

College of Education - Curriculum and Instruction

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Degrees

Master of Arts in Teaching (M.A.T.) (multiple concentrations; initial teaching certification only)

Master of Education in Differentiated Instruction (M.Ed.) (multiple concentrations; advanced teaching certification; non-certification program)

Master of Science in Applied Behavior Analysis (M.S.)

Graduate Certificate in Autism Spectrum Disorders (does not lead to an ALSDE teaching certificate)

Mission

The College of Education at The University of Alabama in Huntsville is a member of a diverse academic community of teacher scholars that challenges teacher candidates to strive for excellence in all aspects of their lives. The professional environment affords the College of Education unique opportunities to make a difference in the lives of elementary, middle, and high school students regardless of socio-economic backgrounds. In addition, the College educates teacher candidates who will live and work effectively in increasingly complex societies. Consistent with the mission of the university, the College of Education defines its mission through three focal elements:

1. To prepare teachers and other school personnel who are academically strong, competent in both theory and practice, and prepared to contribute to the needs of a dynamic, complex world.
2. To provide an environment that encourages the department faculty to model sound pedagogy, engage in research and scholarly activities, and become leaders in their area of expertise.
3. To make our teaching, research, and service available to the entire community in order to meet the changing needs of schools, organizations, and professional communities in our region, state, nation, and international community.

The mission of the College of Education is communicated through our shared vision and articulated in our theme, ***Through Teaching, We Lead.*** The establishment of this theme codifies the major purpose of our College: to graduate teachers who are exceptionally well-prepared in disciplinary, pedagogical, and professional knowledge, who understand and are prepared to address the needs of all learners, and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education.

Master of Education (M.Ed.)

The Department of Curriculum and Instruction provides the Master of Education (M.Ed.) in Differentiated Instruction for teachers already certified at the baccalaureate level and seeking advanced level (Alabama Class A) certification and one non-certification program. The M.Ed. has seven **concentration** areas that include:

- Differentiated Instruction in Elementary Education (K-6)
- Special Education/Collaborative Teaching: Autism Spectrum Disorder (K-6 or 6-12)
- Reading Education (Reading Specialist; P-12)
- English Speakers of Other Languages (ESOL; P-12)
- Differentiated Instruction in Secondary Education (6-12) (biology, chemistry, English language arts, history, mathematics, and physics)
- Visual Impairments (P-12)
- Orientation and Mobility (O&M) (does not lead to ALSDE certification, but students are eligible to sit for ACVREP COMS exam)

Master of Arts in Teaching (M.A.T.) Alternative Fifth Year

The Master of Arts in Teaching (M.A.T.) (or Alternative A program) is available to individuals who have completed a baccalaureate degree from a regionally accredited institution in a field other than teacher education. Students eligible for this program do not have a Class B (baccalaureate level) teaching certificate. Students should contact the Teacher Certification Officer and the advisor in the chosen teaching field for an individual evaluation concerning undergraduate deficiencies prior to initial registration in this program. The Alabama State Department of Education requires all applicants for the secondary education alternative fifth year programs to have an academic major in the teaching field or if an academic major is not on the official transcript, 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

Certification for alternative fifth-year programs is available in the following areas:

- Elementary (K-6)
- Secondary Biology (6-12)
- Secondary Chemistry (6-12)
- Secondary English Language Arts (6-12)
- Secondary History (6-12)
- Secondary Mathematics (6-12)
- Secondary Physics (6-12)
- English Speakers of Other Languages (P-12)
- Physical Education (P-12) (JUMP option available (<http://uah.edu/jump/>))
- Music Education - Instrumental (P-12) (JUMP option available (<http://uah.edu/jump/>))
- Music Education - Choral (P-12) (JUMP option available (<http://uah.edu/jump/>))
- Collaborative Teaching (K-12) (awaiting ALSDE final approval)

Students interested in pursuing the JUMP programs should reach out to the Department for more details.

Master of Science in Applied Behavior Analysis (M.S. in ABA)

The Master of Science in Applied Behavior Analysis will provide a unique opportunity to support the education of individuals with unique behavior needs by applying rigorous, scientific methods to develop programs and services for these individuals. This program will provide a unique opportunity to supply the state with more behavioral analysts. The M.S. in ABA runs on a "cohort model" and only allows students to begin courses every Fall semester.

Graduate Certificate in Autism Spectrum Disorders

The Graduate Certificate in Autism Spectrum Disorders is a professional development opportunity for individuals who want to gain expertise about working with students with autism spectrum disorders. Students enrolled in this program will complete the "ASD" courses provided by UAH. However, this program does NOT lead to an Alabama State Department of Education (ALSDE) teaching certificate. Educators who want to earn a Class A teaching certificate should apply for the M.Ed. program instead. This program is also a "non-degree" program which means that it is not eligible for financial aid.

Accreditation

Teacher education programs in the College of Education at The University of Alabama in Huntsville are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Alabama State Board of Education, according to standards of the National Association of the State Directors of Teacher Education and Certification (NASDTEC), for the issuance of appropriate professional certificates for service in public schools. The music education programs are accredited by the National Association of Schools of Music (NASM). The Master of Science in Applied Behavior Analysis is approved as a "Verified Course Sequence" through ABAI.

Master of Arts in Teaching (M.A.T.) Degree Program

Admission Requirements

1. Unconditional admission to UAH and major department (if applicable).
2. GPA of 2.5 or higher in undergraduate courses; no grade lower than C.
3. Degree within the content field (32 hours total, 19 upper division) or a passing score on required Praxis II Content Area Exam (if degree is outside of content field).
4. Program of Study (POS) on file.

Master of Education (M.Ed.) Degree Program

Admission Requirements

1. Unconditional admission to UAH and major department (if applicable).
2. Valid Alabama Class B or higher Teaching Certificate in same or broader field in which advanced certification is sought. (Students completing the O&M concentration are not required to have a valid teaching certificate nor a degree in education).
3. GPA of 3.0 or higher in undergraduate teaching field courses and education courses.
4. Program of Study (POS) on file.

Additional Requirements for Reading Specialist (P-12) Candidates

1. A valid bachelor's level professional educator certificate in early childhood education, elementary education, or collaborative special education (K-6) and two full years of full-time classroom teaching experience OR a valid bachelor's level professional educator certificate in any area of education, two full years of full-time classroom teaching experience, and a passing score on the current ALSDE-approved "Reading" exam used for certification.

Mid-Point Review (After Completion of 19-21 Semester Hours)

1. Maintain 3.0 or higher GPA in Education and in teaching field courses with no grade lower than C
2. Interview with College of Education advisor and/or faculty to determine pacing in program of study

Completion Requirements

1. Completion of all education and teaching field courses with GPA of 3.25 or higher, no grade lower than C
2. Pass Praxis II exams (as applicable)
3. Satisfactory Completion of Capstone Action Research Project (if applicable)

Certification Requirements for All Master's Degree Programs

Alabama teaching certificates are the legal responsibility of the Alabama State Department of Education. Colleges and universities cannot issue professional teaching certificates. In order to be recommended for certification, candidates must complete a state approved program. Approved graduate certification programs offered by the UAH College of Education are designed to prepare candidates for professional Class A certification with a master's degree.

It is the candidate's responsibility to initiate the application for the teaching certificate by meeting with the Certification Officer. Candidates must provide official transcripts of all undergraduate and graduate coursework, complete all forms required by the Alabama State Department of Education, and pay appropriate fees. Candidates who expect to teach in states other than Alabama are responsible for knowledge of the licensure requirements of those states. Such candidates should inform the certification officer of their intentions.

Certificate Renewal

1. The Class A certificate is valid for five years. This certification may be renewed upon verification of successful teaching for three years and completion of an approved professional development program or additional graduate level credits in the certification area.
2. Individuals who allow their certificates to lapse for more than 6 months will also be required to renew their certificates and to obtain another background clearance for the issuance of a renewed certificate or license. The UAH College of Education in accordance with the Alabama State Board of Education provides courses for persons who hold expired certificates and wish to reinstate them.

Master of Science in Applied Behavior Analysis (M.S.) Degree Program

Admission Requirements

To be admitted unconditionally, applicants must complete the following:

1. Have a minimum grade-point average of 3.0 on the undergraduate record,
2. Submit a high-quality writing sample with the prompt provided by the Department,
3. Successfully complete an interview with program faculty
4. TOEFL or IELTS (for non-native English speakers):
 - a. TOEFL (iBT): all sub-scores greater than or equal to 18 OR
 - b. IELTS: all sub-scores greater than or equal to 6.0
5. Program of Study (POS) on file in Education based upon placement assessment

The M.S. in ABA runs on a "cohort model" and only begins every FALL semester.

Professional Licensure

If you are interested in obtaining professional licensure, please check with the appropriate licensing body in the state where you intend to practice. Additional information can be found at <https://www.uah.edu/academic-affairs/offices/oirea/state-authorizations/professional-licensures>. (<https://www.uah.edu/academic-affairs/offices/oirea/state-authorizations/professional-licensures/>)

Master of Arts in Teaching Elementary (initial teaching license, Alt-A, for grades K-6)

Master of Arts in Teaching Collaborative (Special Education) (initial teaching license, Alt-A, K-12)

Master of Arts in Teaching (initial teaching license, Alt-A, for grades 6-12)

- Biology (<http://catalog.uah.edu/grad/colleges-departments/education/biology/>)
- Chemistry (<http://catalog.uah.edu/grad/colleges-departments/education/chemistry/>)
- English Language Arts (<http://catalog.uah.edu/grad/colleges-departments/education/english-language-arts/>)
- English Speakers of Other Languages (<http://catalog.uah.edu/grad/colleges-departments/education/esol/>)
- History (<http://catalog.uah.edu/grad/colleges-departments/education/history/>)
- Mathematics (<http://catalog.uah.edu/grad/colleges-departments/education/mathematics/>)
- Physics (<http://catalog.uah.edu/grad/colleges-departments/education/physics/>)

Master of Arts in Teaching (initial teaching license, Alt-A, for grades P-12)

- Music - Choral Education (<http://catalog.uah.edu/grad/colleges-departments/education/choral-music-ed/>)
- Music - Instrumental Education (<http://catalog.uah.edu/grad/colleges-departments/education/instrumental-music-ed/>)
- Physical Education (P.E.) (<http://catalog.uah.edu/grad/colleges-departments/education/physical-education/>)

Master of Education (leads to Class A licensure)

- Autism Spectrum Disorders (Collaborative K-6 or 6-12) (<http://catalog.uah.edu/grad/colleges-departments/education/autism/>)
- Elementary Education - Differentiated Instruction (Elementary K-6) (<http://catalog.uah.edu/grad/colleges-departments/education/elementary-education/>)
- English Speakers of Other Languages (P-12) (<http://catalog.uah.edu/grad/colleges-departments/education/english-other/>)
- Reading Specialist (P-12) (<http://catalog.uah.edu/grad/colleges-departments/education/reading/>)
- Secondary Education - Differentiated Instruction (6-12) (<http://catalog.uah.edu/grad/colleges-departments/education/secondary/>)
- Visual Impairments (P-12) (<http://catalog.uah.edu/grad/colleges-departments/education/visual-impairments/>)

Master of Education (non-licensure or teaching certification)

- Orientation and Mobility (<http://catalog.uah.edu/grad/colleges-departments/education/orientation-and-mobility/>)

Master of Science in Applied Behavior Analysis

Autism Spectrum Disorders (<http://catalog.uah.edu/grad/colleges-departments/education/autism-certificate/>)

Teaching English as a Second Language (TESOL) (<http://catalog.uah.edu/grad/colleges-departments/education/tesolcertificate/>)

ED 500 - SPEC TOPICS EDUCATION

Semester Hours: 1-3

Independent study, special projects, and special in-service programs.

ED 501 - INTRO TO EDUCATION

Semester Hour: 1

Initial practicum experience designed to provide the opportunity to explore the role of the classroom teacher in today's diverse school settings. Required for graduate students receiving their initial certification.

ED 510 - FOUNDATIONS OF LITERACY

Semester Hours: 3

This course includes a study of methods, materials, and strategies for reading instruction. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development, knowledge of which is required for the Alabama Reading Specialist licensure.

ED 513 - LITERATURE FOR CHILDREN & ADOL

Semester Hours: 3

Course content will include the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. (Same as EH 613) Must be admitted to the Teacher Education Program.

ED 520 - COMPUTER BASED INSTRUCT'L TECH

Semester Hours: 3

Introduces prospective teachers to current state of the art in educational technology. Extensive hands-on experiences with microcomputers and other emerging technology. Emphasis on effectively integrating technology into instructional setting for both special and regular students.

ED 521 - SECNDRY ELA INSTR WRIT TO READ

Semester Hours: 2-3

Candidates explore the ways they can use specific writing-to-learn activities to enhance their students' capacity to understand a variety of complex texts. Candidates will learn techniques for engaging students in the questioning, inference-making, syntactical pattern recognition, and meaning-making of both fiction and nonfiction works.

ED 522 - MIDDLE & SECD SCH MATH METHODS

Semester Hours: 2-3

This course is part one in a series of two courses that are designed for teacher candidates who are pursuing teaching certification who are pursuing teaching certification in middle and/or secondary mathematics. This methods course provides background for middle school and secondary teaching from the perspective of theory, research, and practice.

ED 523 - TCHNG SCIENCE MID & SEC SCH I

Semester Hours: 2-3

This course will focus on how secondary students learn science. Candidates will learn how to develop and design developmentally appropriate lessons in which their students are able to make observations, examine relationships, notice patterns, and make inferences, while confronting naive misconceptions. Candidates will discuss the nature of science (NOS).

ED 524 - TCHNG SOC STUD MID & SEC SCH I

Semester Hours: 2-3

This course teaches research-based techniques and strategies employed by social science teachers at the secondary levels. As well as learning theoretical foundations and the goal of social science instruction (citizenship skills), students will learn pedagogic skills, instructional strategies, and modes of reasoning unique to the social studies classroom.

ED 530 - APPLIED MULTICULTURALISM

Semester Hours: 3

Through an examination of constructs such as race, ethnicity, social class, gender, sexual orientation, and religious affiliation, students will develop an understanding of the connections between identity, difference, power, and privilege and the role(s) school (could/should) play in perpetuating or ending discriminatory practices. Furthermore and more importantly, students will develop an understanding of the ways research in both the humanities and social sciences can be used to interpret, analyze, and critique multiculturalism. Students will leave the course with research-based pedagogical practices designed to help all students learn to the best of their abilities.

ED 531 - SEC ELA METHDS READING

Semester Hours: 2-3

In this course, candidates will explore the ways they can use specific reading activities to enhance their students' ability to express themselves in multiple registers and forms of discourse. Candidates will learn techniques for engaging students in the process of developing and expressing their ideas while demonstrating and improved command of the grammatical, syntactical, and discursive elements of language.

ED 532 - SPACE ORIENTATION TEACHERS

Semester Hours: 3

A weeklong course at the U.S. Space and Rocket Center in Huntsville, Alabama for pre-service and in-service teachers. The inquiry based workshops are taught around the theme of space exploration include activities to be done across the curriculum. All activities are correlated to National Math, Science, Technology, Social Studies, and Reading Standards. Activities based on curriculum developed by NASA, CAP, NSATA, and the USSRC. Topics include moon, mars, rocketry, propulsion, hydroponics, math, biology, history and literature.

ED 533 - TEACH SC MID & SEC SCHOOL II

Semester Hours: 2-3

Students will discuss the status of science education in our nation's schools, and the need for implementing research-based strategies in the classroom using the 5E learning cycle as framework.

ED 534 - TEACH SOC ST MID & SEC SCHL II

Semester Hours: 2-3

This methods course is designed to study effective techniques and strategies employed by social science teachers at the middle and secondary levels. As well as learning theoretical foundations in social studies education, students will learn pedagogic skills, instructional strategies, and modes of reasoning unique to the social studies classroom.

ED 535 - INTRO APPLIED EDUCATIONAL RES

Semester Hours: 3

Introduction to the nature of research and its relationship to educational thought and practice. Primary focus will be on planning and executing research activities (i.e. action research, thesis development) in the diverse classroom and analyzing the collected data to improve instruction, educational performance, and adding to the body of knowledge in educational practices.

ED 539 - TCH REASON/PROOF SEC MATH

Semester Hours: 2-3

This methods course provides background for middle school and secondary teaching from the perspective of theory, research, and practice. It is designed to provide an introduction to and practice in ways in which to encourage students in mathematical reasoning and proof.

ED 540 - COGN DEV THEORIES LEARNING

Semester Hours: 3

The course is designed to inform students about recent developments in Cognitive Psychology and their implications for teaching and learning. Students will leave the course with a variety of "cognitive understandings" for use in differentiated classrooms.

ED 545 - CURR & INSTR IN SEC SCHOOLS

Semester Hours: 3

This course is designed to address various contemporary teaching and learning strategies, as well as related issues, assessments strategies, and applicable theories related to secondary teaching and learning.

ED 560 - CURR/EMERGING INSTR TECH

Semester Hours: 3

Designed to build competency in computer technologies appropriate to instructional use. Concepts of authoring and scripting will be used to unify course materials. (Same as CS 560.)

ED 565 - INTRO DIFFERENTIATED INSTRUCTI

Semester Hours: 3

The course provides an introduction to the philosophy and practice of differentiation. Students will examine the elements, content, process, product, affect and environment by which instruction can be differentiated to address the complex challenges of meeting the diverse learning needs of all students.

ED 570 - DIFF INSTRUCTION SPEC POP

Semester Hours: 3

The course provides practical strategies to maximize learning for all students, particularly those with disabilities, gifted/talented, and English language learners (ELL).

ED 575 - READING PRIMARY GRADES

Semester Hours: 3

An introduction to the basic principles of literacy instruction in culturally and linguistically diverse primary grade classrooms, including theoretical bases for instruction, methods of instruction and organization, developmentally appropriate strategies and materials, and assessment of children's literacy. Class activities include mini-lessons, discussions, group activities, and presentations. An intensive school-based practicum in grades preK-2 is required.

ED 580 - PROJECT BASED LEARNING

Semester Hours: 3

Develop a robust understanding of Project Based Learning (PBL) through critiquing, evaluating, and synthesizing PBL's core theoretical concepts.

ED 593 - ED EXCEPT CHILD & YOUTH

Semester Hours: 3

Introduction to the field of exceptional children and youth, including observations. This course, or equivalent, is a prerequisite to certification. Intensive field experience required.

ED 600 - SPEC PROB IN EDUCATION

Semester Hours: 1-3

Independent study, special projects, and in-service programs.

ED 604 - CONTRIBUTION PSY TO EDUC

Semester Hours: 3

Principles, theory, and practice of psychology for teaching and administrative service in educational institutions. Factors that determine learning and conditions of effective teaching. Administrator and supervisor as organizer of the milieu wherein teaching, learning, and growth occur. Intensive field required.

ED 605 - READING RESEARCH & INSTRUCTION

Semester Hours: 3

Elements of effective reading instruction for beginning readers as supported by current research and practice. Topics include balance, language-rich/print-rich environment, language development, phonemic awareness, print awareness, phonics, writing, spelling, and comprehension. Intensive field experience required.

ED 607 - EDU LEADER AS EVALUATOR

Semester Hours: 3

Procedures and techniques of evaluation and research approaches. Emphasis on teachers as evaluators; based on action research in the classroom. Intensive field experience required.

ED 608 - EXPAND RDG ABIL CONT AREA INST

Semester Hours: 3

Strategies to enhance reading comprehension when using materials in all subject areas. Teacher directed, integrated instruction; extensive use of authentic printed materials; discussion at literal and higher levels of understanding, motivation, vocabulary, and writing. Intensive field experience required.

ED 609 - CLASSROOM & BEHAVIOR MGMT

Semester Hours: 3

A focus on the variety of instructional management options to meet classroom and individual student needs to ensure success in school is integrated throughout all course activities. A range of management practices, including strategies for diverse and special populations is offered. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current classroom approaches. After reflections, effectiveness of observed practices will be assessed. Student will discuss and develop alternative activities that promote successful management techniques. Intensive field experience required. Admission to the Teacher Education program or permission of chair is required for this class.

ED 610 - TEACHING FINE ARTS ELEM SCHOOL

Semester Hours: 2-3

This course covers multiple aspects of fine arts education including the use of content, functions, and achievements of the performing arts (dance, music, theatre) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

ED 612 - DIAGNOSIS & ASSMNT OF READING

Semester Hours: 3

Focuses on ways to address the needs of students who do not read at grade level. Intervention strategies such as on-going assessment and evaluation, explicit instruction in phonemic awareness and phonics, extensive practice, comprehension strategies, and writing, along with careful examination of standardized state assessment measures. Intensive field experience required.

ED 615 - READING INTERMEDIATE GRD

Semester Hours: 3

This course provides an in-depth study in and application of the process of reading and reading instruction, theoretical approaches, instructional strategies, classroom organization, and the formal/informal assessment of reading in intermediate grades. This course is required of all elementary education majors and secondary education candidates who are pursuing a middle school endorsement. Intensive field experience required.

Prerequisites: Admission to the Teacher Education Program.

ED 620 - USING TECH REACH SPEC POP

Semester Hours: 3

Prepares teachers to plan curriculum integration by using computer technology and software in various curriculum areas for both regular and special students. Students will develop competency in instructional design and production skill techniques and implement instructional events using long-distance technologies.

ED 635 - ASMT GUIDE DIFFRNT INSTRUCTION

Semester Hours: 3

The focus of this course would be to use a variety of norm-referenced, criterion-referenced and other assessment data to inform instruction for a diverse classroom within the RTi model. Students would learn to use formative and summative assessments to determine the type of strategies needed to teach content.

ED 650 - DIFFNT ELEM MATH & SCI INSTRUC

Semester Hours: 3

This course will focus on guiding the learner to apply the concepts of differentiated instruction within mathematics and science contexts. Participants will learn how to implement effective strategies for managing flexible groups, acquire ideas for providing students with a variety of options to successfully target mathematics and science standards and understand how to plan strategically in order to reach the needs of diverse learners within the classroom through inquiry-based learning.

ED 665 - DIFFNT ELEM LITERACY (R & W)

Semester Hours: 3

This course will focus on guiding the learner to apply the concepts of differentiated instruction to elementary literacy concepts. Advanced teacher candidates will develop and implement differentiated instructional plans that utilize individual and flexible grouping strategies and resources to support the growth of strategic, independent readers and writers.

ED 671 - TCHG ELEM LANGUAGE ARTS

Semester Hours: 3

Introduction to current practices in language arts instruction with emphasis on the development of an integrated curriculum using children's literature as a foundation. Includes appropriate techniques for teaching of grammar, spelling, and handwriting. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 672 - TCHG ELEM SOCIAL STUDIES

Semester Hours: 3

Teaching social studies in grades K-6. Helping beginning teachers acquire background skills in organizing and teaching units of work. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 673 - TCHG NATURAL/HLTH SCIENCE

Semester Hours: 3

Integrates concepts from reflective practice with elementary science teaching. Opportunity to refine teaching skills in the planning, implementation, and evaluation of science lessons and units of instruction. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 674 - TCHG ELEM. MATHEMATICS

Semester Hours: 3

Overview of the mathematics concepts and skills taught in grades K-6 with an emphasis on the principles, methods, and materials used in the teaching and evaluation of elementary school mathematics. Focuses on the attitudes and behaviors of students and teachers in the actual planning and implementation of mathematics instruction for an elementary school classroom. Intensive field experience required. Prerequisite: Admission to the Teacher Education Program.

ED 690 - MASTER'S ACTION RESEARCH PROJ

Semester Hours: 3

The capstone course will serve as a mechanism to support the research, methodology, development, and experimental stages of the required action research. The student's work will be approved and supervised by a selected faculty advisor with direct connections to the research area. A symposium in which students present their research report will be culminating activity.

ED 691 - PORTFOLIO SEMINAR & SYMPOSIUM

Semester Hour: 1

The seminar will provide a forum in which the student's culminating portfolio is refined and submitted for faculty review. The seminar will also serve as a mechanism to support the final writing stages of the required action research project or case study report. The student's work will be approved and supervised by the faculty advisor(s). A symposium in which students present their research will be the culminating activity.

ED 692 - ADVANCED P-12 INTERNSHIP

Semester Hours: 3

This internship is for students in advanced programs. The internship is completed throughout the program with a culminating portfolio of all internship assignments.

ED 693 - ELEMENTARY INTERNSHIP

Semester Hours: 6

Observation, participation and teaching in elementary school (full time, 15 week semesters). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 696 - P-12 INTERNSHIP

Semester Hours: 3-6

ED 698 - HIGH SCHOOL INTERNSHIP

Semester Hours: 3-6

Observation, participation, and teaching in middle/high school (full-time, 15 week semester). Students will also attend campus based seminars designed to meet specific needs of interns.

EDC 511 - INSTRUCTIONAL STRATEGIES

Semester Hours: 3

This course provides foundational, in-depth pedagogical strategies for assisting learners in constructing their own understanding of information. This course focuses on multiple instructional options that all learners need in order to be successful. It takes a broad approach to the multiple teaching models that are necessary for working with diverse populations. Prerequisite w/concurrency: ED 501.

EDC 551 - FND OF VISUAL IMPAIRMENTS

Semester Hours: 3

Introduction to academic language found within the profession of special education of students with visual impairments. Examines standards, organizations, programs, and services for students with visual impairments. Studies the basic anatomy, diseases, and disorders of the visual system and explores how to conduct a Functional Vision Assessment.

EDC 560 - INT O & M SKILLS

Semester Hours: 3

Development of orientation and mobility skills for individuals who are blind and visually impaired. Topics include human guide, indoor travel, and residential travel.

EDC 561 - ADV O & M SKILLS

Semester Hours: 3

Development of advanced orientation and mobility skills for individuals who are blind or visually impaired. Topics include business travel, rural travel, and specialized travel.

EDC 610 - BEHAVIORAL ASSESSMENT

Semester Hours: 3

This course will provide an introduction to the strategies, methods, and ethics associated with behavioral assessment. The defining characteristics, strengths, and weaknesses of indirect assessments, descriptive assessments, and functional analysis will be reviewed. Students will learn to differentiate between and implement each type of assessment method. Assessment data collection, analysis, and interpretation will be discussed in the context of identifying appropriate behavioral interventions and goals. Prerequisites: EDC 612, EDC 613 and EDC 614.

EDC 611 - ETHICS IN ABA

Semester Hours: 3

This course will familiarize the student with ethical and professional responsibilities for Board Certified Behavior Analysts. Ethical decision-making processes will be emphasized with respect to the ethical guidelines set forth by the BACB (C), and the relationship between ethics, policy, and law will be explored.

EDC 612 - FUNDAMENTALS IN ABA I

Semester Hours: 3

This course will introduce students to the goals, philosophical assumptions, and dimensions of applied behavior analysis. Students will also be introduced to the basic concepts and principles of behavior analysis including, but not limited to, respondent and operant conditioning, reinforcement and punishment contingencies, schedules of reinforcement, extinction, motivating operations, and automatically and socially mediated consequences. The concepts and principles will be discussed with respect to how they are relevant to socially significant behavior.

EDC 613 - FUNDAMENTALS OF ABA II

Semester Hours: 3

Students will describe and explain behavior from the perspective of radical behaviorism and distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Students will be able to define and provide examples of more complex concepts and principles such as stimulus control, discrimination, generalization, verbal operants, and derived stimulus relations. Prerequisites: EDC 612.

EDC 614 - RESEARCH METHODS IN ABA

Semester Hours: 3

The purpose of this course is to introduce students to the fundamentals of behavior analytic research methods. The course will examine the strategies and tactics used in single-subject research to implement socially important behavior change. Prerequisite: EDC 612.

EDC 615 - INTERVENTIONS IN ABA

Semester Hours: 3

This course will prepare students to identify and implement effective, data-based behavior-change procedures and interventions in applied settings. Elements of behavior change and procedures to accomplish behavior increases, decreases, generalization, and maintenance will be examined. Emphasis will be placed on reinforcement, schedules of reinforcement, extinction, and alternate treatment procedures. This course will also examine strategies, teaching self-management, group-oriented contingencies, shaping techniques, behavior chains, motivational systems, punishment, and other topics. Students will learn how to select and implement function-based interventions for the reduction of problem behaviors and skills-based prevention strategies. Prerequisites: EDC 612, EDC 613 and EDC 614.

EDC 616 - SUPERVISION & MGMT IN ABA

Semester Hours: 3

This course will prepare students to conduct supervision using the principles of behavior analysis. Students will develop performance expectations based on the context, select individualized, assessment-based goals to develop supervisee skills, develop function-based strategies to improve supervisee performance, and design staff training procedures based on behavior analytic research. Prerequisites: EDC 610, EDC 612, EDC 613, EDC 614 and EDC 615.

EDC 617 - SUPERVISED FIELDWORK ABA

Semester Hours: 1-3

This course will introduce students to supervised experience through the practice of applied behavior analysis in clinical and academic settings, such as an outpatient clinic and a child development center. This course may be repeated.

EDC 625 - ASSISTIVE TECH EDUC INDV W/ASD

Semester Hours: 3

This course provides an overview of assistive technology devices and services that are used in the instruction of students with autism spectrum disorders (ASD) and other communication disabilities.

EDC 636 - INTRO STUD AUTISM SPECTR DISOR

Semester Hours: 3

This course will provide advanced teacher candidates with an introduction to working with students diagnosed with autism spectrum disorders. Candidates will develop an understanding of the range of characteristics and behaviors associated with ASD, the effectiveness of early intervention on behaviors, and the theories regarding the etiology of the disorder.

EDC 645 - ASMT & BEHAVIOR APPLC ASD

Semester Hours: 3

This course focuses on assessment and intervention planning for children with ASD. Candidates will enhance their knowledge of various assessments appropriate to the ASD population and develop skills to administer and interpret assessments. The course will provide candidates with an overview of the Applied Behavioral Analysis approach to assessing and teaching students with ASD.

EDC 652 - INTRO TO O&M

Semester Hours: 3

Examines the psychosocial implications of blindness, with a particular focus on independence. Exploration of basic orientation mobility concepts including human guide and basic independent travel through the use of verbal description and tactile graphics.

EDC 653 - STRATEGIES FOR VI

Semester Hours: 3

Examines the strategies used to make education accessible to students with visual impairments through the creation of high-quality accommodations and/or modifications. Topics include organization, assessment, early intervention, and the expanded core curriculum. This course is a practicum for visual impairments.

EDC 654 - INTRO TO BRAILLE

Semester Hours: 3

Focused exploration of braille, braille literacy, and braille assessment.

EDC 655 - COLLAB & TRANSITION PLANNG

Semester Hours: 3

Using case-based instructional strategies, this course is designed to assist advanced teacher candidates in learning to build supportive relationships with families, paraprofessionals, and related service providers, including community agencies, as a foundation for designing differentiated learning experiences for students with disabilities.

EDC 656 - PROGRAMS FOR MIVI/DB

Semester Hours: 3

Intensive examination of curricular adaptations, assessment, and intervention for students with multiple disabilities and visual impairments or deafblindness.

EDC 657 - ADVANCED BRAILLE AND AT

Semester Hours: 3

Focused exploration of the braille for use in various contexts (STEM, music, foreign language), assistive technology and STEM education for students with visual impairments.

EDC 660 - PRCTL APPLC VIS INSTR STRATEGY

Semester Hours: 3

Advanced candidates will participate in an extensive summer clinic for children with ASD. Candidates learn how to create an appropriate learning environment, organize schedules for individual students, develop materials, engage in instruction, respond to behavioral issues, and document student progress.

EDC 662 - INT O & M SEMINAR

Semester Hours: 3

Focuses on research practices and problem areas in intermediate orientation and mobility services for students with visual impairments and additional disabilities.

EDC 663 - ADV O & M SEMINAR

Semester Hours: 3

Focuses on research practices and problem areas in advanced orientation and mobility services for students with visual impairments and additional disabilities.

EDC 682 - O & M and MD

Semester Hours: 3

Focuses on orientation and mobility planning and instruction for students with visual impairments and other disabilities.

EDC 692 - O & M INTERNSHIP

Semester Hours: 1-3

This variable hour course is the cumulative internship course where students complete the internship required to become a Certified Orientation and Mobility Specialist (COMS). The internship is composed of 350 hours working directly with a COMS.