

College of Education

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
- Secondary Education
- Special Education

Graduate Degree Programs

Educational and Clinical Studies — Master of Education in Early Childhood Education, 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 or 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. 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, 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 or e-mail ProfessionalDevelopmentOffice@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 PPST scores. 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 PPST scores. 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

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.

Degree Requirements

General Education Requirements

First-Year Seminar Total Credits: 2-3
 English Composition Total Credits: 6

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

Second-Year Seminar Total Credits: 3
 Constitutions Total Credits: 4-6
 Mathematics Total Credits: 6

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

Distribution Requirement: Social Science
 Humanities and Fine Arts Total Credits: 9
 (see note 1)

- COM 101 - Oral Communication

or Foreign language
 One 3-credit Humanities - History elective (HIST 217 recommended)
 One 3-credit fine arts course
 Life and Physical Sciences and Analytical Thinking Total Credits: 15
 Analytical Thinking - 3 credits

- PHIL 102 - Critical Thinking and Reasoning

Life and Physical Sciences - 12 credits

- 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

Multicultural and International

- EDU 280 - Valuing Cultural Diversity

(see note 2 below)

Additional Degree Requirements

Electives..... Total Credits: 0-3

(see note 4 below)

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

Elementary Program Requirements Total Credits: 42
 (see note 3)

- 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
- EDRL 474 - Methods for English Language Learners
- PBH 424 - Teaching Elementary School Health

Education Core Requirements..... Total Credits: 12
 Any of these courses may be taken prior to passing the PRAXIS I:

- EDU 280 - Valuing Cultural Diversity
- 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

Total Credits: 120-123

Notes

1. Please select a Humanities or Fine Arts elective to satisfy International requirement.
2. EDU 280 also fulfills the General Education multicultural requirement.
3. 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.
4. 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

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 (Grades 7-12) Major

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.

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.

Degree Requirements

General Education Requirements

First-Year Seminar Total Credits: 2-3

English Composition Total Credits: 6

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

Second-Year Seminar Total Credits: 3

Constitutions Total Credits: 4-6

Mathematics Total Credits: 3

Distribution Requirements Total Credits: 18-19
Dependent on Teaching Field-see notes [1 and 2]

Multicultural and International

- EDU 280 - Valuing Cultural Diversity

Additional Degree Requirements

Education Core Requirements..... Total Credits: 9

- EDU 280 - Valuing Cultural Diversity
- EPY 303 - Educational Psychology
- EDSP 411 - Students with Disabilities in General Education Settings

Secondary Program Requirements Total 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

Field Experiences Total Credits: 18

- EDSC 311 - Secondary Methods Practicum I
- EDSC 313 - Secondary Methods Practicum II

and

- EDSC 481A - Secondary Supervised Student Teaching: Major Field

- EDSC 483 - Secondary Supervised Teaching Internship
- EDSC 485 - Secondary Supervised Teaching Residency

Student Teaching (12 credits)

and

- EDSC 482 - Secondary Supervised Student Teaching Seminar taken concurrently

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

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

First Teaching Field (Required)

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

Biological Science	45 Credits
Earth Science	45 Credits
English (Comprehensive)	48 Credits
General Science	45 Credits
Mathematics	39 credits

Physical Science	45 Credits
For music education, contact the Music Department	
Second Teaching Field (Optional)	
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

Notes

1. 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.
2. 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.
3. EDU 280 also fulfills the multicultural requirement in the general education core. Courses satisfying the international requirement may simultaneously fulfill another requirement.
4. Students pursuing more than one teaching field may need to take additional subject methods course (s).
5. Total credits depend upon student's teaching field and choice of first year experience course.

Secondary Education Minor

A 2.75 GPA is required for this minor.

Courses IncludeTotal Credits: 29-32

- EDU 202 - Introduction to Secondary Education
 - EPY 303 - Educational Psychology
 - EDSC 408 - Classroom Management Secondary Education
 - EDSC 433 - Teaching Secondary English
- or
- EDSC 463 - Teaching Secondary Science
- or
- EDSC 453 - Teaching Secondary Mathematics
 - EDSP 411 - Students with Disabilities in General Education Settings
 - EDSC 311 - Secondary Methods Practicum I
 - EDSC 313 - Secondary Methods Practicum II
 - EDSC 481A - Secondary Supervised Student Teaching: Major Field
- and
- EDSC 482 - Secondary Supervised Student Teaching Seminar

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. 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. Corequisite(s): EDEL 311 or EDEL 313 or EDEL 481. Prerequisite(s): EDEL 408, EDRL 443. 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

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 101, CHEM 105, CHEM 106, and admission to Elementary Education Program. 3 credit(s)

EDEL 453 - Teaching Elementary School Social Studies

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

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)

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)

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. 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)

EDRL 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)

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. 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. Corequisite(s): EDSC 313. 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 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 482. 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 481A - Secondary Supervised Student Teaching: 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 482. 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 481B - Secondary Supervised Student Teaching: 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 482. 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 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. 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)

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. 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. 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. 3 credit(s)

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)

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 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 an 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.

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 Department of Educational and Clinical Studies and 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 department fieldwork coordinator, and a written contract of duties, hours, and on-site supervisors must be signed 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 precedings 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.

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

Degree Requirements

General Education Requirements

First-Year SeminarTotal Credits: 2-3

English Composition Total Credits: 6

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

Second - Year Seminar Total Credits: 3

ConstitutionsTotal Credits: 4-6

Mathematics Total Credits: 3

Distribution Requirement: Social Science

Humanities and Fine Arts Total Credits: 9

Life and Physical Sciences and

Analytical Thinking Total Credits: 10

- PHIL 102 - Critical Thinking and Reasoning
- and two courses from life and physical sciences category; at least one must be a lab

Multicultural and International

(see note 3 below)

- EDU 280 - Valuing Cultural Diversity

Additional Degree Requirements

Education Core Requirements..... Total Credits: 9

- EPY 303 - Educational Psychology
- EDU 214E - Preparing Teachers to Use Technology
- EDU 280 - Valuing Cultural Diversity

ECE Core.....Total Credits: 60-63

(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 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

Academic Requirements

Optional Elective

- EDSP 423 - Collaboration and Consultation in Special Education Electives.....Total Credits: 8-14
- Total Credits: 120

ECE Core (Administrative/Non-Licensure Track)Total Credits: 57-60 (see note 5 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. EDU 280 also fulfills the multicultural requirement of the general education core. Courses satisfying the international requirement may simultaneously fulfill another requirement.
4. ECE 491 and 492 can be repeated up to 12 credits.
5. ECE 481 and 482 can be repeated up to 12 credits.

Human Services Major

Degree Requirements

General Education Requirements

First-Year SeminarTotal Credits: 2-3

English Composition - 6 Credits

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

Second-Year Seminar Total Credits: 3

Constitutions - 4-6 Credits

Mathematics - 3 Credits

Distribution Requirements

Humanities and Fine Arts Total Credits: 9

Life and Physical Sciences and

Analytical Thinking Total Credits: 10
 • PHIL 102 - Critical Thinking and Reasoning
 and two courses from life and physical sciences category; at least one must be a lab.

Multicultural and International
 (see notes below)

Additional Degree Requirements

Major Requirements..... Total Credits: 42

- 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 Illness 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
- CRJ 301 - Research Methods in Criminal Justice
- MFT 350 - Human Sexuality
- PUA 241 - Survey of Public Administration

Restrictive Electives Total Credits: 15

Electives..... Total Credits: 20-23

Total Credits: 120

Notes

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

Special Education Major

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

Degree Requirements

General Education Requirements

First-Year Seminar Total Credits: 2-3

English Composition Total Credits: 6

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

Second-Year Seminar Total Credits: 3

Constitutions Total Credits: 4-6

Mathematics..... Total Credits: 3

Distribution Requirement: Social Science

Humanities and Fine Arts Total Credits: 9

Life and Physical Sciences and

Analytical Thinking Total Credits: 10

- PHIL 102 - Critical Thinking and Reasoning
 and two courses from life and physical sciences category; at least one must be a lab.

Multicultural and International
 (see note 3 below)

- EDU 280 - Valuing Cultural Diversity

Additional Degree Requirements

Education Core Requirements..... Total 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

Licensure Methods Total 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 Total Credits: 62
 (see note 4)

- 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
- EDSP 414 - Career Education for Students with Disabilities
- EDSP 492 - Student Teaching Seminar
- EDRL 471 - Language Acquisition, Development and Learning

Electives..... Total 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

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

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. 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 101 or 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 Illness and the Human Services Profession

Client-centered/cultural approach to mental illness 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. Prerequisite(s): ENG 101, 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. 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 375, CED 400, CED 425, 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. 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. 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. 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 - Identification and Assessment 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 life-span 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 - Problem Gambling Counseling I

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. 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. 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. 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. 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 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)

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. 1-2 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)

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 EDCT 230 (EDW 290) 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 EDRL 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 consultative model in special education with emphasis on the role of the special educator in the collaborative process. Practical consultative 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. 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. 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. 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. 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 441, 481, 442 (or concurrent enrollment in EDSP 442), 415, 423, 462, 453, 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. 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): 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): or concurrent enrollment in EDSP 471. 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 431. 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, 481, 442 (or concurrent enrollment in 442), 415, 423, 462, 453, 464. 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, 464, 481, 442 (or concurrent enrollment in 442), 415, 423, 462, 453. 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 ESP 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)