secondary Supervised Teaching Internship
- EDSC 481 - Secondary Supervised Student Teaching or EDSC 483 - Secondary Supervised Teaching Internship or
- EDSC 485 - Secondary Supervised Teaching Residency (10 credits)

Second Teaching Field (Optional)

(see note 4 below)

Approved areas of concentration - see Advising Center for a list of required courses for each area:

Biological Science ..... 28 Credits

Earth Science ..... 27 Credits

General Science..... 28 Credits

Mathematics..... 29 Credits

Physical Science ..... 27 Credits

Total Credits: ..... 120-133

(see note 1 below)

#### Notes

1. Total credits depend upon student's teaching field and choice of first year experience course.

2. Secondary Education majors pursuing the following first teaching fields fall under the Life and Physical Sciences and Analytical Thinking Distribution Area (must complete 9 credits of Social Sciences and 9 credits of Humanities & Fine Arts): Biology, Earth Science, General Science, Mathematics, and Physical Science.
3. Secondary Education majors pursuing the following first teaching fields fall under the Humanities and Fine Arts Distribution Area (must complete 10 credits of Life & Physical Sciences & Analytical Thinking and 9 credits of Social Sciences): English Comprehensive.
4. Students pursuing more than one teaching field may need to take additional subject methods course (s).

- EDSP 411 - Students with Disabilities in General Education Settings
- EDSC 311 - Secondary Methods Practicum I
- EDSC 313 - Secondary Methods Practicum II
- EDSC 482 - Secondary Supervised Student Teaching Seminar

## Secondary Education (Grades 7-12) Major - BAEd

The requirements for each of the Bachelor of Arts in Education degrees are identical to the requirements for the Bachelor of Science in Education degrees in each of the fields with the exception that for the B.A., students must successfully complete two courses in the same foreign language.

Student Teaching in Secondary Education Program:

Applications for student teaching must be filed the semester preceding the student teaching semester. Approval for a student teaching placement is contingent upon:

1. Admission to T&L.
2. Completion of at least 90 credits toward a bachelor's degree in secondary education with a grade point average of 2.75 or higher.
3. Completion of all professional education course requirements, with a grade point average of 2.75 or higher.
4. Completion of 75 percent of teaching field course work in which the student plans to student teach, with a grade point average of 2.75 or higher. The grade point average of 2.75 in the teaching field must be maintained through graduation.
5. Filing of a completed T&L student teaching application by the announced deadline.
6. Recommendation of the Department of Teaching & Learning.

Student teaching is a full-time, full-semester experience in a secondary classroom. It involves a mandatory, on-campus orientation; observation and supervised teaching, during which the student gradually assumes classroom teaching responsibilities; regularly scheduled observations and evaluations by the classroom teacher who serves as cooperating teacher and by the assigned university supervisor; and weekly student teaching seminar sessions. Because student teaching is a full-time responsibility, outside employment during that time is strongly discouraged, and the student may enroll in no courses other than EDSC 482 and EDSC 481, 483, or 485 without department approval.

## Secondary Education Minor

A 2.75 GPA is required for this minor.

Courses Include .....Total Credits: 32-35

- EDU 202 - Introduction to Secondary Education
- EPY 303 - Educational Psychology
- EDSC 323 - Teaching and Learning Secondary Education
- EDSC 408 - Classroom Management Secondary Education
- EDSC 433 - Teaching Secondary English

or

- EDSC 463 - Teaching Secondary Science

or

- EDSC 453 - Teaching Secondary Mathematics

## Certificate

### Secondary Teacher Certification: Chemistry

Students wishing to obtain teaching certification in chemistry should contact the College of Education Advising Center (CEB 144) for requirements.

#### EDEL 311 - Elementary Methods Practicum I

Elementary school practicum I where students apply content acquired in methods courses to initial field-based experiences. Corequisite(s): Enrollment in methods courses specified by the department. Prerequisite(s): Admission to Elementary Education Program. May be repeated to a maximum of nine credits. 3 credit(s)

#### EDEL 313 - Elementary Methods Practicum II

Elementary school practicum II where students apply content acquired in methods courses to advanced field-based experiences. Corequisite(s): Enrollment in methods courses specified by the department. Prerequisite(s): EDEL 311 with a B or better. May be repeated to a maximum of nine credits. 3 credit(s)

#### EDEL 323 - Teaching and Learning Elementary Education

Current research-based practices in classroom communication skills, delivery of instruction, questioning techniques, lesson design, and behavior management. Corequisite(s): Enrollment in EDEL 311. Prerequisite(s): Admission to Elementary Education Program. 3 credit(s)

#### EDEL 331 - Teaching Elementary School Art

Techniques of handling art media, finger paint, clay, easel paint, chalk, and water colors. Scheduled observations in the public schools. Prerequisite(s): EDU 201 or EDU 202 and passing PPST scores. 3 credit(s)

#### EDEL 405 - Curriculum and Assessment Elementary Education

Introduces standards and resources of elementary school curriculum and assessment and supports students to develop, implement, and assess instructional units developed in school contexts using curriculum standards, student learning, and school resources. Prerequisite(s): EDU 280. 1-3 credit(s)

#### EDEL 408 - Classroom Management Elementary Education

Introduction to management of the elementary classroom by surveying literature in supervising psychosocial environment, physical environment, curriculum implementation, fundamentals of classroom control, discipline, and monitoring of student learning. Prerequisite(s): EDEL 323, admission to Elementary Education Program and completion of EDEL 311. 3 credit(s)

#### EDEL 431 - Standards-Based Curriculum Elementary Mathematics

Elementary mathematics curriculum standards as outlined by national organizations and state agencies. Emphasis on determining expectations locally, regionally, and nationally and on teachers' knowledge of theoretical bases of elementary school mathematics pedagogy. Prerequisite(s): EDU 201 and consent of instructor. 3 credit(s)

#### EDEL 433 - Teaching Elementary School Mathematics

Current methods and materials for teaching elementary school mathematics including review of content, objectives, curriculum, and assessment for developmentally appropriate instructional practices. Corequisite(s): Enrollment in a practicum. Prerequisite(s): MATH 122 and MATH 123 and admission to Elementary Education Program. 3 credit(s)

**EDEL 443 - Teaching Elementary School Science**

Formerly Listed as ICE 455. Current methods and materials for teaching life, physical, and earth sciences using process skills, guided discovery activities, and curriculum integration techniques. Corequisite(s): Enrollment in a practicum. Prerequisite(s): BIOL 100, GEOG 103, (CHEM 105 and CHEM 106) or (PHYS 108 and PHYS 108L). 3 credit(s)

**EDEL 453 - Teaching Elementary School Social Studies**

Formerly Listed as ICE 458. Current methods and materials for teaching social studies. Corequisite(s): Enrollment in a practicum. Prerequisite(s): Admission to the Elementary Education Program. 3 credit(s)

**EDEL 481 - Elementary Supervised Student Teaching**

Prerequisite(s): EDEL 313 with a B or better. 1-16 credit(s)

**EDEL 482 - Elementary Supervised Student Teaching Seminar**

Corequisite(s): EDEL 481. 2 credit(s)

**EDEL 483 - Elementary Supervised Teaching Internship**

1-16 credit(s)

**EDEL 484 - Elementary Supervised Internship Seminar**

Corequisite(s): EDEL 483. 2 credit(s)

**EDEL 485 - Elementary Supervised Teaching Residency Student**

1-16 credit(s)

**EDEL 486 - Elementary Supervised Residency Seminar**

Corequisite(s): EDEL 485. 2 credit(s)

**EDEL 493 - Elementary Education Independent Study**

Specialized instruction in elementary education designed to develop in-depth understanding of a current educational trends and issues. Prerequisite(s): Consent of instructor. May be repeated. Note(s): Maximum of six credits from independent study courses accepted toward a degree. 1-6 credit(s)

**EDEL 495 - Elementary Education Topics:**

Specialized instruction in elementary education designed to develop in-depth understanding of current educational topics. Prerequisite(s): Consent of instructor. May be repeated. Note(s): Maximum of six credits from education topics courses accepted toward a degree. 1-6 credit(s)

**Education Middle School****EDMS 453 - Teaching Middle School Mathematics**

Planning and teaching mathematics lessons for students in grades 5-8 consistent with NCTM's "Standards" and the Nevada Mathematics Standard. Corequisite(s): EDSC 311 or EDSC 313. Prerequisite(s): Completion of twenty-four credit hours of mathematics. 3 credit(s)

**Education Reading and Language****EDRL 301 - Literacy Survey**

Processes involved in literacy learning and associated terminology from historical, psychological, and sociological perspectives. Prerequisite(s): EDU 201. 3 credit(s)

**EDRL 401 - Children's Literature Elementary School Curriculum**

Exposes teacher candidates to a wide range of children's literature and develops knowledge for selecting and sharing quality children's literature in the elementary classroom. Focuses on the role that children's literature plays in the elementary curriculum. Prerequisite(s): Admission to the Elementary Education program or admission to the Early Childhood Education program. 3 credit(s)

**EDRL 402 - Literature for Young Adults**

Acquaintance with and critical analysis of literature and other instructional materials in all subject areas. Prerequisite(s): EDU 201 or EDU 202. 3 credit(s)

**EDRL 405 - Teaching Literature Secondary Schools**

Emphasizes current theories of teaching and learning of literature, explores integration of minority literature, examines teaching of literary genres, and promotes student-centered literature curriculum. Corequisite(s): Enrollment in a practicum. Prerequisite(s): Junior standing and completion of 24 credits hours in English content. 3 credit(s)

**EDRL 411 - Teaching Language Arts Elementary Schools**

Current methods and materials for teaching language arts including oral language development, speaking and listening, written expression, spelling, and handwriting. Corequisite(s): EDEL 311 or EDEL 313. Prerequisite(s): Admission to Elementary Education Program. 3 credit(s)

**EDRL 425 - Teaching Writing Secondary Schools**

Emphasizes current theories of writing, explores writing processes, examines teaching of writing, and promotes process of writing themes about literature. Corequisite(s): Enrollment in a practicum. Prerequisite(s): Junior standing, ENG 411A and ENG 411B. 3 credit(s)

**EDRL 437 - Teaching Reading**

Current methods and materials for teaching from kindergarten through high school. Intended for special education majors. Prerequisite(s): EDU 203. 3 credit(s)

**EDRL 442 - Literacy Instruction I**

Methods of instruction and assessment for primary grade readers and writers. Designed to help teacher candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, reflection, analysis, and implementation of lessons with diverse learners. Corequisite(s): Concurrent enrollment in a practicum. Prerequisite(s): Admission to Elementary Education Program. 3 credit(s)

**EDRL 443 - Literacy Instruction II: Clinic-based**

Methods of instruction and assessment for intermediate grade readers and writers. Designed to help teacher candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, reflection, analysis, and implementation of lessons with diverse learners through tutoring. Corequisite(s): Concurrent enrollment in a practicum. Prerequisite(s): EDRL 442. 3 credit(s)

**EDRL 451 - Content Area Literacy Instruction**

Strategies for developing comprehension and critical reading/writing in content areas for intermediate through high school grades. Prerequisite(s): Admission to the Secondary Education Program and EDU 202 and PPST scores. 3 credit(s)

**EDRL 461 - Diagnosis Assessment and Instruction Literacy**

Survey of diagnostic-prescriptive techniques and materials for use with disabled readers. Prerequisite(s): EDRL 437. 3 credit(s)

**EDRL 469 - Literacy Practicum**

Supervised experience in teaching reading in either a one-on-one or small group setting. Experiences include assessment and implementation of appropriate instruction. Prerequisite(s): EDRL 461. 3 credit(s)

**EDRL 471 - Language Acquisition, Development and Learning**

Contemporary philosophies of second language acquisition, with selected topics related to language use and ideology. Prerequisite(s): EDU 201 or EDU 203 and passing PPST scores. 3 credit(s)

**Education Secondary****EDSC 311 - Secondary Methods Practicum I**

Supervised field experience in a secondary classroom. Students work in middle-level or high school classrooms to develop skills working with students and implementing instructional plans. Corequisite(s): EDSC 323. Prerequisite(s): EDU 202. May be repeated to a maximum of six credits. 1-3 credit(s)



**EDSC 313 - Secondary Methods Practicum II**

Students work in a secondary classroom with a teacher to implement lessons planned in subject matter methods. Students have the opportunity, with supervision, to manage classrooms and to implement instructional plans. Course taken the semester prior to student teaching. Corequisite(s): Current enrollment with subject matter methods. Prerequisite(s): EDSC 311 with a B or better.. May be repeated to a maximum of six credits. 1-3 credit(s)

**EDSC 323 - Teaching and Learning Secondary Education**

Develops prospective teachers' understanding of and abilities in effective instructional planning and techniques. Decision making, learning principles, course strategies, planning schemes, instructional tactics, class pacing, and student evaluation investigated. Participation in micro-peer teaching required. Corequisite(s): EDSC 311. 3 credit(s)

**EDSC 408 - Classroom Management Secondary Education**

Develops prospective teachers' understanding of effective classroom management techniques and management programs. Students develop, examine and evaluate a teaching rationale, philosophy, management style and learning style. Topics include school and classroom climates and motivation. Students construct their management scheme and explore problem solving, effective communication and conflict resolution. Prerequisite(s): EDU 202, EPY 303 and admission to Secondary Education Program. 3 credit(s)

**EDSC 413A - Teaching Secondary Arts: Art**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of audio-visual materials and equipment. Corequisite(s): EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 413T - Teaching Secondary Arts: Theatre**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of audio-visual materials and equipment. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 433 - Teaching Secondary English**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies, and approached to assessment unique to the specialized area; curriculum; classroom organization; and use of technology. Corequisite(s): EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 443 - Teaching Secondary Foreign/Second Language**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of audio-visual materials and equipment. Corequisite(s): EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 453 - Teaching Secondary Mathematics**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of audio-visual materials and equipment. Corequisite(s): EDSC 311 or EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 459 - Technology Applications Secondary Mathematics**

Overview of computer- and calculator-based applications in secondary mathematics and science education. Topics include evaluation and selection of educational software, spreadsheets, teacher tools, graphics, telecommunications, computer-based multimedia, calculators, and calculator-based laboratories and probes. Prerequisite(s): EDU 202. 2 credit(s)

**EDSC 463 - Teaching Secondary Science**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of technology. Corequisite(s): EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 469 - Technology Applications Secondary Science**

Overview of computer- and calculator-based applications in secondary science education. Topics include evaluation and selection of educational software, spreadsheets, teacher tools, graphics, telecommunications, computer-based multimedia, calculators, and calculator-based laboratories and probes. Prerequisite(s): EDU 202. 2 credit(s)

**EDSC 473 - Teaching Secondary Social Studies**

Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, use of audio-visual materials and equipment. Corequisite(s): EDSC 313. Prerequisite(s): EDU 202, EDSC 323, EPY 303, EPY 451. 3 credit(s)

**EDSC 481 - Secondary Supervised Student Teaching**

Full time teaching as a teacher candidate in a secondary school related directly to the program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 482. Prerequisite(s): EDSC 313 with a B or better. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

**EDSC 482 - Secondary Supervised Student Teaching Seminar**

Secondary teacher candidates attend required seminar sessions during student teaching. The seminar is designed to provide 1) support for correlating professional education courses to actual classroom teaching experiences, 2) reflective opportunities for self-assessment of teaching competencies, and 3) systematic connections between university and school district supervisory personnel. Corequisite(s): EDSC 481, EDSC 481A, or EDSC 481B. 1-3 credit(s)

**EDSC 483 - Secondary Supervised Teaching Internship**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 484. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

**EDSC 483A - Secondary Supervised Teaching Internship: Major Field**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 484. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

**EDSC 483B - Secondary Supervised Student Teaching Internship: Minor Field**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 484. Prerequisite(s): See



Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

#### **EDSC 484 - Secondary Supervised Internship Seminar**

Secondary teacher candidates attend required seminar sessions during student teaching. The seminar is designed to provide 1) support for correlating professional education courses to actual classroom teaching experiences, 2) reflective opportunities for self-assessment of teaching competencies, and 3) systematic connections between university and school district supervisory personnel. Corequisite(s): EDSC 483, EDSC 483A, or EDSC 483B. 1-3 credit(s)

#### **EDSC 485 - Secondary Supervised Teaching Residency**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

#### **EDSC 485A - Secondary Supervised Teaching Residency: Major Field**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 486. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

#### **EDSC 485B - Secondary Supervised Teaching Residency: Minor Field**

Full time teaching as a teacher candidate in a secondary school related directly to the student's program of study teaching field(s). Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university liaisons/supervisors and participate in all aspects of a secondary school for a total of 12-16 credits. Corequisite(s): EDSC 486. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. May be repeated. Note(s): Letter grade only. 1-16 credit(s)

#### **EDSC 486 - Secondary Supervised Residency Seminar**

Secondary teacher candidates attend required seminar sessions during student teaching. The seminar is designed to provide 1) support for correlating professional education courses to actual classroom teaching experiences, 2) reflective opportunities for self-assessment of teaching competencies, and 3) systematic connections between university and school district supervisory personnel. Corequisite(s): EDSC 485, EDSC 485A or EDSC 485B. Prerequisite(s): See Student Teaching in the College of Education section and Student Teaching in the Secondary Education section of this catalog for specific prerequisites. 1-3 credit(s)

#### **EDSC 493 - Secondary Education Independent Study**

Independent study instruction in secondary education designed to develop in-depth understanding of current educational trends and issues. Maximum of six credits from independent study courses accepted toward a degree. May be repeated. 1-6 credit(s)

#### **EDSC 495 - Secondary Education Topics:**

Specialized instruction in secondary education designed to develop in-depth understanding of current educational topics. Maximum of six credits from education topics courses accepted toward a degree. May be repeated. 1-6 credit(s)

## **Education**

### **EDU 201 - Introduction to Elementary Education**

Overview of teaching as a professional career for prospective elementary school teachers. Requires 25 hours of structured/guided observation and non-teaching tasks in an elementary school under the supervision of an experienced teacher and/or guided observations using videos and group on-site school observations. Prerequisite(s): ENG 102. 3 credit(s)

### **EDU 202 - Introduction to Secondary Education**

Engages pre-service teacher candidates in self-assessment, examination of personal and practical models of teaching, and experiences related to complexities of contemporary secondary school. Current issues and multicultural, social, and psychological foundations emphasized. Requires up to 25 hours of field experiences and/or guided video observation. Prerequisite(s): ENG 102. 3 credit(s)

### **EDU 203 - Introduction to Special Education**

Survey of the characteristics, training, and educational needs of students with disabilities and gifts and talents. Designed for undergraduate students in special education, general education, nursing, counseling, psychology, and related fields. Prerequisite(s): Prerequisite to all subsequent courses in special education. 3 credit(s)

### **EDU 210 - Nevada School Law**

Constitutional provisions and legislative enactments regarding state and local school matters. Does not satisfy the university's Constitutions requirement. Prerequisite(s): Sophomore standing. 2 credit(s)

### **EDU 214E - Preparing Teachers to Use Technology**

Addresses key technology hardware, software, web-based tools, and instructional practices in schools with a focus on developing teacher candidates' knowledge, skills, and strategies for integrating information technology into the classroom. EDU 214E is for elementary; 214S is for secondary. 3 credit(s)

### **EDU 214S - Preparing Teachers to Use Technology**

Addresses key technology hardware, software, web-based tools, and instructional practices in schools with a focus on developing teacher candidates' knowledge, skills, and strategies for integrating information technology into the classroom. EDU 214E is for elementary; 214S is for secondary. 3 credit(s)

### **EDU 280 - Valuing Cultural Diversity**

Introduces pre-service educators to micro-cultures which may include class, ethnicity, gender, exceptionalities, religion, language, and age. Culturally appropriate pedagogical practices, dimensions of multicultural education, and educational implications of diversity emphasized. Prerequisite(s): ENG 102. Note(s): Satisfies Multicultural Requirement. 3 credit(s)

## **Education Leadership**

### **EDUC 495 - Education Topics:**

Seminar taught by various College of Education faculty members. Topics might include multicultural education, exceptional children, consultation skills for teachers, or other topics as appropriate. Prerequisite(s): EDU 201 or EDU 202. May be repeated to a maximum of nine credits. 1-3 credit(s)

## **Career and Technical Education**

### **EDCT 230 - Introduction to Career and Technical Education**

Introduction to foundation and history of workforce education and development and its evolution. Discussion of history of work and career and technical education which includes class organization and management, advisory committees, funding and legislation, alternative learning environments and work experience. Prerequisite(s): Contemporary issues also discussed. 3 credit(s)

### **EDCT 471 - Career and Technical Student Organizations**

Introduces career and technical teachers to all aspects of career and technical education youth organizations, thus providing them with a broad background for integrating these concepts and principles into their classroom instruction. Prerequisite(s): EDCT 230. 3 credit(s)

# Educational Psychology and Higher Education

## ***Purpose and Focus***

The Department of Educational Psychology and Higher Education offers programs leading to the Master of Science in Educational Psychology, Master of Education in Higher Education, Educational Specialist in School Psychology, a Ph.D. in Learning and Technology, a Ph.D. in Higher Education, and a Ph.D. in Educational Psychology, with strands in evaluation and assessment, school psychology, and content area emphasis. The department offers numerous courses required of students obtaining both undergraduate and graduate degrees from other units within the College of Education and across campus. Persons interested in pursuing a graduate degree in educational psychology, higher education, or school psychology should contact the department chairperson at 895-3253.

## ***Accreditation***

Northwest Commission on Colleges and Universities  
Council for Accreditation of Counseling and Related Educational Programs  
National Association of School Psychologists

## ***Graduate Degree Programs***

Higher Education — Master of Education, Ph.D.  
Educational Psychology — Master of Science, Ph.D. in Foundations,  
Ph.D. in Learning & Technology  
School Psychology — Educational Specialist, Ph.D. strand in  
Foundations  
There are no undergraduate degrees offered by this department.

### **EPY 101 - First-Year Seminar**

Provides first-year students with skills and knowledge to promote academic retention. Major areas of focus include: inquiry and critical thinking skills, communication, global/multicultural awareness, intellectual and life-long learning perspectives, and citizenship and ethics. Anticipated outcomes are: connections with faculty and peers/others, and overall college engagement and improvement in academic skills. 3 credit(s)

### **EPY 102 - Applied Creativity**

Provides learners with the knowledge, tools, and techniques to enhance creative applications in problem solving. 3 credit(s)

### **EPY 150 - Strategies for Academic Success**

Emphasis on acquisition of learning strategies and study skills for success in college courses. Topics include lecture learning and note-taking, text and reading comprehension strategies, principles of learning and memory, time management, test taking skills, basic essay construction, and motivation. Applies strategies in student-chosen, concurrently enrolled class. 3 credit(s)

### **EPY 250 - Strategies for Academic Success**

Emphasis on acquisition of learning strategies and study skills for success in college courses. Topics include lecture learning and note-taking, text and reading comprehension strategies, principles of learning and memory, time management, test taking skills, basic essay construction, and motivation. Applies strategies in student-chosen, concurrently enrolled class. 3 credit(s)

### **EPY 303 - Educational Psychology**

General principles, theories, and recent research evidence regarding human development, human learning and human motivation, especially as they pertain to classroom instruction. Prerequisite(s): Acceptance into COE and completion of a minimum of 33 credits. 3 credit(s)

### **EPY 451 - Foundations of Educational Assessment**

Introduction to testing, measurement, and evaluation related to instructional problems, construction and use of teacher-made tests, survey of standardized tests, test interpretation, and basic statistical procedures. Prerequisite(s): Completion of or concurrent enrollment in EPY 303 and junior-level standing. 3 credit(s)

### **EPY 452 - Counseling/Consultation Skills for Classroom Teachers**

Human relations development skills for use in the classroom setting, with emphasis on parent-school relations and parent conferences. Meets certification requirements for pre-service teachers. Section A for prospective elementary teachers; Section B for prospective secondary teachers. Prerequisite(s): Completion or concurrent enrollment in EPY 303. 1 credit(s)

### **EPY 499 - Special Topics in School Counseling and Human Development Services**

Specialized instruction in counseling and human development services concerned with specific problem areas or specific approaches to counseling and delivery systems. Specific topics designed to help students develop in-depth understanding of particular topic or issue. Prerequisite(s): Consent of instructor. May be repeated to a maximum of six credits. 1-3 credit(s)

# Educational and Clinical Studies

## ***Purpose and Focus***

### **Early Childhood Education**

The Bachelor of Science in Ed provides a comprehensive contemporary program of teacher preparation for early childhood settings (e.g., daycare, preschool education, PreK-2nd grade, agencies, infant/toddler education, hospitals, community education programs and early intention programs). The program is designed to provide skills, content and application knowledge to assist students in becoming leaders in the field of early childhood education.

### **Human Services**

The Bachelor of Science degree in Human Services provides students with the knowledge and skills necessary to work in a wide variety of human services settings. Drawing from the knowledge base of the social sciences, this applied program helps students develop knowledge and skill in counseling-related, therapeutic, teaching, human services, supportive and preventive methods. Students acquire knowledge of the dynamics operating within the individual, couples, families, and larger social systems and multi-cultural contexts.

### **Special Education**

The Bachelor of Science degree in Human Services provides students with general training in human services and assists with pre professional counseling skills. Drawing from the knowledge base of the social sciences, the program helps students develop a variety of therapeutic, teaching, counseling, communication, supportive, and preventive methods. Students acquire knowledge of the dynamics operating within the individual, family, and larger social systems. The program has applied emphasis that will enable the graduate to listen therapeutically; problem solve; help implement and support mental health programs; develop social skills programs; and help those who are disadvantaged, impaired, or needing to develop interpersonal skills. Graduates will be able to work in a wide range of settings that involve helping others.

### **Accreditation**

National Council for the Accreditation of Teacher Education  
Northwest Commission on Colleges and Universities  
Council for Accreditation of Counseling and Related Educational Programs

### **Undergraduate Majors**

Early Childhood Education — Bachelor of Science  
Human Services — Bachelor of Science  
Special Education — Bachelor of Arts in Education  
Special Education — Bachelor of Science in Education

### **Certification and Licensure Programs**

Generalist Endorsement Certificate/Teaching License: Students will be qualified for certification by the Nevada State Department of Education to work with children in a special education resource room setting, a self-contained classroom working with students with learning disabilities, and a self-contained classroom with students with emotional and behavioral disabilities (kindergarten through 12th grade).

Early Childhood Education Certificate/Teaching License: Students will be qualified for certification by the Nevada state Department of Education to work with children birth through second grade.

### **Admission to the Major**

Minimum 2.75 GPA

### **Academic Policies:**

**Early Childhood** – All students beginning their preparation leading to the Bachelor's Degree and teaching licensure must be admitted into the Division of Teacher Education before being admitted to the department.

**Human Services** - Students with a 2.75 GPA may declare Human Services as a pre-major at any time. Students are formally admitted to the program upon completion of 60 college credits; completion of CED 117, 200, 300, 315 with a grade of B or better; and a 2.75 GPA. Applications for admission are available at the College of Education Advising and Field Placement Center.

**Special Education** - All students beginning their preparation leading to the Bachelor's Degree and teaching licensure must be admitted into the Division of Teacher Education before being admitted to the department.

### **Departmental Policies**

Human Services: Human Services pre-major courses (CED 117, 200, 300, 315) must be completed with a grade of B or better. The major requirements, including restricted electives, must be completed with a grade of C or better. During the senior year, students must complete a two-semester fieldwork sequence. This placement must be approved by the department fieldwork coordinator prior to beginning fieldwork. The student's grade will be determined by the fieldwork instructor with input from the fieldwork supervisor.

### **Teacher Division Requirements**

No studies beyond EDU 203, EDSP 441, and EDSP 401 will be permitted within the College of Education until the student has met all Teacher Division requirements below:

1. Completion of 24 credit hours at UNLV at time of application.
2. Grade point average of 2.75 or above.
3. Students must take and pass all three parts of the Pre-Professional Skills Test (PPST).

Additional requirements include:

1. Students must earn a B or better in EDSP 481 to continue to take course work in the department. Students may repeat this course one time. If the student does not achieve a B or better the second time, the student will not be allowed to proceed forward in the department.
2. Students must earn a B or better in EDSP 488, EDSP 487, and EDSP 466 to be advanced to student teaching.

### **Transfer Policies**

Any candidate for student teaching who has transferred to UNLV must fulfill all specific requirements and have completed at least 15 hours in residence, including nine credits in professional education courses. Additional courses, as determined by the advisor or the department chair, may be required of the student.

### **Department Requirements for Early Childhood Majors:**

The following requirements must have been met before a student will be assigned to student teach:

1. Applications for student teaching must be filed by specific deadline dates no later than one semester preceding student teaching. See the College of Education Advising and Field Placement Center for details.
2. Formal admission to the department and successful completion of the PPST.
3. Completion of all baccalaureate course work, with a GPA of 2.75 or higher in all courses.

### **Department Requirement for Special Education Major:**

The following requirements must have been met before a student will be assigned to student teach:

1. Applications for student teaching must be filed by specific deadline date no later than one semester preceding students teaching. See the College of Education Advising and Field Placement Center for details.
2. Formal admission to the department and successful completion of the PPST.
3. Completion of all baccalaureate course work with a GPA of 2.75 or higher in all courses.

### **Adademic Requirements**

A GPA of 2.75 must be maintained for admission and to continue in the teacher education program. Those whose cumulative UNLV GPA falls below 2.75 will be placed on either college probation or college university suspension. Should the student fail to meet minimal academic standards and be suspended, a petition for readmission must be filed with the Chair of the College Subcommittee on Academic Standards and will be reviewed by the college dean.

### **Advisement**

Upon acceptance in the college, each student is required to meet with an advisor from the College of Education Advising and Field Placement Center (895-1537). Students should meet with their advisor prior to each semester they are taking classes. The department has developed a schedule when classes will be offered and some may not be offered every year. Meeting with an advisor will ensure the student stays on track and can graduate in a timely manner.

### **Early Childhood Education Major- Bachelor of Science (BS)**

Please see the UNLV College of Education web page at <http://education.unlv.edu/> for information about department programs, faculty and facilities.

Please see advising information at the UNLV College of Education Advising and Field Placement Center at <http://education.unlv.edu/afp/>

### **Accreditation**

Institution - Northwest Commission on Colleges and Universities  
[www.nwccu.org](http://www.nwccu.org)

### **Learning Objectives**

1. The Early Childhood Education graduate is learning about the central concepts, tools of inquiry, and structures of the discipline(s) and is learning to create learning experiences that make these aspects of content meaningful.

2. The Early Childhood Education graduate is learning about how individuals learn and how to develop and provide opportunities that support intellectual, career, social, and personal development.
3. The Early Childhood Education graduate is learning about how individuals differ in their approaches to learning and how to create opportunities that are equitable and adaptable to the needs of diverse learners.
4. The Early Childhood Education graduate is learning about planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards.
5. The Early Childhood Education graduate is learning about how to employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills.
6. The Early Childhood Education graduate is learning about individual and group motivation and behavior and how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **University Graduation Requirements**

- Please see Graduation Policies for complete information

#### Early Childhood Education

Degree Requirements..... Total: 120 Credits

General Education Requirements..... Subtotal: 37-40 credits

First-Year Seminar ..... Credits: 2-3

English Composition ..... Credits: 6

- ENG 101 - Composition I

- ENG 102 - Composition II

Second-Year Seminar ..... Credits: 3

Constitutions ..... Credits: 4-6

Mathematics..... Credits: 3

Distribution Requirement ..... Credits: 19

Please see Distribution Requirements for more information.

- Humanities and Fine Arts: 9 Credits

- Two courses 3 credits each from two different humanities areas - 6 credits

- One course in fine arts- 3 credits

- Social Science:

- Automatically satisfied by Major requirements

- Life and Physical Sciences and Analytical Thinking: 10 Credits

- Two courses from life and physical sciences category; at least one must have a lab

- Analytical Thinking - 3 credits

- PHIL 102 - Critical Thinking and Reasoning

#### Multicultural and International

Multicultural requirement - EDU 280

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://facultysenate.unlv.edu/students>

#### Major Requirements -

BS in Early Childhood Education..... Subtotal: 67-71

ECE Core..... Credits: 58-62

(see note 3 below)

- ECE 250 - Orientation to Early Childhood Education

- ECE 251 - Curriculum in Early Childhood Education

- ECE 252 - Infant/Toddler Curriculum

- ECE 299 - Practicum for Infants/Toddlers



- ECE 431 - Teaching Communications Skills to Young Children
- ECE 441 - Play Theory, Creativity, and Aesthetics in Early Childhood Education
- ECE 453 - Methods for Early Childhood Education I: Social Sciences
- ECE 454 - Methods in Early Childhood Education II: Math and Science
- ECE 456 - Positive Discipline in Early Childhood Programs
- ECE 457 - Working with Families in Early Childhood Education
- ECE 483 - Pre-Student Teaching in Early Childhood Education
- ECE 491 - Student Teaching in Early Childhood Education
- ECE 492 - Student Teaching Seminar in Early Childhood Education
- EDRL 401 - Children's Literature Elementary School Curriculum
- EDSP 471 - Introduction to Early Childhood Special Education
- EDSP 473 - Developmental Assessment in Early Childhood Special Education
- EDSP 474 - Curriculum Development in Early Childhood Special Education
- EDSP 475 - Strategies for Teaching Young Children with Disabilities

### Optional Elective

- EDSP 423 - Collaboration and Consultation in Special Education Education Core Requirements..... Credits: 9
- EPY 303 - Educational Psychology
- EDU 214E - Preparing Teachers to Use Technology
- EDU 280 - Valuing Cultural Diversity

Electives..... Credits: 4-16

Total Credits: ..... 120

ECE Core (Administrative/Non-Licensure Track) ..... Credits: 57-60 (see note 4 below)

- ECE 250 - Orientation to Early Childhood Education
- ECE 251 - Curriculum in Early Childhood Education
- ECE 252 - Infant/Toddler Curriculum
- ECE 299 - Practicum for Infants/Toddlers
- ECE 431 - Teaching Communications Skills to Young Children
- ECE 441 - Play Theory, Creativity, and Aesthetics in Early Childhood Education
- ECE 453 - Methods for Early Childhood Education I: Social Sciences
- ECE 454 - Methods in Early Childhood Education II: Math and Science
- ECE 456 - Positive Discipline in Early Childhood Programs
- ECE 457 - Working with Families in Early Childhood Education
- ECE 461 - Early Childhood Education Management
- ECE 481 - Internship in Early Childhood Education Management/ Administration
- ECE 482 - Preschool Fieldwork in Early Childhood Education
- EDSP 471 - Introduction to Early Childhood Special Education
- EDSP 473 - Developmental Assessment in Early Childhood Special Education
- EDSP 474 - Curriculum Development in Early Childhood Special Education
- EDSP 475 - Strategies for Teaching Young Children with Disabilities
- EDRL 401 - Children's Literature Elementary School Curriculum

### Optional Elective

- EDSP 423 - Collaboration and Consultation in Special Education Electives..... Total Credits: 11-17
- Total Credits: ..... 120

### Notes

1. A candidate for the Bachelor of Science degree in Education must earn a minimum of 120 semester hours with 40 credits in upper-division courses.
2. A minimum GPA of 2.75 for all courses attempted must be maintained.
3. ECE 491 and ECE 492 can be repeated up to 12 credits.
4. ECE 481 and ECE 482 can be repeated up to 12 credits.

### Human Services Major- Bachelor of Science (BS)

Please see the UNLV College of Education Human Services web page at [http://education.unlv.edu/ecs/undergraduate/human\\_services.html](http://education.unlv.edu/ecs/undergraduate/human_services.html) for information about the program, it's faculty and facilities.

Please see advising information at the UNLV College of Education Advising and Field Placement Center at <http://education.unlv.edu/afp/>

### Accreditation

Institution - Northwest Commission on Colleges and Universities  
[www.nwccu.org](http://www.nwccu.org)

### Learning Objectives

1. Demonstrate knowledge of an array of theoretical and applied counseling theories.
2. Demonstrate basic counseling skills sufficient to conduct entry - level human services interventions.
3. Demonstrate an ability to form helping relationships in accordance with principles of sound counseling practice.
4. Demonstrate an ability to understand, research, and critique professional literature in counseling.
5. Deliver professional services within the guidelines of ethical and professional practice standards.
6. Demonstrate an appreciation of multicultural differences and the needs of diverse clients.
7. Demonstrate the ability to communicate orally and/or in writing with helping professionals

### University Graduation Requirements

- Please see Graduation Policies for complete information
- Human Services Degree Requirements..... Total: 120 Credits  
 General Education Requirements..... Subtotal: 37-40 Credits  
 First-Year Seminar ..... Credits: 2-3  
 English Composition ..... Credits: 6
- ENG 101 - Composition I
  - ENG 102 - Composition II
- Second-Year Seminar ..... Credits: 3  
 Constitutions ..... Credits: 4-6  
 Mathematics ..... Credits: 3  
 Distribution Requirements ..... Credits: 19
- Please see Distribution Requirements for more information.

- Humanities and Fine Arts: 9 Credits
  - Two courses 3 credits each from two different humanities areas - 6 credits
  - One course in fine arts- 3 credits
- Social Science:
  - Automatically satisfied by Major requirements
- Life and Physical Sciences and Analytical Thinking: 10 Credits
  - Two courses from life and physical sciences category; at least one must have a lab
  - Analytical Thinking - 3 credits
- PHIL 102 - Critical Thinking and Reasoning

## Multicultural and International

(see note 1 below)

EDU 280 fulfills the multicultural requirement

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://faculty.senate.unlv.edu/students>

Major Requirements -

BS in Human Services .....Subtotal 42 Credits  
(see note 2 below)

- CED 117 - Interpersonal Skills in Human Services
- CED 200 - Multicultural Issues of Counseling
- CED 300 - Introduction to Human Services Counseling
- CED 310 - Relationships Across the Lifespan
- CED 315 - Counseling Skills in Human Services
- CED 320 - Drugs and Behavior
- CED 325 - Mental Health and the Human Services Profession
- CED 375 - Ethical and Professional Issues in Human Services
- CED 400 - Field Experience in Human Services I
- CED 401 - Field Experience in Human Services II
- CED 465 - Case and Resource Management in Human Services
- CRJ 301 - Research Methods in Criminal Justice
- MFT 350 - Human Sexuality
- PUA 241 - Survey of Public Administration

Restrictive Electives ..... Credits: 15

Electives..... Credits: 23-25

(see note 3 below)

Total Credits: ..... 120

## Notes

1. CED 200 also fulfills the multicultural requirement of the general education core. Courses satisfying the international requirement may simultaneously fulfill another requirement.
2. A total of 42 credits must be 300/400 level courses.
3. Hours taken as part of a minor may count toward Human Services electives.

## Special Education Major (BAEd)

The requirements for the Bachelor of Arts in Education degree are identical to the requirements for the Bachelor of Science in Education degree with the exception that for the B.A., students must successfully complete two courses in the same foreign language.

Special Education Major (BSEd)

## Special Education Major - Bachelor of Science in Education

Please see the UNLV Department of Educational & Clinical Studies web page at [education.unlv.edu/ecs/about.html](http://education.unlv.edu/ecs/about.html) for more information about department programs, faculty, and facilities.

Please see advising information at the UNLV Advising & Field Placement Center at [education.unlv.edu/afp](http://education.unlv.edu/afp)

## Accreditation

Institution - Northwest Commission on Colleges and Universities  
[www.nwccu.org](http://www.nwccu.org)

## Learning Outcomes

1. Knowledge of the central concepts, tools of inquiry, and structures of the discipline as well as the creation of learning experiences that make these aspects of content meaningful. [CEC Philosophical, Historical, and Legal Foundations of Special Education; INTASC Content Knowledge]
2. Knowledge of how individuals learn and how to develop and provide opportunities that support intellectual, career, social, and personal development. [CEC Characteristics of Learners; INTASC Individual Development]
3. Knowledge of how individuals differ in their approaches to learning and how to create opportunities that are equitable and adaptable to the needs of diverse learners. [CEC Characteristics of Learners; INTASC Diverse Learners]
4. Knowledge of the planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. [CEC Instructional Content and Practice; INTASC Planning Process]
5. Knowledge of employing a variety of methods while developing critical thinking, problem solving, decision-making, and performance skills. [CEC Instructional Content and Practice. Managing Student Behavior and Social Interaction Skills; INTASC Strategies and Methods]
6. Knowledge of individual and group motivation and behavior and the creation of learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. [CEC Planning and Managing the Teaching and Learning Environment; INTASC Learning Environments]
7. Knowledge of effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and how to foster active inquiry, collaboration, and supporting interactions. [CEC Planning and Managing the Teaching and Learning Environment; INTASC Communication]
8. Knowledge about formal and informal assessment strategies and evaluation of the learner's continuous intellectual, social, and physical development. [CEC Assessment, Diagnosis, and Evaluation; INTASC Assessments]
9. Knowledge of ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual's learning development. [CEC Planning and Managing the Teaching and Learning Environment; INTASC Collaboration, Ethics, and Relationships]
10. Becoming a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. [CEC Professionalism and Ethical Practices; INTASC Reflection and Professional Development]

The Department of Educational and Clinical Studies's philosophy includes a rich understanding of the unique needs of children and adults with disabilities/gifts and talents as well as typically developing young children and their impact on families, communities, and society. Each program has a set of principles by which they make programmatic and curricula decisions. These principles are aligned with COE/INTASC Standards, CEC Standards, and NCATE Unit Standards and include the understanding of:

- The central concepts, tools of inquiry, and structures of their discipline to create learning experiences that makes content meaningful.
- Individual development

- How individuals differ in their approaches to learning and how culture, disability, and/or learning opportunities impact students and their families
- The individuals planning process and how learner characteristics impact planning
- A variety of teaching and learning strategies that improve personal problem solving, decision making, and critical thinking
- Learning environments that encourage positive social interaction, active engagement in learning and self-motivation
- Effective communication strategies that foster active inquiry, collaboration, and supporting interactions

### University Graduation Requirements

- Please see Graduation Policies for complete information

Special Education Degree Requirements ..... Total: 120 Credits  
(see notes 1 and 2 below)

General Education Requirements ..... Subtotal: 37-40

First-Year Seminar ..... Credits: 2-3

English Composition ..... Credits: 6

- ENG 101 - Composition I
- ENG 102 - Composition II

Second-Year Seminar ..... Credits: 3

Constitutions ..... Credits: 4-6

Mathematics ..... Credits: 3

Distribution Requirement ..... Credits: 19

Please see Distribution Requirements for more information.

- Humanities and Fine Arts: 9 credits
  - Two courses 3 credits each from two different humanities areas - 6 credits
  - One course in fine arts- 3 credits
- Social Science
  - Automatically satisfied by Major requirement
- Life and Physical Sciences and Analytical Thinking - 10 credits
  - Two courses from life and physical sciences category; at least one must be a lab.
  - Analytical Thinking - 3 credits
- PHIL 102 - Critical Thinking and Reasoning

Multicultural and International

Multicultural, one 3 credit course required

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://facultysenate.unlv.edu/students>

Major Degree Requirements -

BSEd in Special Education ..... Subtotal: 80 credits

Education Core Requirements ..... Credits: 9

- EPY 303 - Educational Psychology
- EDU 214E - Preparing Teachers to Use Technology

or

- EDU 214S - Preparing Teachers to Use Technology
- EDU 280 - Valuing Cultural Diversity (see note 3 below)

Licensure Methods ..... Credits: 9

- EDRL 437 - Teaching Reading
- EDSP 461 - Oral and Written Language Instruction for Students with Disabilities
- EDSP 462 - Math Methods for Students with Mild Disabilities

Special Education Generalist Core ..... Credits: 62

- EDU 203 - Introduction to Special Education

- EDSP 441 - Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities
  - EDSP 431 - Legal Aspects of Special Education
  - EDSP 481 - Practicum in a Resource Room
  - EDSP 442 - Curriculum Planning for English Language Learners With Diverse Needs
  - EDSP 415 - Second Language Pedagogy for Students in Inclusive Settings
  - EDSP 423 - Collaboration and Consultation in Special Education
  - EDSP 451 - Assessment of Diverse Learners with Disabilities in Inclusive Settings
  - EDSP 453 - Behavior Management Techniques for Students with Disabilities
  - EDSP 464 - Strategies for Students with Disabilities
  - EDSP 465 - Student Growth Models and Data-Based Instructional Decision Making
  - EDSP 487 - Pre-Student Teaching
  - EDSP 488 - Pre-Student Teaching Seminar
  - EDSP 432 - Serving Individuals with Disabilities and Their Families
  - EDSP 466 - Group Teaching Methods for Students with Disabilities
  - EDSP 491 - Student Teaching in Special Education (see note 4 below)
  - EDSP 414 - Career Education for Students with Disabilities
  - EDSP 492 - Student Teaching Seminar
  - EDRL 471 - Language Acquisition, Development and Learning Electives ..... Credits: 0-3
- Total Credits: ..... 120

### Notes

1. A candidate for the Bachelor of Science degree in Education must earn a minimum of 120 semester hours with 40 credits in upper-division courses.
2. A minimum GPA of 2.75 for all courses attempted must be maintained.
3. EDU 280 also fulfills the multicultural requirement of the general education core. One 3-credit elective course in Humanities and Fine Arts electives should be chosen to satisfy the International Requirement.
4. EDSP 491 (1 credit) must be repeated for a total of 10 credits.

### Special Education Minor

Courses Include

- EDU 203 - Introduction to Special Education
- EDSP 441 - Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities
- EDSP 431 - Legal Aspects of Special Education
- EDSP 481 - Practicum in a Resource Room
- EDSP 423 - Collaboration and Consultation in Special Education
- EDSP 453 - Behavior Management Techniques for Students with Disabilities
- EDSP 464 - Strategies for Students with Disabilities
- EDSP 432 - Serving Individuals with Disabilities and Their Families
- EDSP 451 - Assessment of Diverse Learners with Disabilities in Inclusive Settings
- EDSP 466 - Group Teaching Methods for Students with Disabilities
- EDSP 491 - Student Teaching in Special Education
- EDSP 492 - Student Teaching Seminar



## **Human Services**

### **CED 117 - Interpersonal Skills in Human Services**

Introductory survey of interpersonal skills utilized in human relationships, with a particular focus on counseling and other helping relationships. Examination and analysis of interpersonal theory, environmental, and cultural contexts for skills and a significant skill-development component. 3 credit(s)

### **CED 200 - Multicultural Issues of Counseling**

Students obtain better understanding of themselves in relationship to other cultural groups within the United States. Experiential course relying on in- and out-of-class activities. Develops awareness and sensitivity necessary to successful work with diverse populations in the field of human services counseling. Note(s): Satisfies Multicultural Requirement. 3 credit(s)

### **CED 300 - Introduction to Human Services Counseling**

Introduction to the field of human services and counseling. Topics include various perspectives on human services and counseling such as trends in human service delivery, counseling theories and practice, crisis intervention, intervention programs, and ethical issues. Prerequisite(s): ENG 102. 3 credit(s)

### **CED 310 - Relationships Across the Lifespan**

Learn the knowledge of basic relationship issues across the lifespan and how it relates to the human services professional. Prerequisite(s): CED 117 completed, or concurrent enrollment. 3 credit(s)

### **CED 315 - Counseling Skills in Human Services**

Overview of basic counseling skills in the human services profession including: the history of counseling skills in human services; overview of the helping model; the therapeutic relationship in counseling; attending, listening and understanding skills; empathy; probing and summarizing; reluctant and resistant clients; decision-making skills; and goal setting. Prerequisite(s): CED 300. 3 credit(s)

### **CED 320 - Drugs and Behavior**

Familiarizes the student with various classes of substances, substances' physiological effects and substances' effects on behavior. Prerequisite(s): ENG 102. Note(s): May be repeated to a maximum of six credits. 3 credit(s)

### **CED 322 - Perspectives on Addictions**

Critical review of the definitions/terminology used in the addictions field, major concepts relating to addictions, and model/theories used to understand addictive behavior. Emphasizes students' self-awareness of attitudes regarding addictions. Prerequisite(s): CED 320. 3 credit(s)

### **CED 323 - Prevention I: System Oriented Prevention Strategies and Programs**

Orientation to prevention and thorough understanding of system-oriented prevention strategies and programs. Prerequisite(s): ENG 101. 3 credit(s)

### **CED 324 - Prevention II: Client Oriented Prevention Strategies and Programs**

Provides the student with a thorough understanding of client-oriented prevention strategies. Prerequisite(s): CED 323. 3 credit(s)

### **CED 325 - Mental Health and the Human Services Profession**

Students will acquire an understanding of the mental disorders experienced by individuals receiving mental health services, as well as the supports and interventions that promote greater mental health and well-being, as related to the Human Services profession. Prerequisite(s): ENG 101, CED 300, CED 315. 3 credit(s)

### **CED 375 - Ethical and Professional Issues in Human Services**

Ethical, legal, and professional issues related to human services. Provides a basis for making professional decisions related to these issues. Codes of Ethics, state statutes, and case law related to human services. Corequisite(s): CED 400. Prerequisite(s): CED 300, CED 315. 3 credit(s)

### **CED 400 - Field Experience in Human Services I**

Provides students with supervised work experience in human services agencies. Students participate in a weekly class that combines the principles of small group dynamics with acquired skills, knowledge and experience that

students have obtained from their field experience. Corequisite(s): CED 375  
Prerequisite(s): Must be formally admitted to Human Services Counseling Program. 3 credit(s)

### **CED 401 - Field Experience in Human Services II**

Continuation of supervised field placement, following Field Experience I. Provides students with further supervised work experience in human services agencies. Prerequisite(s): CED 325, CED 375, CED 400, MFT 350. 3 credit(s)

### **CED 408 - Counseling the Older Adult**

Overview of issues that may be encountered while counseling the older adult. Reviews basic information on the nature, diagnosis and treatment of common mental health problems of later life. Introduces students to services and support systems that are available to older adults and their families that will assist in the referral process. The course also reviews careers in aging focusing on gero-counseling. Prerequisite(s): CED 117. Note(s): This course is crosslisted with CED 608. Credit at the 600-level requires additional work. 3 credit(s)

### **CED 410 - Eating Disorders: Etiology and Treatment**

Designed as a comprehensive review of eating disorders, correlated issues, and treatment interventions. Cultural, familial, societal, and personal factors that may contribute to the development and maintenance of eating disorders. Variety of prevention and intervention strategies explored. Prerequisite(s): One of the following courses: CED 320, PBJ 430, NUTR 370. Note(s): This course is crosslisted with CED 610. Credit at the 600-level requires additional work. 3 credit(s)

### **CED 420 - Identification, Assessment, and Treatment of the Process Addictions**

This course is designed to develop the knowledge and skills to identify, assess, and treat various process and co-occurring disorders. Emphasis will be placed on the history, philosophy, and trends of addiction counseling. In addition, current literature outlining theories, approaches, effective strategies, and techniques will be explored. Prerequisite(s): CED 320. Note(s): This course is crosslisted with CED 620. Credit at the 600-level requires additional work. 3 credit(s)

### **CED 425 - Perspectives in Multicultural Counseling**

Focuses on developing awareness, knowledge, and skills in working with culturally different individuals and groups. Substantial attention given to interpersonal issues, concerns related to different cultures, and programming in a variety of settings. Prerequisite(s): CED 300, CED 315. 3 credit(s)

### **CED 427 - Clinical Principles and Processes in Addictions**

Provides students with knowledge of how to identify and assess individuals with addictions. Epidemiological, pathological, physiological, psychological, and cultural basis of addictions across the lifespan are examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. Prerequisite(s): CED 320. 3 credit(s)

### **CED 430 - Advanced Professional Issues in Addictions**

Professional issues involved in addictions counseling. Topics include: stress and burnout, legal and ethical issues, drugs in the workplace, ethnographic attitudes toward addictions, and the economic and health issues associated with addictions. Prerequisite(s): CED 320. 3 credit(s)

### **CED 439 - Gambling Disorder Counseling**

Orients students to the history, etiology and prevalence of compulsive gambling. Provides students with the knowledge of assessment tools and counseling skills. Characteristics of compulsive gambling behavior, stages of progression, distinctions and connections to other addictions, effects on families, finances and legal issues. Prerequisite(s): ENG 101 and CED 300. Note(s): This course is crosslisted with CED 639. Credit at the 600-level requires additional work. 3 credit(s)

### **CED 440 - Problem Gambling Counseling II**

Provides students with a thorough understanding of client-oriented counseling modalities and strategies. Provides skills to utilize and interpret assessment tools and provide treatment planning. Practical applications and clinical skills. Prerequisite(s): CED 439. Note(s): This course is crosslisted with CED 640. Credit at the 600-level requires additional work. 3 credit(s)



**CED 444 - Child Centered Play Therapy in Counseling**

Offers a comprehensive foundation for those interested in working with children within therapeutic settings, course focuses on the use of Virginia Axline's Play Therapy interventions, including theory, therapeutic processes and responses, stages of therapy, limit setting, therapeutic contraindications and limitations, ethical issues and diversity considerations. Prerequisite(s): CED 117. 3 credit(s)

**CED 445 - Trauma and Addiction**

Designed to provide a working knowledge of the various ways that substance abuse and personal trauma impact each other. Emphasis on identifying signs and symptoms. Diagnostic criteria for various trauma categories and counseling approaches explored. Prerequisite(s): CED 320, junior or senior standing. Note(s): This course is crosslisted with CED 645. Credit at the 600-level requires additional work. 3 credit(s)

**CED 446 - Combat Trauma**

Overview of the trauma that is experienced by individuals involved in armed combat situations. The signs and symptoms of such involvement will be explored. Impact on families and communities will also be addressed. Prerequisite(s): CED 320 or Junior/Senior standing. Note(s): This course is crosslisted with CED 646. Credit at the 600-level requires additional work. 3 credit(s)

**CED 450 - Treatment of Addictions**

(Same as SW 475.) Covers classification of drugs; phases of treatment of addictions; basic individual and group treatment skills; contents of various treatment approaches; and the treatment guidelines regarding working with special populations, including women, adolescents, the elderly, etc. Prerequisite(s): CED 320. 3 credit(s)

**CED 461 - Technology and the Internet in Social Science Research and Practice**

Explores the role of technology in changing society, the application of technology to the field of social science research and practice, and the limitations and concerns about technology in the helping professions. Prerequisite(s): CED 300. 3 credit(s)

**CED 465 - Case and Resource Management in Human Services**

This course is an advanced theory and application course that integrates client case management techniques into the larger social/administrative environments of the workplace and the community. The role of the case specialist as planner, evaluator, manager, budget supervisor, and advocate will be examined from both the micro (client) and macro (organizational) perspective. Prerequisites CED 117, 200, 300 and 315.

**CED 475 - Prevention Strategies and Development Theories in Addictions**

Provides in-depth review of alcohol/drug prevention strategies, successful prevention programs, prevention addressing the individual, family, peers, school, and community, and the relationship between developmental theories and successful prevention program strategies. Prerequisite(s): CED 320. 3 credit(s)

**CED 480 - Independent Study**

Individual reading projects under the direction of a faculty member. Prerequisite(s): CED 300, CED 315. May be repeated up to a maximum of six credits. Note(s): Department approval must be obtained prior to registration. 1-6 credit(s)

**Education****TESL 442 - Curriculum Planning for English Learners with Diverse Needs**

Principles of curriculum organization, development, and implementation examined relative to English Language Learners (ELLs) with and without disabilities. Connection between research, theory, and practice studied, focusing on integration of listening, speaking, reading, and writing skills in well developed second language curriculum. Prerequisite(s): EDSP 415, EDU 203. 3 credit(s)

**TESL 471 - Language Acquisition, Development and Learning**

Contemporary philosophies of second language acquisition, with selected topics related to language use and ideology. 3 credit(s)

**TESL 474 - Methods for English Language Learners**

Introduction to English as a Second Language (ESL) methods, strategies, and instruction, including topics for teaching and accommodating English Language Learners (ELLs) with and without special needs in inclusive classrooms. Prerequisite(s): EDRL 471 and admission to the Elementary Education Program. 3 credit(s)

**Early Childhood Education****ECE 250 - Orientation to Early Childhood Education**

Introduction to early childhood education, emphasizing the development needs of young children ages 3 to 8. 3 credit(s)

**ECE 251 - Curriculum in Early Childhood Education**

Study of the learning principles, curriculum, and methods which early childhood education programs provide for young children. Emphasis on current trends, issues, and the developmental theories of early learning experiences. Prerequisite(s): ECE 250. 3 credit(s)

**ECE 252 - Infant/Toddler Curriculum**

Examination, integration, and evaluation of practical and theoretical issues related to developing curriculum for infants and toddlers. Discussion focuses on infant/toddler development, teacher and caregiver roles, working with families, program evaluation, and working with special populations. Prerequisite(s): Prerequisite or Corequisite: ECE 250. 3 credit(s)

**ECE 299 - Practicum for Infants/Toddlers**

Six-hour per week supervised teaching experience with infants and toddlers. Includes program planning, implementing early education, infant/toddler guidance, and working with families. Prerequisite(s): ECE 252. 3 credit(s)

**ECE 431 - Teaching Communications Skills to Young Children**

Current theories of language acquisition. Methods for developing listening skills and oral language with a focus on early literacy. Prerequisite(s): ECE 250. 3 credit(s)

**ECE 441 - Play Theory, Creativity, and Aesthetics in Early Childhood Education**

Current theories of play interpretation, examination of the nature of creative expression, and use of materials and activities to support the aesthetic domain of young children. Prerequisite(s): ECE 250. 3 credit(s)

**ECE 453 - Methods for Early Childhood Education I: Social Sciences**

Review of philosophical backgrounds of the Early Childhood Education movement; growth, development, and learning patterns of children 3-7 years old. Strategies for teaching young children, evaluation, and reporting of pupil growth to parents. Prerequisite(s): ECE 250. 3 credit(s)

**ECE 454 - Methods in Early Childhood Education II: Math and Science**

Examination of curriculum areas (e.g. math, science, nutrition, and safety) and planning, implementation, and evaluation of activities. Emphasis on developmentally appropriate materials and learning experiences, and working with special populations within the parameters of the curriculum. Prerequisite(s): ECE 251. 3 credit(s)

**ECE 456 - Positive Discipline in Early Childhood Programs**

This course will explore current research and approaches in managing and guiding young children's behavior in early childhood programs. Guidance and discipline is considered within a framework of child development and developmentally appropriate practice. Methods including theoretical approaches, respecting diversity, understanding vulnerabilities, and analysis of discipline problems will be covered. 3 credit(s)

**ECE 457 - Working with Families in Early Childhood Education**

The purpose of this course is to provide theory, principles, and procedures for fostering collaborative partnerships with families of young children, with a focus on empowerment of families, and professionals. Course content focuses on historical and legal foundations, contemporary frameworks, effective communication methods, and consideration of a variety of contemporary issues affecting family-professional partnerships. In addition, examination of cultural and other types of diversity between families and professionals will be emphasized. These issues will be presented within a framework of school, community, and society perspectives. 3 credit(s)  
Prerequisite(s): ECE 250.

**ECE 461 - Early Childhood Education Management**

Examination of managerial principles, skills, knowledge, and philosophy required of administrators of early childhood programs. Also investigates basic principles involved in establishing and operating centers for the young child. Prerequisite(s): ECE 250, ECE 251, ECE 252, ECE 299. 3 credit(s)

**ECE 481 - Internship in Early Childhood Education Management/Administration**

Twenty-hour per week supervised administrative experience in an early childhood setting. Includes program evaluation, staff evaluation, staff development, developing communication systems, assessing curriculum needs and supervising staff. Prerequisite(s): Completion of all early childhood education program courses: ECE 461 may be taken concurrently. 3 credit(s)

**ECE 482 - Preschool Fieldwork in Early Childhood Education**

Full-time supervised teaching experience with preschoolers. Experience includes program planning, implementing early education, preschool guidance, and working with families. Prerequisite(s): Completion of all ECE program courses. 6 credit(s)

**ECE 483 - Pre-Student Teaching in Early Childhood Education**

Ten-hour per week supervised teaching experience with preschoolers. Experience includes program planning, implementing early education, preschool guidance, and working with families. Prerequisite(s): Completion or concurrent enrollment of all ECE program courses. 3 credit(s)

**ECE 491 - Student Teaching in Early Childhood Education**

Full-time supervised teaching experience with young children completed in two separate settings: one setting must be with children birth to 5 years of age (infant/toddler, preschool, or kindergarten setting); one setting must be with children 6 to 8 years of age (first- or second-grade setting). Corequisite(s): ECE 492. Prerequisite(s): Completion of all other ECE program coursework except ECE 492. B or better in ECE 299; B or better in ECE 483. 8-12 credit(s)

**ECE 492 - Student Teaching Seminar in Early Childhood Education**

Application of specific curricular learning and procedures designed to facilitate the task of the student teacher. Prerequisite(s): Completion of all other ECE program coursework. Must be taken by all students enrolled in ECE 491. 2 credit(s)

**Special Education****EDSP 401 - Problems in Special Education**

Specialized instruction in special education designed to develop in-depth understanding of a current educational problem. Prerequisite(s): Consent of instructor. 1-6 credit(s)

**EDSP 411 - Students with Disabilities in General Education Settings**

Exploration of techniques/principles commonly employed in special education and their usefulness to regular class teachers, recreation personnel, parents, and others who work with handicapped children in regular settings. Prerequisite(s): EDU 201 or EDU 202 or PED 170 or EDWF 135 or EDU 203 or ECE 250. 3 credit(s)

**EDSP 412 - Foundations of Motor Skills**

Psychological, kinesiological, and mechanical principles for understanding and applying motor activities and remedial techniques. Prerequisite(s): EDSP 442. 4 credit(s)

**EDSP 413 - Introduction to Adapted Physical Education**

(Same as PED 465.) Adapted physical education and recreational programming for the physically challenged child. Emphasis on gross and fine motor coordinative activities, fitness, and recreational activities in special education. Prerequisite(s): Ten credits in special education and consent of instructor. 3 credit(s)

**EDSP 414 - Career Education for Students with Disabilities**

(Same as EDWF 492A.) Consideration and design of career education programs for students with disabilities. Transition and adult programs discussed. Prerequisite(s): EDU 203. 3 credit(s)

**EDSP 415 - Second Language Pedagogy for Students in Inclusive Settings**

(Same as TESL 474.) Introduction to English as a Second Language (ESL) methods, strategies, and instruction, including topics for teaching and accommodating English Language Learners (ELL) with and without special needs in inclusive classrooms. Prerequisite(s): EDU 203, EDSP 441, EDRL 471. 3 credit(s)

**EDSP 421 - Education of Students with Emotional Disturbance**

Study of existing educational programs for students with emotional disabilities in public schools, day care, and community programs. 3 credit(s)

**EDSP 422 - Education of Students with Physical Disabilities**

Study of educational programs for students with physical disabilities within the school, agency, and clinical settings. 3 credit(s)

**EDSP 423 - Collaboration and Consultation in Special Education**

Introduction to the collaborative consultive model in special education with emphasis on the role of the special educator in the collaborative process. Practical consultive techniques emphasized. Prerequisite(s): EDU 203 or ECE 250. 3 credit(s)

**EDSP 431 - Legal Aspects of Special Education**

Analysis of federal, state, and local statutes, policies and titles which affect the funding and direction of special education programs particularly as related to the development and implementation of Individual Education Programs for students with disabilities. Prerequisite(s): EDU 203, EDSP 441, and EDU 210. 3 credit(s)

**EDSP 432 - Serving Individuals with Disabilities and Their Families**

Considerations relevant to federal mandates and appropriate to the development of individualized educational programs for exceptional children. Emphasis given to parental roles, rights and responsibilities, the employment of special teaching personnel, and external agency resources in IEP planning and implementation. Prerequisite(s): EDU 203 EDU 203 or ECE 250 and ESPBA or ESPBS or ECEBS major and passing PPST scores or PRAXIS CORE Scores. 3 credit(s)

**EDSP 441 - Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities**

Introduces common characteristics and educational needs of students with emotional disturbance, learning disabilities, and/or intellectual disabilities. Appropriate educational strategies discussed. Prerequisite(s): EDU 203 or other Introduction to Special Education. 3 credit(s)

**EDSP 442 - Curriculum Planning for English Language Learners With Diverse Needs**

Principles of curriculum organization, development, and implementation examined relative to English Language Learners (ELLs) with and without disabilities. Connection between research, theory, and practice studied, focusing on integration of listening, speaking, reading, and writing skills in well developed second language curriculum. Prerequisite(s): EDSP 415, EDU 203 and passing PPST scores. 3 credit(s)

**EDSP 451 - Assessment of Diverse Learners with Disabilities in Inclusive Settings**

Presentation of essential diagnostic and prescriptive strategies applicable to students with disabilities, including English language learners. Prerequisite(s): EDU 203, EDSP 441, EDSP 442 (or concurrent enrollment in EDSP 442), EDSP 415, EDRL 471. Note(s): Must be taken prior to or concurrently with EDSP 487. 3 credit(s)

**EDSP 453 - Behavior Management Techniques for Students with Disabilities**

Principles of behavior management and social learning theory to aid parents and educators in improving academic and social behavior of students with and without disabilities in the classroom and home settings. Prerequisite(s): Ten credits in special education. 3 credit(s)

**EDSP 461 - Oral and Written Language Instruction for Students with Disabilities**

Provides specific strategies for assessing and teaching oral and written language skills to students with disabilities, with emphasis on educational needs rather than clinical classifications. Prerequisite(s): EDU 203. 3 credit(s)

**EDSP 462 - Math Methods for Students with Mild Disabilities**

Provision of math instruction to students with mild disabilities. Focuses on appropriate methods and interventions for teaching mathematics skills to students with mild disabilities. Prerequisite(s): MATH 120, or MATH 124, or MATH 122 and MATH 123; and EDU 203. Passing PPST scores or PRAXIS CORE. 3 credit(s)

**EDSP 464 - Strategies for Students with Disabilities**

Practical methods and learning strategies for teaching students who are at risk for school failure. Specific training in the strategies intervention model. Prerequisite(s): EDU 203 EDU 203 and EDSP 441 Admitted to program, passing PPST scores or PRAXIS CORE. 3 credit(s)

**EDSP 465 - Student Growth Models and Data-Based Instructional Decision Making**

Students obtain skill in analyzing and utilizing commercial and teacher-made instruments and materials to identify and enhance children's learning styles. Prerequisite(s): EDU 203. 3 credit(s)

**EDSP 466 - Group Teaching Methods for Students with Disabilities**

Selection and application of specific curricular learning and procedures designed to facilitate the task of the student teacher. Corequisite(s): EDSP 487 and EDSP 488. Prerequisite(s): EDRL 437, EDRL 471, EDU 203, EDSP 415, EDSP 441, EDSP 481, (or concurrent enrollment in EDSP 442), EDSP 423, EDSP 453, EDSP 462, EDSP 464. 3 credit(s)

**EDSP 471 - Introduction to Early Childhood Special Education**

Characteristics of young handicapped children from birth to eight years; local, state and national programs; legislation; assessment and intervention strategies; curriculum; classroom management; family involvement; and coordination of community agencies. Prerequisite(s): ECE 250 (or concurrent enrollment), attempted PPST. Admitted to ESPBA or ESPBS or ECEBS programs. 3 credit(s)

**EDSP 473 - Developmental Assessment in Early Childhood Special Education**

Survey of issues related to assessment of children with atypical patterns of development. Introduction to principles of unstructured and structured observations of young children with developmental delays or those at-risk for developmental delays. Issues of cultural diversity considered. Prerequisite(s): ESPBA or ESPBS or ECEBS and PPST scores or PRAXIS CORE scores, EDSP 471. 3 credit(s)

**EDSP 474 - Curriculum Development in Early Childhood Special Education**

Introduction to the various curricular approaches to the education of children birth to 8 years of age with disabilities. Focuses on materials, published guides, and descriptions of curricular methods used with young children with developmental delays or those at-risk for developmental delays. Prerequisite(s): or concurrent enrollment in EDSP 471. 3 credit(s)

**EDSP 475 - Strategies for Teaching Young Children with Disabilities**

Survey of strategies for teaching children with atypical patterns of development. Emphasis placed on methods that can be employed in the general education setting. Includes strategies for adapting the general curriculum and setting for young children with developmental delays. Issues of cultural diversity considered. Prerequisite(s): Prerequisites or concurrent enrollment in EDSP 471. ESPBA or ESPBS or ECEBS and PPST scores or PRAXIS CORE scores. 3 credit(s)

**EDSP 481 - Practicum in a Resource Room**

Provides supervised experience in working with students with mild disabilities in a resource room setting. Prerequisite(s): EDU 203; EDSP 441. Admitted to the ESPBA or ESPBS program and PPST scores or PRAXIS CORE scores. 4 credit(s)

**EDSP 486 - Internship in Reading**

(Same as EDRL 469.) Supervised experience in teaching reading in regular classrooms, resource rooms, and other appropriate settings. Students work five hours per week (75 hours per semester) in an assigned setting and meet one hour weekly on campus with the instructor of record. Prerequisite(s): EDRL 461. 3 credit(s)

**EDSP 487 - Pre-Student Teaching**

Introduction to practice teaching with students with disabilities. Corequisite(s): Must be concurrently enrolled in EDSP 466 and EDSP 488. Prerequisite(s): EDRL 437, EDRL 471, EDU 203, EDSP 441, EDSP 442, EDSP 464, EDSP 481, (or concurrent enrollment in EDSP 442), EDSP 415, EDSP 423, EDSP 453, EDSP 462. 3 credit(s)

**EDSP 488 - Pre-Student Teaching Seminar**

Specific curricular learning and procedures to facilitate the task of the pre-student teacher in special education. Corequisite(s): EDSP 466 and EDSP 487. Prerequisite(s): EDRL 437, EDRL 471, EDU 203, EDSP 441, EDSP 442, (or concurrent enrollment in EDSP 442) EDSP 464, EDSP 481, EDSP 415, EDSP 423, EDSP 453, EDSP 462. 1 credit(s)

**EDSP 491 - Student Teaching in Special Education**

Full-time supervised practice teaching with exceptional children. Corequisite(s): EDSP 492. Prerequisite(s): Completion of all course work; Must have a B or better in EDSP 466 and EDSP 487. 1-12 credit(s)

**EDSP 492 - Student Teaching Seminar**

Application of specific curricular learning and procedures designed to facilitate the task of the student teacher. Corequisite(s): EDSP 491. Prerequisite(s): Must have a B or better in EDSP 466 and EDSP 487. 2 credit(s)

**ESP 210 - Education of Students with Gifts and Talents**

Study of educational programs for students with gifts and talents at the preschool, elementary, and secondary levels. 3 credit(s)

**ESP 261 - Medical Aspects of Handicapping Conditions**

Study of the physiological characteristics of children and youth with disabilities, including current research in medical fields. Prerequisite(s): EDU 203. 3 credit(s)