

College of Education

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Degrees

Master of Arts in Teaching (initial teaching certification only)

Master of Education (advanced teaching certification)

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; and
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.) for teachers already certified at the baccalaureate level and seeking advanced level (Alabama Class A) certification. The M.Ed. has five 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); and,
- Differentiated Instruction in Secondary Education (6-12) (biology, chemistry, English language arts, history, mathematics, and physics)

Master of Arts in Teaching (MAT) Alternative Fifth Year

The Alternative Fifth Year Program Master of Arts in Teaching (MAT) 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 alternative fifth year program to have an academic major in the teaching field (EHLA) 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: biology, chemistry, English language arts, English Speakers of Other Languages, history, mathematics, and physics.

Accreditation

Teacher education programs in the College of Education at The University of Alabama in Huntsville are accredited by the National Council for Accreditation of Teacher Education (NCATE) 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.

Master of Arts in Teaching (MAT) Degree Program

Admission Requirements

1. Unconditional admission to UAH and major department (if applicable).
2. GPA of 3.0 or higher in undergraduate teaching field courses and education courses; no grade lower than C.
3. Passing score on required Praxis II Content Area Exam.
4. Program of Study (POS) on file in Education.

Master of Education (M.Ed.) Degree Program

Admission Requirements

1. Unconditional admission to UAH and major department (if applicable).
2. Valid Alabama Class B Teaching Certificate in same or broader field in which advanced certification is sought.
3. GPA of 3.0 or higher in undergraduate teaching field courses and education courses; no grade lower than C.
4. Program of Study (POS) on file in Education.

Additional Requirements for Reading Specialist (P-12) Candidates

1. Two years of successful classroom teaching experience
2. A valid baccalaureate certificate (Class B) in an area of education
3. Certification in Early Childhood, Elementary, or Collaborative Teacher Education; or two reading courses, one of which is introductory.

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 3.0 or higher.
2. Pass comprehensive written examinations in teaching field and education, and on Praxis II when required.
3. Satisfactory Completion of Capstone Action Research Project.

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 Arts in Teaching (initial teaching license 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 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>)¹

¹ Pending Alabama State Department of Education approval

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

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 - TCHNG ENGLISH MID & SEC SCHLS

Semester Hours: 3

This course is designed to provide graduate level English Education majors with the theory, tools and techniques for teaching middle and secondary students. The focus of the course is primarily, though not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Alabama Content Standards. Students will study, discuss, and implement a variety of environments middle and secondary students reside in, special attention will be given to the use of various technologies as a means of content exploration and student evaluation. As this is a graduate level course, students are expected to engage in substantive scholarly research. Admissions to the Teacher Education Program of permission of instructor is required before registering for this class.

ED 522 - TCHNG MATH MID & SEC SCHLS

Semester Hours: 3

The math 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 engage students in learning in mathematics in middle and secondary classrooms. Topics include specific educational philosophies of mathematics education, lesson and unit planning, instructional strategies, use of mathematics manipulatives and technology, and student assessment within the content area. Applications will include microteaching and intensive school-based experiences in area schools. Intensive field experience required. Must be admitted to Teachers Education Program or permission of instructor required before registering for this course.

ED 523 - TCHNG SCIENCE MID & SEC SCH

Semester Hours: 3

This course is designed for students who are pursuing teaching certification in middle and/or secondary science. The course will first focus on how middle and secondary students learn science, and then from this knowledge base, the class context will focus on how to plan, design, and implement inquiry-based science instruction. Assessment development in science, the interpretation, and the use of assessment results to guide student understanding will also be incorporated in teaching methodology.

ED 524 - TCHNG SOC STUD MID & SEC SCH

Semester Hours: 3

This 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. Intensive field experience required. Students are required to observe, participate, and teach a lesson in a secondary social studies classroom. Admission to the Teacher Education Program or permission of chair is required for this course.

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 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 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 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 literary 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. Teacherdirected, 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 612 - DIAGNOSIS & ASSESSMENT 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 - ASSESSMENT GUIDE DIFFERENT 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 640 - DIFFERENTIAL STRATEGY RES & TEACH ELL

Semester Hours: 3

The course is designed to provide current educators the foundation for informed and effective classroom teaching in diverse classrooms with ELL students. The course includes theoretical underpinnings of historical and contemporary ELL education, instructional methods, analysis and critique of methodologies, and strategies for pedagogically sound classroom instruction and lesson planning within linguistically and culturally diverse classrooms.

ED 650 - DIFFERENT ELEMENTARY MATH & SCI INSTRUCTION

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 - DIFFERENT ELEMENTARY 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 - TEACHING ELEMENTARY 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. Prerequisites: 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 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.

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 610 - FUNCTIONAL ASSESSMENT ABA

Semester Hours: 3

This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the applied behavior analyst in service delivery mechanisms in mental health and education settings. Instruction will include critical analyses of the literature and implementation of procedures covered in classroom discussions and critiques.

EDC 611 - ETHICS IN ABA

Semester Hours: 3

This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analyst by leading organizations in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

EDC 612 - FUNDAMENTALS OF ABA

Semester Hours: 3

The goal of this course is to provide you with an introduction to the scientific foundations upon which ABA is built and the basic principles of behavior. Additionally, the class will provide you an opportunity to practice applying this knowledge to your own behavior in a self-management project.

EDC 613 - POSITIVE BEHAVIORAL SYSTEMS

Semester Hours: 3

The course will focus on the concepts and procedures of applied behavior analysis related to classroom management of social and academic behaviors. Emphasis will be placed on the application of principles of effective instruction, proactive behavior management and positive behavioral support for students with disabilities.

EDC 614 - RESEARCH IN ABA I

Semester Hours: 3

The purpose of this course is to introduce you to the fundamentals of behavior-analytic research methods. The course will cover the theoretical foundations of empirical research, as well as the practical issues in conducting experimental research.

EDC 615 - RESEARCH IN ABA II

Semester Hours: 3

Use of research procedures to investigate problems in the education of people with disabilities. Advanced procedures in single-subject research methodology, including design strategies and experimental control, are emphasized. Design and implementation of a research study is required.

EDC 616 - PRACTICUM IN ABA

Semester Hours: 3

This course provides students with an intensive clinical-based practicum in an agency that provides applied behavioral analysis as part of the interventions. Students will complete the required hours to sit for the BCBA exam throughout the program but this course will serve as the culminating clinical practicum for this program.

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.