SCHOOL OF TEACHER PREPARATION, ADMINISTRATION AND LEADERSHIP (TPAL)

The NMSU College of Education’s School of Teacher Preparation, Administration and Leadership (TPAL) is devoted to the preparation of master educators, administrators, and leaders for public, private, and governmental institutions. Graduates are prepared to serve as teachers, directors of instruction and curriculum, subject matter specialists, supervisors of student teaching, educational leaders, and university professors.

Vision

We serve the State of New Mexico, borderlands and global communities with socially responsive scholarship, innovative programs, and collaborative initiatives in education that foster and enhance the capacity of educators and communities to advance equity, democracy, and social justice in education and society.

Mission

As a School within a land-grant and Hispanic Serving Institution, we support and advocate for equitable education for all, especially historically marginalized and multicultural/multilingual communities and students with exceptionalities. We accomplish this through teaching, scholarship, public service, the preparation of teachers and leaders, and collaborations across the disciplines and with our constituents.

Location

The main office of the School of Teacher Preparation, Administration and Leadership (TPAL) at New Mexico State University is located in O’Donnell Hall, Room 302.

New Mexico State University
College of Education
School of Teacher Preparation, Administration and Leadership
MSC 3CUR
Las Cruces, New Mexico 88003-8001
(575) 646-4820

Undergraduate Program Information

Bachelor Degrees

Licensure Programs
• Bachelor of Science in Education

Undergraduate Teacher Education with majors in:
• Early Childhood Education
• Elementary Education
• Special Education
• Secondary Education – with concentrations in:
  • Science
  • Language Arts
  • Math Education
  • Social Studies

Non-Licensure Program
• Bachelor of Applied Studies
  Major in:
  • Early Childhood Birth to Age 4 Non-Licensure Track

Undergraduate minors
• Early Childhood Education – Undergraduate Minor
• Educational Leadership – Undergraduate Minor

Graduate Program Information

Masters Degrees

Master of Arts in Education
• MA/MAT in Education Programs Page (General information)
  • Master of Arts in Education Plus Licensure Concurrently (earn a teaching license in the areas of Elementary Education or Secondary Education while earning a Master of Arts in Education degree)
  • Alternative Licensure
  • Master of Arts in Education (Non-Licensure)
  • Master of Arts in Education (for licensed PK-12 teachers)
  Concentrations:
  • Bilingual Education
  • Curriculum and Instruction/Multicultural Education
  • Early Childhood Education
  • Learning Design and Technology
  • Language, Literature and Culture
  • Teaching English to Speakers of Other Languages

Masters of Arts in Educational Administration
• Master of Arts (M.A.) and Licensure Program in Educational Administration- PK-12 program
• Master of Arts (M.A.) in Educational Administration – Community College and University Administration program

Master of Arts in Teaching
Concentrations:
• Dance
• Spanish

Masters of Arts in Special Education
• SPED Masters and Licensure Programs

Bachelor's:

Early Childhood Education - Bachelor of Science in Education
Educational Leadership - Bachelor of Science
Elementary Education (Language Arts K-8)- Bachelor of Science in Education
Elementary Education (Math Arts K-8)- Bachelor of Science in Education
Elementary Education (Science Arts K-8)- Bachelor of Science in Education
Elementary Education (Social Studies K-8) - Bachelor of Science in Education
Second Education (Secondary Education Language Arts) - Bachelor of Science in Education
Second Education (Secondary Education Math) - Bachelor of Science in Education
Second Education (Secondary Education General Science) - Bachelor of Science in Education
Second Education (Secondary Education Social Studies) - Bachelor of Science in Education
Special Education (Elementary Education) - Bachelor of Science in Education
Special Education (Secondary Education) - Bachelor of Science in Education
Zero to Four Non-Licensure Track (Early Childhood) - Bachelor of Applied Studies

**Masters:**
Education (Bilingual Education) - Master of Arts
Education (Curriculum & Instruction) - Master of Arts
Education (Early Childhood Education) - Master of Arts
Education (Educational Learning Technologies) - Master of Arts
Education (Language, Literacy & Culture) - Master of Arts
Education (Teaching English Speakers of Other Languages) - Master of Arts
Education (Dance) - Master of Arts in Teaching
Education (Spanish) - Master of Arts in Teaching
Educational Administration (Higher Education Administration) - Master of Arts
Educational Administration (Pk-12 Administration) - Master of Arts
Special Education - Master of Arts

**Doctorates:**
Curriculum and Instruction - Doctor of Education
Curriculum and Instruction - Doctor of Philosophy
Educational Administration (Higher Education Administration) - Doctor of Education (ELDP)
Educational Administration (Pk-12 Administration) - Doctor of Education (ELDP)
Educational Administration (Higher Education Administration) - Doctor of Philosophy (ELDP)
Educational Administration (Pk-12 Administration) - Doctor of Philosophy (ELDP)

Special Education - Doctor of Education
Special Education - Doctor of Philosophy

**Undergraduate Minors**
Early Childhood Education - Undergraduate Minor
Educational Leadership and Administration - Undergraduate Minor

**Graduate Minors**
Higher Education Administration - Graduate Master's Minor
Pk-12 School Administration - Graduate Master's Minor
Pk-12 and Higher Education - Graduate Doctorate Minor
Special Education - Graduate Minor
Online Teaching & Learning Technologies

**Codirectors of the Program:**
Professor, Azadeh F. Osanloo, Co-Director
Associate Professor, Betsy (Elizabeth) Cahill, Co-Director

**Professors:** Baptiste, Haynes Writer, A. Hernandez, Osanloo, Torres;
**Associate Professors:** Araujo, Cahill, Fahrenbruck, Flores Carmona, Huerta-Charles, Prentice, Reyes, Rutledge, Salas, Salazar Perez, Williams Pichon; **Assistant Professors:** Engledowl, Gray, Guillaume, Kew, Lucero, Marlatt, Pando, Parra, Ramdoss, Rubio, Woodley; **College Associate Professor:** Hannan, C. Hernandez; **College Assistant Professor:** Bagwell, Gorham-Blanco, Mason, Rodriguez-Srawn; **College Professor:** Carela, Cifuentes; **Emeritus Professors:** Armendáriz, Domínguez, González, Ivory, Townley, Wilburg

A.F. Osanloo, Ph.D., Co-Director (Arizona State University) – educational equality, educational leadership and policy, philosophical foundation of education, issues of race, class, and gender in civic education; E. Cahill, Ph.D., Co-Director (Kent State University) – early childhood education; B. Araujo, Ph.D. (New Mexico State University) – critical pedagogy, bilingual education; H. P. Baptiste, Ed.D. (Indiana University) – science elementary; C. Engledowl, Ph.D. (University of Missouri) – mathematics education; J. Flores-Carmona, Ph.D. (University of Utah) – culture and society, sociology of education; M. L. Fahrenbruck, Ph.D. (University of Arizona) – language, reading & culture; R. Guillaume, Ph.D. (New Mexico State University) – student development theory, biracial/multicultural identity development, higher education administration; J.M. Hannan, Ph.D. (New Mexico State University) – distance education administration, best practices in teaching distance education, student services for distance education students; J. L. Haynes Writer, Ph.D. (University of New Mexico) – critical multicultural & social justice education, Indigenous, Native American education teacher preparation; A. Hernandez (Stanford University) – elementary literacy, sociolinguistics, and teacher professional development; C.M. Hernandez, Ph.D. (Kansas State University) – science education; L. Huerta-Charles, Ph.D. (New Mexico State University) – multicultural/bilingual education; K. Kew, Ph.D. (Boston College) – educational change and reform, educational leadership, school culture, micro-politics; L. Lucero (University of Texas-El Paso) – teaching, learning, and culture, math, science, technology; R. Marlatt, Ph.D. (University of Nebraska-Lincoln) – language, literacy and culture; L. Mason, Ed.D. (University of Northern Colorado) visual impairment, orientation and mobility, literacy; M. Pando, Ph.D. (Texas Tech University) – bilingual education; J. L. Parra, Ed.D. (Pepperdine University) – online teaching & learning, technology integration, teacher/faculty professional development.
innovative & transformative education; M. Prentice, Ph.D. (University of Texas at Austin) - community college administration, service learning issues, best practices in teaching higher education; S. Ramdoss, Ph.D. (University of Texas at Austin) - autism and developmental disabilities, assistive technology; L. A. Rodriquez, Ph.D. (New Mexico State University) - higher education administration, service learning practitioners; SLED program developer, teaching higher education, doctoral programs coordinator; D. Rutledge, Ph.D. (University of Colorado-Boulder) - learning technologies, international education, bilingual education/TESOL; L. Salas, Ph.D. (New Mexico State University) - bilingual and multicultural special education, early childhood special education; M. Salazar Perez, Ph.D. (Arizona State University) - early childhood; M. Torres, Ph.D. (University of New Mexico) - sociocultural and psychological foundation; H. Williams Pichon, Ph.D. (University of New Orleans) - higher education administration, access and persistence of historically underrepresented groups in higher education, college student development, research; X. Woodley, Ph.D (New Mexico State University) - educational learning technology, critical pedagogy.

Emeriti Professors
A. L. Amendárez, Ph.D. (University of New Mexico - emeritus) - school administration, leadership development, organizational theory; R. Dominguez, Ph.D. (New Mexico State University - emeritus) - educational administration, higher education, community college administration, leadership development; M. L. González, Ph.D. (New Mexico State University) - leadership in public school administration, multicultural organizations; C. T. Townley, Ph.D. (University of Michigan - emeritus) - knowledge management, higher education.

Early Childhood Education Courses
ECED 115. Child Growth, Development, and Learning
3 Credits (3)
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals.

ECED 125. Health, Safety, and Nutrition
2 Credits (2)
This course provides information related to standards and practices that promote children's physical and mental well being sound nutritional practices, and maintenance of safe learning environments.

ECED 135. Family and Community Collaboration
3 Credits (3)
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed.
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 215. Curriculum Development Through Play
3 Credits (3)
The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four and developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IFSP's and IEP's is included. Consent of instructor required.
Prerequisite(s): ECED 115 and ENGL 111G.
Corequisite(s): ECED 220.

ECED 220. Early Childhood Education Practicum I
2 Credits (2)
The beginning practicum course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways. Consent of instructor required.
Prerequisite(s): ECED 115 and ENGL 111G.
Corequisite(s): ECED 215.

ECED 225. Curriculum Development and Implementation II
3 Credits (3)
The second curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IEP's is included. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 230.

ECED 230. Early Childhood Education Practicum II
2 Credits (2)
The second field-based curriculum course focuses on practicing developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 225.

ECED 235. Introduction to Language, Literacy and Reading
3 Credits (3)
This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension.
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 245. Professionalism
2 Credits (2)
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

ECED 255. Assessment of Children and Evaluation of Programs
3 Credits (3)
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. Crosslisted with: SPED 255
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 265. Guiding Young Children
3 Credits (3)
This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented.
ECED 270. Program Management
3 Credits (3)
Technical knowledge necessary to develop and maintain a quality early care and education program. The course will focus on sound financial management and vision, laws and legal issues that affect programs and state and national standards including accreditation requirements.
Prerequisite: consent of instructor.

ECED 275. Curriculum for Diverse Learners and Their Families
3 Credits (3)
Implementation of family-centered programming that includes developmentally appropriate and culturally responsive curriculum. The course will also cover the establishment and maintenance of healthy and safe learning environments. Consent of instructor required.

ECED 276. Effective Program Development for Diverse Learners and Their Families
2 Credits (2)
Practical experience in observing and carrying out the role of the director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 275.

ECED 280. Professional Relationships
3 Credits (3)
Development of staff relationships that will foster strong professional relationships with and among families, communities and advisory boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Working effectively with board, advisory groups and community members and agencies will be addressed. Consent of instructor required.
Corequisite(s): ECED 281.

ECED 281. Professional Relationships Practicum
2 Credits (2)
Practical experience in the development of staff relationship that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 280.

ECED 315. Research in Child, Growth, Development and Learning
3 Credits (3)
This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive, language, and the methodological aspects of research in early childhood development and education. May be repeated up to 3 credits. Restricted to: TEP-ECED majors.
Prerequisite(s): ECED 115.

ECED 329. Early Primary Field Placement
2 Credits (4P)
The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts and Movement. The field based component will provide experiences that address curriculum content and practice teaching that is relevant for early primary children in developmentally and culturally sensitive ways. Graded: S/U. May be repeated up to 2 credits. Restricted to: TEP-ECED majors. S/U Grading (S/U, Audit).
Corequisite(s): ECED 440, ECED 455, RDG 350.

ECED 335. Family, Language and Cultural
3 Credits (3)
This course analyzes the interrelationships between family, language, and culture as connected to children’s development and learning. In this course, language is understood as a human activity and higher mental process which build on the children’s families, community and cultural background. May be repeated up to 3 credits. Restricted to: TEP-ECED majors.
Prerequisite(s): ECED 135.

ECED 351. Emergent Literacy
3 Credits (2+2P)
This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through age 4, including children with special needs. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials and preparation of rich literacy environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability and 5) literacy leadership. Crosslisted with: RDG 351.
Prerequisite(s): ECED 235.

ECED 395. Special Topics
1-3 Credits
Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 420. Integrated Early Childhood Curriculum
4 Credits (4)
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prerequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, and ECED 265.
Corequisite(s): ECED 425.

ECED 425. Integrated Curriculum Practicum
2 Credits (2)
The advanced practicum course is a field based course that will provide opportunities for the integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prerequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, ECED 265.
Corequisite(s): ECED 420.
ECED 440. Teaching and Learning Math and Science
4 Credits (4)
Standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experience required. May be repeated up to 4 credits.
Corequisite(s): ECED 329, ECED 455, RDG 350.

ECED 455. Teaching and Learning Social Studies, Fine Arts and Movement
3 Credits (3)
The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts and movement across the curriculum. This course emphasizes an integrated approach to teaching the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement and drama. May be repeated up to 3 credits.
Corequisite(s): ECED 329, ECED 440, RDG 350.

ECED 458. Field Experience (Infants Pre-K)
1 Credit (1)
Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. Graded S/U.

ECED 459. Field Experience (K-3)
1 Credit (1)

ECED 465. Advanced Caregiving for Infants and Toddlers
3 Credits (3)
The advanced field-based course is intended to assist students to define and implement advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs and styles of every child, appropriate guidance techniques and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in home, small-group or whole-group care situations. May be repeated up to 3 credits.
Prerequisite(s): ECED 215 and ECED 220; ECED 225 and ECED 230.

ECED 470. Student Teaching/Seminar
6 Credits (6)
Provides student teaching experience in a variety of settings with young children ages birth 8. May be repeated up to 6 credits. Restricted to: TEP-ECED majors.

ECED 479. Curriculum in Early Childhood Education
3 Credits (3)
Development and implementation of curriculum and materials for teaching young children.

ECED 489. Topics
3 Credits (3)
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 510. Issues in Early Childhood Education
3 Credits (3)
Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 515. Working with Parents of Young Children
3 Credits (3)
Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.

ECED 520. Seminar on Cognitive and Social Development
3 Credits (3)
In-depth study of developmental theories: Piaget, Kohlberg, Bruner, and Erikson. Implications for development of preschool programs and teaching techniques.

ECED 530. Leadership and Advocacy in Early Childhood
3 Credits (3)
The course explores a multidisciplinary approach to early childhood educational leadership, advocacy and change. The course focuses on leadership in its many forms: in teaching, administration, policy, research, and ethics. In addition, we will examine the theory and practice of change to gain an understanding of what contributes to advocating for policy and community change. Students will gain a deeper understanding of themselves as leaders, and ways to improve early education to promote social justice in programs and systems serving families and young children.

ECED 570. Play in the Early Childhood Curriculum
3 Credits (3)
Advanced exploration of the development of curriculum based on children's play. A means of exploring and learning the patterns of human living, communications, and experiences congruous with developing interests and capacities. Restricted to majors. Same as ECED 451 with differentiated assignments for graduate students.

ECED 510. Issues in Early Childhood Education
3 Credits (3)

ECED 515. Working with Parents of Young Children
3 Credits (3)

ECED 520. Seminar on Cognitive and Social Development
3 Credits (3)

ECED 530. Leadership and Advocacy in Early Childhood
3 Credits (3)

ECED 570. Play in the Early Childhood Curriculum
3 Credits (3)

ECED 510. Issues in Early Childhood Education
3 Credits (3)

ECED 515. Working with Parents of Young Children
3 Credits (3)

ECED 520. Seminar on Cognitive and Social Development
3 Credits (3)

ECED 530. Leadership and Advocacy in Early Childhood
3 Credits (3)

Education Courses
EDUC 101. Freshman Orientation
1 Credit (1)
Introduction to the university and to the College of Education. Discussion of planning for individualized education program and field experience. Restricted to Las Cruces campus only.

EDUC 102. Internship I
3 Credits (3)
Supervised experience in elementary education settings.

EDUC 459. Field Experience (K-3)
1 Credit (1)

EDUC 633. Praxis and Reflexivity
3 Credits (3)
Same as BIL 633, EDUC 633, RDG 633, EDLT 633.

EDUC 698. Selected Topics in Early Childhood Education
1-6 Credits
Offered under various subtitles. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.
EDUC 103. Introduction with Internship in Bilingual Education/ESL
3 Credits (3)
An overview of the American Education system with emphasis on organization, governance, law, demographics, and professional practice. Will include supervised experience in bilingual education/ESL elementary settings for prospective bilingual education/ESL teachers.

EDUC 150. Math for Paraprofessionals
3 Credits (3)
Applied math skills for paraprofessionals working with children.
Prerequisite: CCDM 103.

EDUC 151. Math for Paraprofessionals II
3 Credits (3)
Applied math skills for paraprofessionals working under the direction of a teacher.
Prerequisite: EDUC 150.

EDUC 181. Field Experience I
1 Credit (1)
Introduction to public school teaching, school visits, classroom observations and discussion seminar.

EDUC 195. Individual Topics in Education
1-3 Credits
Supervised study in a specific area of interest. Each course shall be designated by a qualifying subtitle. May be repeated for a maximum of 9 credits.

EDUC 202. Internship II
3 Credits (3)
Supervised experience in junior high settings.
Prerequisite: must be a co-op student.

EDUC 204. Foundations of Bilingual/ESL Education
3 Credits (3)
Explore and review the historical, legal, philosophical, theoretical and pedagogical paradigms of bilingual/ESL education.

EDUC 219. Pre-Teacher Preparation
3 Credits (3)
Assists students in developing the necessary competencies needed for acceptance to the Teacher Education Program. Course content includes basic skill development, test taking skills, and completion of teacher preparation packet. Maybe repeated for a maximum of 6 credits. Graded S/U. Community Colleges only.

EDUC 250. Introduction to Education
2 Credits (2)
An overview of the American education system with emphasis on organization, governance, law, demographics, and professional practice. Restricted to Las Cruces campus only.

EDUC 281. Introduction to Secondary Education and Youth
3 Credits (3)
Introductory course for students considering a career in secondary education. Includes historical, philosophical, and sociological foundations, program organization, critical dispositions, and understanding the context of schools and youth. Practicum required. Restricted to: Secondary Ed majors. Traditional Grading with RR.

EDUC 302. Internship III
3 Credits (3)
Student teaching in public school classroom according to major area of interest.

EDUC 303. Secondary Bilingual/ESL Field Experience
3 Credits (2+2P)
Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 381. Crosslisted with: EDUC 381.

EDUC 315. Multicultural Education
3 Credits (2+2P)
The conceptual manifestations of culture, race and ethnicity, class, gender, sexual orientation, exceptionalities, language, bilingualism, and global citizenship within the schooling process. May be repeated up to 3 credits. Crosslisted with: EDUC 317V.

EDUC 317V. Multicultural Issues in Society
3 Credits (3)
Conceptual manifestations of culture, race, ethnicity, class, gender, exceptionalities, language, and bilingualism within and across society. Crosslisted with: EDUC 315.

EDUC 342. Sheltered English Instruction for the ESL Classroom
3 Credits (3)
Addresses the acquisition of English proficiency by speakers of other languages.

EDUC 343. Language, Literacy, and Culture in the ESL Classrooms
3 Credits (3)
Framework and strategies for developing the written abilities of second language learners.

EDUC 381. Secondary Field Experience
3 Credits (2+2P)
Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 303. Crosslisted with: EDUC 303.

EDUC 395. Special Topics in Education
1-3 Credits
Offered under various subtitles in the Schedule of Classes. May be taken for a maximum of 3 cr. per semester and a total of 6 credits overall.

EDUC 402. Data Literacy and Assessment
3 Credits (3)
Methods for selecting, constructing, and using multiple methods of assessment to monitor learner progress and improve student learning. Students will learn to analyze and use classroom and standardized assessment data to understand patterns and gaps in learning, to guide planning and instruction, and employ technology to support practice. May be repeated up to 6 credits.

EDUC 451. Methods of Teaching Elementary School Science
3 Credits (2+2P)
Methods and materials for teaching elementary school science. Includes components of lessons and the use of multimedia. May be repeated up to 3 credits. Restricted to: TEP-EED majors.
Prerequisite(s): 9 hours of science from biology, chemistry, physics, and earth sciences, with no more than 3 hours from any one department.
EDUC 452. Methods of Teaching Elementary School Mathematics  
3 Credits (2+2P)  
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. May be repeated up to 3 credits. Restricted to: TEP-EED majors.  
Prerequisite(s): MATH 111.

EDUC 454. Methods of Teaching Elementary School Social Studies  
3 Credits (2+2P)  
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, non textual curriculum, integration, multicultural education, authentic assessment, and practical applications. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 460. Teaching Language Arts at the Middle and High School Level  
3 Credits (2+2P)  
Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 560. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 461. Teaching Social Studies at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies. Practicum required. Same as EDUC 561. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 462. Teaching Mathematics at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of mathematics. Practicum required. Same as EDUC 562. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 463. Teaching Science at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for students in grades 6-12. Practicum required. Same as EDUC 563. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 470. Elementary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in elementary schools. May be repeated up to 9 credits. Restricted to: TEP-EED majors. S/U Grading (S/U, Audit).

EDUC 471. Secondary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in secondary schools. May be repeated up to 9 credits. Restricted to: TEP-SED majors. S/U Grading (S/U, Audit).

EDUC 475. Contemporary Issues in Education  
3 Credits (2+2P)  
Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. Requires field experience component in a school or community setting. Same as EDUC 575. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 476. Science for Educators  
3 Credits (3)  
This course will focus on the exploration of key central science concepts and how to connect learners to resources, tools of inquiry, and collaborative problem solving related to authentic local and global issues in classroom, lab, and digital science environments. Topics include: The nature of science, Physical Science, Life Science, Earth and Space Science.

EDUC 480. International Student Teaching Seminar  
1 Credit (1)  
Preparation for students planning to teach in an international setting.  
Prerequisite: Must be scheduled one semester before graduation.

EDUC 481. Elementary Student Teaching Seminar  
3 Credits (3)  
Discussion of elementary school issues related to student teaching. Taken concurrently with EDUC 470. May be repeated up to 3 credits. Restricted to: TEP-EED majors.

EDUC 482. Middle and High School Student Teaching Seminar  
3 Credits (3)  
Discussion of secondary school issues related to student teaching. Taken concurrently with EDUC 471. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 489. Topics  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 3 credits. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: TEP-SPED majors.

EDUC 495. Directed Study Courses in Education  
1-3 Credits  
Each course shall be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a grand total of 6 credits.

EDUC 501. Special Topics  
1-3 Credits  
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 504. Adult and Family Literacy in TESOL  
3 Credits (3)  
An exploration of the theoretical, programmatic, and curricular frameworks for English language learners and their families. Focus on the development of culturally responsive and pedagogically sound literacy programs. Same as RDG 504.

EDUC 505. Classroom Management  
3 Credits (3)  
Strategies for managing classroom settings and determining appropriate modification of instructional approaches to meet changing classroom situations.
EDUC 509. Teaching Methods Laboratory
3 Credits (3)
Prerequisite(s): Bachelor's degree and admission to the Graduate School and departmental special program.

EDUC 510. Internship/Student Teaching
1-6 Credits (1-6)
Integrated with EDUC 509. Student is assigned to an elementary or secondary classroom for 14-16 weeks. Elementary or secondary. May be repeated up to 6 credits.
Prerequisite(s): EDUC 509.

EDUC 515. Multicultural Education
3 Credits (2+2P)
Conceptual manifestations of culture, race, and ethnicity, class, gender, exceptionalities, language and bilingualism within the schooling process. Same as EDUC 315 with differentiated assignments for graduate students.

EDUC 516. Curriculum and Pedagogy I
3 Credits (3)
Introduction, reconstruction, and other connections among historical, philosophical, sociocultural, psychological, and theoretical foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings.

EDUC 518. Technology and Pedagogy
3 Credits (3)
Critical analysis, design, and evaluation of computer-based technologies in teaching and learning for diverse communities. May be repeated up to 3 credits.
Prerequisite(s): Graduate standing.

EDUC 519. Research in Curriculum and Pedagogy
3 Credits (3)
An introduction to qualitative and quantitative designs for research in curriculum and instruction, with emphasis on action research.

EDUC 520. Action Research Projects
3 Credits (3)
Deeper explorations and connections among foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings through action research projects, approaches to assessment, and agency.
Prerequisite(s): EDUC 515, 516, 518 & 519.

EDUC 530. Exploration in Education
3 Credits (2+2P)
Overview of elementary and secondary schooling. Includes opportunities to gain teaching experience in diverse settings.

EDUC 537. Independent Readings
1-3 Credits
Each project will be designated by a qualifying subtitle.

EDUC 542. Sheltered English Instruction for the ESL Classroom
3 Credits (3)
Addresses the acquisition of English proficiency via the SIOP (Sheltered Instruction Observational Protocol) research validated model for lesson planning and implementation that provides English learners with access to grade-level standards.

EDUC 543. Language, Literacy and Culture in the ESL Classrooms
3 Credits (3)
Framework and strategies for developing the written abilities of second language learners. Explore different theories of language, culture and literacy by analyzing the interconnections between language, culture and literacy.

EDUC 550. Methods of Teaching Early Childhood Education
3 Credits (3)
Characteristics of the young child, play, guidance, communication, methods, materials, models, issues. Same as EDUC 450 with differentiated assignments for graduate students.

EDUC 551. Methods of Teaching Elementary School Science
3 Credits (2+2P)
Methods and materials for teaching elementary school science. Includes components of lessons, planning and teaching lessons in schools, and multimedia. Same as EDUC 451 with differentiated assignments for graduate students.

EDUC 552. Methods of Teaching Elementary School Mathematics
3 Credits (2+2P)
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Same as EDUC 452 with differentiated assignments for graduate students.

EDUC 553. Methods of Teaching Elementary School Language Arts
3 Credits (2+2P)
Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Same as EDUC 453 with differentiated assignments for graduate students.

EDUC 554. Methods of Teaching Elementary School Social Studies
3 Credits (2+2P)
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Same as EDUC 454 with differentiated assignments for graduate students.

EDUC 555. Methods of Teaching Elementary School Language Arts
3 Credits (2+2P)
Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Same as EDUC 453 with differentiated assignments for graduate students.

EDUC 556. Methods of Teaching Elementary School Mathematics
3 Credits (2+2P)
Methods and materials for teaching elementary school mathematics. Includes components of lessons, planning and teaching lessons in schools, and multimedia. Same as EDUC 451 with differentiated assignments for graduate students.

EDUC 557. Science and Math Methods: Internship
3 Credits (3)
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction for mathematics and science. University supervision provided simultaneously with EDUC 557. Restricted to CI and HSS non-degree students.

EDUC 558. Social Studies/Language Arts Methods Internship
3 Credits (3)
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction for social studies and language arts. University supervision provided simultaneously with EDUC 558. Restricted to CI and HSS non-degree students.
EDUC 560. Teaching Language Arts at the Middle and High School Level
3 Credits (2+2P)
Implications of cognition and language development for appropriate
secondary instructional practices. Focus on construction of meaning,
student-centered response to literature, writing process, print and oral
language development, based on socio-psycholinguistic research and
theory. Practicum required. Same as EDUC 460 with differentiated
assignments for graduate students. Prerequisite(s): TEP required
EDUC 515 & EDUC 530.

EDUC 561. Teaching Social Studies at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high
school teacher in social studies. The focus will be on a variety of
instructional strategies and pedagogical skills that will enhance the
learning of social studies for student in grades 6-12. Practicum required.
Same as EDUC 461 with differentiated assignments for graduate
students. Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 562. Teaching Mathematics at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high
school teacher in mathematics. The focus will be on a variety of
instructional strategies and pedagogical skills that will enhance the
learning of students in 6-12 setting settings for mathematics. Same as
462 with differentiated assignments for graduate students.
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 563. Teaching Science at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high
school teacher in science. The focus will be on a variety of instructional
strategies and pedagogical skills that will enhance the learning of science
for student in grades 6-12. Practicum required. Same as EDUC 463 with
differentiated assignments for graduate students.
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 576. Qualitative Research
3 Credits (3)
Introduction to qualitative research methodologies from problem
formulation to interpretation of results.

EDUC 584. Assessment in Culturally & Linguistically Responsive
Teaching
1-3 Credits (1-3)
An overview of approaches to assessment with a special focus on
cultural and linguistic responsiveness needed for teaching learners of
English as an additional language.

EDUC 585. Sociolinguistics in Education
3 Credits (3)
Course provides an overview of sociolinguistics, with emphasis on the
study of the relationship between language and society. Explores both
foundational and current issues as they relate to educational practice.

EDUC 590. TESOL Practicum
3 Credits (3)
Classroom applications of ESL literacy development through supervised
teaching experiences accompanied by a seminar. Same as RDG 590.

EDUC 595. Directed Study Courses in Education
1-3 Credits
Each course will be identified by a qualifying subtitle. Maximum of 3
credits in any one semester and a total of 6 credits overall.

EDUC 598. Special Research Programs
1-3 Credits
Individual investigations either analytical or experimental. Maximum of 3
credits per semester and a total of 6 credits overall.

EDUC 599. Master’s Thesis
15 Credits
Thesis.

EDUC 600. Doctoral Research
1-15 Credits
Research.

EDUC 601. Contemporary Curriculum/Instruction Practices
1-3 Credits
Course subtitled in the Schedule of Classes. A maximum of 3 credits per
semester and a total of 6 credits overall.

EDUC 602. Internship in Curriculum and Instruction
3-6 Credits
For those pursuing an advanced graduate degree to meet the requirement
for field work. Each course to bear an appropriate subtitle.

EDUC 603. Curriculum for a Diverse Society
3 Credits (3)
Builds upon knowledge of the foundations of curriculum and professional
experience in an educational setting. Focus on the role of the curriculum
leader in understanding curriculum theory, designing curriculum, and
implementing curriculum in various settings.

EDUC 604. Pedagogy of Learning in a Diverse Society
3 Credits (3)
Builds upon knowledge of the foundations of instruction and professional
experience in teaching and learning. Focus on diverse theories of
instruction with relevant practices in pluralistic settings and multicultural
interactions of teaching and learning.

EDUC 605. Independent Study Topics
1-3 Credits
A problem and seminar course for those pursuing an advanced graduate
degree. Course subtitled in the Schedule of Classes.

EDUC 606. In-depth Interviewing: A Qualitative Research Method
3 Credits (3)
Use of pilot research project to introduce students to in-depth
interviewing techniques.

EDUC 607. Current Research in Educational Practice
3 Credits (3)
A seminar for doctoral and education specialist students emphasizing
current research and educational practices. Same as BIL 607, ECED 607,
RDG 607, and SPED 607.

EDUC 608. Issues in Multicultural Curriculum and Instruction and Teacher
Education
3 Credits (3)
Builds upon multicultural theories and practices of teacher education.
Restricted to doctoral-level students of any major.

EDUC 613. Evaluation of Quantitative Research in Education
3 Credits (3)
A doctoral-level exploration of a broad range of quantitative research
designs and methodologies for collection and analysis of data as applied
to critical review of the literature. May be repeated up to 3 credits.
EDUC 623. Curricular Mediation for Democratic Communities
3 Credits (3)
Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as BIL 623, ECED 623.

EDUC 630. Critical Race Theory & Storytelling in Educational Spaces
3 Credits (3)
An upper-level doctoral course focusing on the philosophical, theoretical, and methodological origins and practices of CRT and the sister frameworks that emerged from CRT, i.e., AsianCrit, BlackCrit, FemCrit, LatCrit, QueerCrit, TribalCrit, and WhiteCrit within educational spaces.

EDUC 633. Praxis and Reflexivity
3 Credits (3)
Same as BIL 633, ECED 633, EDLT 633, RDG 633.

EDUC 634. Research as Praxis
3 Credits (3)
Alternative community-or-school-based research aimed at investigating and transforming educational realities, with the participants for their own benefit. Students will experience the dynamic between research theory and practice in education. Crosslisted with: BIL 634, EDLT 634 and RDG 634. Restricted to: EDUC,C I,C ID majors.
Prerequisite(s): EDUC 576 and 613.

EDUC 635. Critical Theory and Pedagogy
3 Credits (3)
Covers the various schools of thought on pedagogy, the historical and philosophical foundations embedded in these schools, and their impact on educational settings. Restricted to doctoral-level students of any major. Same as BIL 635.

EDUC 637. Social Justice Issues in Education
3 Credits (3)
Covers the systems of oppression located within the constructs of power and hegemony and their impact on schooling. Restricted to doctoral-level students of any major. Same as BIL 637.

EDUC 685. Practicum
2-6 Credits
Provision for field inquiries and experiences designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction.
Prerequisite: post-master’s standing.

EDUC 694. Dissertation Seminar: Qualitative Research Designs
1-6 Credits
Dissertation seminar course for doctoral students utilizing a qualitative research design. Restricted to College of Education students.
Prerequisite: consent of instructor.

EDUC 698. Selected Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits per semester and a total of 6 credits overall.

EDUC 699. Ed.S. Thesis
1-15 Credits
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

EDUC 700. Doctoral Dissertation
15 Credits
Dissertation.

Educational Learning Technology Courses
EDLT 268. Integrating Technology with Teaching
3 Credits (3)
Consider impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

EDLT 368. Integrating Technology with Teaching
3 Credits (3)
Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

EDLT 520. Critical Digital Literacy
3 Credits (3)
Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Pre/
Prerequisite(s)/Corequisite(s): EDUC 518 or consent of instructor.

EDLT 522. Technology and Language Learning
3 Credits (3)
Use of technology to enhance second language and dual language programs. Organized around technology enhanced communicative and interactive language learning environments. May be repeated up to 3 credits.

EDLT 528. Foundations of Learning Design & Technology
3 Credits (3)
This course covers how to access, use, design, and evaluate instructional resources on the Internet, for blended and online learning environments. Pre/
Prerequisite(s)/Corequisite(s): EDUC 518 or consent of instructor.

EDLT 560. Fostering Online Learning Communities
3 Credits (3)
Examines theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings.

EDLT 561. Social Media in Blended and Online Learning Environments
3 Credits (3)
This course will explore the role of social media in online and blended learning environments through practical hands-on activities, critical dialogue, and collaborative projects which will prepare you to utilize social media personally and pedagogically.

EDLT 572. Emerging Models for Learning Design and Technology
3 Credits (3)
 Applies instructional strategy development supported by technology for classroom curriculum.

EDLT 573. Culturally Responsive Teaching with Technology
3 Credits (3)
Use of inquiry and problem-based learning supported by computer-based applications. Critical analysis of multiple forms of electronic media. Pre/
Prerequisite(s)/Corequisite(s): EDUC 518 or consent of instructor.
EDLT 574. Technology Planning and Grant Writing
3 Credits (3)
Application of principles of curriculum development to the integration of technology to improve educational programs. How to develop technology plans, assess current uses of technology, write grants to acquire technology, improve the management of existing and future learning resources, and develop staff development strategies in technology.

EDLT 575. Designing and Organizing Online Learning Environments
3 Credits (3)
Explores the theories, models, approaches, technologies, and methods of online teaching and adult learning. Provides a foundation for examining the roles and characteristics of the online teacher and learner for those teaching adults in higher education, business, or government settings.

EDLT 577. Online Teaching and Learning
3 Credits (3)
This course provides a survey of theories, models and methods used to design and delivery online education through the use of technologies in K-12, higher education, business/industry, and continuing education.

EDLT 578. Design and Delivery of Webconferences and Webinars
3 Credits (3)
This course provides hands-on experiences with web conferencing and examines the theory and research of webconferencing’s impact on teaching and learning.

EDLT 579. Universal Design in Online Course Design
3 Credits (3)
Examines theory, practical application of strategies, and global and policy implications of universal design (UD) in online learning environments.

EDLT 580. Tools and Techniques for Online Teaching
3 Credits (3)
Examines the theoretical and practical implications of various asynchronous and synchronous tools and their impact on teaching and learning through research and hands-on experience.

EDLT 581. Emerging Technology Tools and Techniques
3 Credits (3)
This course examines the theory, research, and practice of emerging technologies for educational practice and their impact on online teaching and learning.

EDLT 590. Assessing and Evaluating Online Learning
3 Credits (3)
Explores a variety of online assessment and evaluation options with an emphasis on continual assessment and evaluation to improve teaching and learning.

EDLT 592. Directed Studies
3 Credits (3)
Supervised academic work. Consent of Instructor required.

EDLT 607. Current Research in Learning and Technology
3 Credits (3)
Explores models and methods for examining and researching the impact of technology on learning and education.

EDLT 610. Technology, Society, and Education
3 Credits (3)
Same as EDUC 610.

EDLT 612. Advanced Fieldwork
3 Credits (3)
Fieldwork in learning technologies provides opportunities to integrate theory and practice through research, teaching and/or development.

EDLT 620. Multimedia, Authoring and Curriculum Design
3 Credits (3)
Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Includes additional theoretical research component for doctoral students.

EDLT 628. Designing Educational Resources for the Internet
3 Credits (3)
This course covers how to access, use, design, and evaluate instructional resources on the Internet, for blended and online learning environments. Includes a theoretical and research component for doctoral students.

EDLT 633. Praxis and Reflexivity
3 Credits (3)
Same as BIL 633, ECED 633, EDUC 633, RDG 633. Consent of Instructor required.

EDLT 672. Emerging Models for Learning Design & Technology
3 Credits (3)
Integration of technology into content areas. May be repeated up to 3 credits.

EDLT 677. Online Teaching and Learning
3 Credits (3)
This course provides a survey of theories, models and methods used to design and deliver online education through the use of technologies in K-12, higher education, business/industry, and continuing education. Topics covered include accreditation, assessment, culturally responsive course design, current trends and best practices, hybrid and blended learning, learning management systems, online support services, social justice issues in online education, learner engagement, and retention. Crosslisted with: EDLT 577.

Educational Leadership Administration Courses

ELA 215. Multicultural Leadership in Education
3 Credits (3)
Introduction to the social and cultural constructions of gender, class, and race. Students will critically apply theoretical constructs to everyday life and discuss the intersection of gender and race with class inequality in national and global contexts. Using a social justice framework, readings, and assignments integrate a variety of racial/ethnic groups while considering the effects of historically uneven resource distribution, unearned privilege, forms of domination and subordination, immigration status, and cultural representation and ideologies. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection.
ELA 255. Leadership and Change in Education
3 Credits (3)
This course will introduce students to the challenges and key strategies in initiating, implementing, and sustaining educational change and reform. In the first part of the course, participants will learn about the challenges of educational change in the United States and the role that they as school leaders play in facilitating change and reform. The course continues with an examination of how culture, micro-politics, and power structures support or impede national and global change initiatives. The last part of the course offers suggestions for change agents including community organizing, culture building, and embracing sustainable leadership practices. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection.

ELA 298. Special Topics in Education
1-3 Credits (1-3)
Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated up to 12 credits. Restricted to Las Cruces campus only.

ELA 342. Current Issues In Educational Leadership
3 Credits (3)
This course addresses issues such as the rise in international education, education's costs, social media's role and influence, changes in state and national funding trends, student and faculty/staff diversity, among others. The focus of this course is centered on the actions and responses of administrators to the current issues they are facing.

ELA 350V. Introduction to Educational Leadership in a Global Society
3 Credits (3)
Multinational educational systems covered through knowledge of the U.S. system of education promoting critical leadership roles every citizen plays in the success of educational systems.

ELA 398. Special Topics in Education
1-3 Credits (1-3)
Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated for a maximum of 12 credits.

ELA 411. Foundation for School Library Specialists
3 Credits (3)
Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELA 511. May be repeated up to 3 credits.

ELA 412. Administration of the School Library
3 Credits (3)
Principles and practices related to the function, structure, and management of school libraries. Same as ELA 512. May be repeated up to 3 credits.

ELA 413. Curriculum Role of the School Library Specialist
3 Credits (3)
Introduction to the integration of curriculum in school library programs. Current trends in collaborative planning and teaching between the school librarians and teachers. Taught with ELA 513. May be repeated up to 3 credits.

3 Credits (3)
Principles of identifying, selecting, acquiring, managing, and evaluating information for school libraries. Same as ELA 514. May be repeated up to 3 credits.

ELA 440. Management of Student Services
3 Credits (3)
History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) for early entry level positions. This course will provide students with an examination of foundations and principals of student services. Important theories and essential competencies needed in order to be successful will be explored through a social justice perspective of leadership.

ELA 450. Principles of Education Law and Policy
3 Credits (3)
Overview of the use of law and policy in schools and higher education. May be repeated up to 3 credits. Restricted to: EAD majors.

ELA 455. Principles of Education Budgeting and Finance
3 Credits (3)
Analysis of budget and finance practices in education. Restricted to: EMD majors.

ELA 485. Elements of Research
3 Credits (3)
This course provides students with a foundation for understanding educational research. The course will also provide grounding in proper writing format for use in the education profession. Students will be introduced to various research paradigms and the symbiosis of theory and practice. Besides introducing students to the symbiosis of theory and practice, students will complete assignments and activities that demonstrate the use of that symbiosis. Ultimately, students will be able to use the knowledge they gain through the course to be able to critique educational research.

ELA 499. Internship
3 Credits (3)
The undergraduate Educational Leadership major requires that students complete two internships. Internships provide students with either experience working in an area of administration that is different from the student's regular job or experience conducting research for a program or project. Each internship placement site and scope of work is determined through consultation with the course instructor. Students must complete 120 hours of work with the selected internship site. May be repeated up to 6 credits. Restricted to: EL majors.
Prerequisite(s): Student must be an EL major and be within (at least) one year of graduation.

ELA 502. Special Problems.
1-3 Credits
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 3 credits per semester and a total of 6 credits overall. May be repeated up to 6 credits. Consent of Instructor required.

ELA 511. Foundation for School Library Specialists
3 Credits (3)
Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELA 411. May be repeated up to 3 credits.
ELA 512. Administration of the School Library  
3 Credits (3)  
Principles and practices related to the function, structure, and management of school libraries. Same as ELA 412. May be repeated up to 3 credits.

ELA 513. Curriculum Role of the School Library Specialist  
3 Credits (3)  
Introduction to the integration of curriculum in school library programs. Current trends in collaborative planning and teaching between school librarians and teachers. Same as ELA 413. May be repeated up to 3 credits.

ELA 514. Collection Management and Development in School Libraries  
3 Credits (3)  
Principles of identifying, selecting, acquiring, managing, and evaluating information for school libraries. Same as ELA 414. May be repeated up to 3 credits.

ELA 520. Management of Educational Change: Higher Education  
3 Credits (3)  
Leadership in implementing innovations in education in higher education. Consent of Instructor required. Restricted to: E AD majors.

ELA 530. Management of Educational Change: Public Schools  
3 Credits (3)  
Leadership in implementing innovations in education. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: E AD majors.

ELA 531. Special Education Administration  
3 Credits (3)  
Competencies for the administration of special education programs with an emphasis upon New Mexico public school standards. Consent of Instructor required.

ELA 540. Management of Student Services in Higher Education  
3 Credits (3)  
History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) and a review of management components used in student services. Consent of Instructor required.

ELA 550. Higher Education Law  
3 Credits (3)  
This course is designed to review the impact of the legal process and the judiciary on higher education. Consent of Instructor required.

ELA 555. Higher Education Finance and Funding  
3 Credits (3)  
This course examines the impact and process of financing and funding higher education. Consent of Instructor required.

ELA 556. Higher Education Administration  
3 Credits (3)  
This course provides an overview of higher education in the United States including history, mission, and governance, in the context of organizational theory. Consent of Instructor required.

ELA 564. Internship Public Schools Part I  
3 Credits (3)  
First half of a practical internship in Pk-12 schools under supervision of school administrator. Consent of Instructor required. Restricted to: E AD majors.  
Prerequisite(s): 18 cr. of ELA coursework, 3 years of Pk-12 teaching experience and consent of instructor.

ELA 565. Internship: Public Schools Part II  
3 Credits (3)  
Second half of a practical internship in Pk-12 administrative setting under supervision of experienced higher education administrator. Consent of Instructor required. Restricted to: E AD majors.  
Prerequisite(s): ELA 564.

ELA 566. Internship: Higher Education Part I  
3 Credits (3)  
First half of practical internship in administrative setting under supervision of experienced higher education administrator. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: E AD majors.  
Prerequisite(s): 15 credits of ELA coursework and consent of instructor.

ELA 567. Internship: Higher Education Part II  
3 Credits (3)  
Second half of a practical internship in an administrative setting under supervision of an experienced higher education administrator. Consent of Instructor required. Restricted to: E AD majors.  
Prerequisite(s): ELA 566.

ELA 568. Topics in School Administration  
1-3 Credits  
Designated by subtitle.

ELA 569. Basing Decision on Data: Higher Education.  
3 Credits (3)  
Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. Consent of Instructor required.

ELA 570. Educational Leadership, Supervision, and Evaluation  
3 Credits (3)  
Leadership, supervision, and evaluation in Pk-12 and post secondary education. Consent of Instructor required.

ELA 572. History and Philosophy of Education  
3 Credits (3)  
An overview of the historical development of the American school system and the relation of various philosophies to American education.

ELA 575. The Principalship  
3 Credits (3)  
Key issues surrounding the role of school-site leaders. Consent of Instructor required.

ELA 576. Educational Financial Management  
3 Credits (3)  
Educational finance and business applications. Consent of Instructor required.

ELA 578. Leadership and Administration of Bilingual Education  
3 Credits (3)  
Concepts and practical approaches to improving the education of English languages learners through higher education. Consent of Instructor required.

ELA 579. Public School Law  
3 Credits (3)  
Legal processes of education, major court decisions, and the legislative process will be studied. Consent of Instructor required.
ELA 580. Administration of Adult and Continuing Education
3 Credits (3)
Administration of programs in public schools, higher education, community and nontraditional educational settings. Consent of Instructor required.

ELA 582. Community College Administration
3 Credits (3)
An overview of the history, role, objectives and patterns governing the effectiveness of the community college. Consent of Instructor required.

ELA 585. Elements of Research
3 Credits (3)
Survey and analysis of research methods and designs focusing on sound educational research and its presentation. Consent of Instructor required.

ELA 586. Multicultural Leadership in Education
3 Credits (3)
Examine cultural diversity and how appropriate understanding, leadership and instructional strategies can be used to reach all learners. Enhances understanding of what it means to be an educator in culturally diverse contexts. Consent of Instructor required.

ELA 589. Evaluation Design in Education
3 Credits (3)
This course focuses on evaluation and accountability models; application to educational programs. Consent of Instructor required.

ELA 590. Basing Decision on Data: Pk-12
3 Credits (3)
Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. May be repeated up to 3 credits. Consent of Instructor required.

ELA 595. Current Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 6 credits.

ELA 598. Independent Studies
1-3 Credits
Individual investigation in special topic areas. Requires prior approval of project advisor.

ELA 600. Doctoral Research
1-15 Credits

ELA 615. Organizational Theory
3 Credits (3)
The overarching objectives of this class is to prepare educational leaders who comprehend the complexities of educational organizations, especially those with significant underrepresented populations; to initiate or maintain leaders’ commitment to educational programs that embrace all learners; and to promote within leaders an understanding of the necessity of upholding social justice, primarily as it applies to issues, such as race, ethnicity, class, ability, religion, and gender. Consent of Instructor required. Restricted to: E AD majors.

ELA 620. Doctoral Seminar
1-3 Credits
A study of current issues in educational administration at the national, state, and local levels. May be repeated up to 6 credits. Consent of Instructor required.

ELA 622. Quantitative Research I
3 Credits (3)
Explores quantitative research methods, the rationale and assumptions that guide statistical decisions, beginning level statistical analyses, and how all of these are applied in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.

ELA 623. Qualitative Research I
3 Credits (3)
Explores qualitative research methods and models and their application in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.

ELA 630. Concepts of Leadership in Education
3 Credits (3)
Survey of concepts of leadership in general and educational leadership in particular. Consideration of implications for practice. May be repeated up to 3 credits. Consent of Instructor required.

ELA 635. Scholarly Writing and the Southwest Border
3 Credits (3)
This course is designed to provide doctoral-level students with an opportunity to engage with scholarly and academic writing in a meaningful manner. Scholarly writing and academic writing are often used interchangeably. They will be used in that manner for this course. Generally defined, academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Scholarly writing is the specific genre of writing that is used in all academic fields. For this course, the scholarly writing is contained to the context of the Southwest Border and Borderland issues. This is designed in consideration of and relates to the Department and Program’s mission, which takes into account social justice and border education issues. Additionally, the course will cover topics associated with scholarly writing that include, but not limited to: formal language, tone, precision, clarity, word choice, and assumptive statements versus research-supported rationale. Consent of Instructor required. Restricted to: E AD majors.

ELA 645. The Professoriate
3 Credits (3)
The purpose of this course is to explore the body of scholarly knowledge and research appropriate for the study of American higher education, the context in which teaching and learning occurs, and faculty’s roles in the process. We will discuss the number, variety, and purpose of the various types of institutions; the different roles that faculty members play within these institutions; how faculty work is assessed and valued within the outside of the university; administrative regulations related to faculty work; current issues related to the general state of the professoriate; as well as how does one prepare to enter the professoriate.

ELA 650. Higher Education Law
3 Credits (3)
This advanced course is designed to review the impact of the judiciary on higher education. The legal standing of institutions of higher education on issues of staff rights, student rights, and tort liability will be addressed. In addition, the impact of local ordinances, state and federal laws and regulations will be examined. Consent of Instructor required.
ELA 655. Higher Education Finance and Funding
3 Credits (3)
This advanced course examines the impact and process of financing and funding higher education. The course is an examination of higher education finance as it relates to operational budgets, capital budgets, and policy issues which impact the financing of higher education. Consent of Instructor required.

ELA 670. Advanced Internship
1-6 Credits
For those pursuing an advanced degree to meet the field work requirement. To bear an appropriate subtitle. May be repeated up to 6 credits. Consent of Instructor required. Restricted to: E AD majors. S/U Grading (S/U, Audit).

ELA 671. Foundations of Educational Administration
3 Credits (3)
Advanced course about the political, economic, and social forces on policy making and governance of Pk-12 and postsecondary education. May be repeated up to 3 credits. Consent of Instructor required.

ELA 676. Educational Financial Management
3 Credits (3)
This advanced course offers an overview of economic and financial concerns relating to the public school system of the United States. Consent of Instructor required.

ELA 679. Public School Law
3 Credits (3)
Advanced course in which the legal processes of education, major court decisions, and the legislative process will be studied. Consent of Instructor required.

ELA 682. Quantitative Research II
3 Credits (3)
Intermediate quantitative methods of research, statistical analyses, and their application in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required. Restricted to Doctoral students only.
Prerequisite(s): ELA 622.

ELA 683. Qualitative Research II
3 Credits (3)
Advanced qualitative methods of research and implementation in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.
Prerequisite(s): ELA 623.

ELA 685. Elements of Research
3 Credits (3)
Advanced survey and analysis of research methods and designs focusing on sound educational research and its presentation. Consent of Instructor required.

ELA 689. Evaluation Design in Education
3 Credits (3)
Advanced course that focuses on evaluation and accountability models; application to educational programs. Consent of Instructor required.

ELA 693. Dissertation Seminar
3 Credits (3)
Same as BIL, C EP, ECED, EDUC, RDG, SPED 693. Consent of Instructor required.

ELA 698. Selected Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 6 credits per semester and overall total: May be repeated up to 9 credits.

ELA 700. Doctoral Dissertation
1-9 Credits
Dissertation. Minimum of 3 credits per regular semester. May be taken for a maximum of 36 credits. Consent of instructor required.

Special Education Courses

SPED 201. Topics
3 Credits (3)
Offered under various subtitles that indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 202. Culture, Learning and Academic Achievement in a Diverse Society
3 Credits (3)
Development of culturally responsive learning strategies, skills and utilization of support services, to enhance academic achievement. Restricted to: Main campus only.

SPED 210. Introduction to Special Education
3 Credits (3)
For paraprofessional students who will be working with a teacher in a Special Education classroom. This class will provide an overview of characteristics of children with special needs, legal issues, framework of effective instruction and a variety of practical teaching and learning strategies that are relevant to the tasks and academic demands required in inclusive classrooms.

SPED 350. Introduction to Special Education in a Diverse Society
3 Credits (3)
Characteristics, identification, and educational needs of exceptional learners. Attention is given to the various types of programs serving exceptional learners. Designed for all professional personnel who work with exceptional learners.

SPED 355. Introduction to Bilingual/Multicultural Special Education
3 Credits (3)
Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities. Same as BIL 355.

SPED 360. Elementary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)
Curriculum theory and development for special education programs. Various teaching methods utilized with elementary exceptional learners and techniques involved in identifying, adapting, and developing materials will be addressed.

SPED 406. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 407. Low Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations.
SPED 409. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits (3)
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 509.

SPED 411. Reading for Elementary Exceptional Learners in a Diverse Society, 7-12
3 Credits (3)
Extends information covered in SPED 509, which covers grades K-6. Strategies and materials are addressed.

SPED 450. Working with Young Children with Special Needs, Ages 3-8
3 Credits (3)
Addresses competencies for working with young children with exceptionalities, ages three-eight, and their families. Public school, private school, Head Start and other models are included. Taught with SPED 550. May be repeated up to 3 credits.
Prerequisite(s): SPED 350 or equivalent.
Corequisite(s): SPED 451.

SPED 451. Assessment of Young Children, Birth-Eight
3 Credits (3)
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. May be repeated up to 3 credits.
Corequisite(s): SPED 450.

SPED 459. Classroom Management for Diverse Learners
3 Credits (3)
Behavior-change strategies for exceptional learners.

SPED 463. Introduction to Assessment of Diverse Exceptional Learners
3 Credits (3)
Theory and use of norm and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs.

SPED 470. Life Span Development and Transition in a Diverse Society
3 Credits (3)
Special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes.

SPED 480. Secondary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 580.

SPED 481. Practicum in Education, Equity and Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. Restricted to: SPED majors.
Prerequisite(s): SPED 350 and SPED 360 or consent of instructor.

SPED 482. Student Teaching SPED
12 Credits (12)
Supervised teaching in a special education classroom and participation in a required seminar. Restricted to: SPED majors.
Prerequisite(s): SPED 481 and admission to student teaching.

SPED 483. Early Childhood SPED Student Teaching
6 Credits (6)
A student teaching experience designed for students studying early childhood special education. Restricted to majors. Same as SPED 583.
Prerequisites: Admission to student teaching.

SPED 485. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 585 and SPED 685.

SPED 486. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 586 and SPED 686 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 487. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 587 and SPED 687 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 488. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 588 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 489. Topics
3 Credits (3)
Offered under various subtitles which indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 495. Directed Study courses in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits per semester and a grand total of 9 credits.
SPED 500. Introduction to Special Education in a Diverse Society  
3 Credits (3)  
This course introduces the field of special education to regular educators.

SPED 501. Topics in Special Education  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 502. Problems  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 504. Introduction to Assessment of Diverse Exceptional Learners  
3 Credits (3)  
Required for students seeking licensure at graduate level. Theory and use of norm-and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs with differentiated assignments for graduate students. Crosslisted with SPED 463. Restricted to: SPED majors.

SPED 506. High Incidence Disabilities in a Diverse Society  
3 Credits (3)  
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 507. Low Incidence Disabilities in a Diverse Society  
3 Credits (3)  
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 607 with differentiated assignments.

SPED 509. Reading for Elementary Exceptional Learners in a Diverse Society, K-6  
3 Credits (3)  
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 409.

SPED 510. Current Issues in Special Education for Teaching in Culturally Responsive Society  
3 Credits (3)  
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems. Taught with SPED 610.

SPED 511. Reading for Secondary Exceptional Learners in a Diverse Society, 7-12  
3 Credits (3)  
Extends information covered in SPED 509, which covers grades K-6. Strategies and materials are addressed. Taught with SPED 411.

SPED 513. Current Research in Special Education  
3 Credits (3)  
Current investigations and research techniques.

SPED 519. School Interventions and Organization in a Diverse Society  
3 Credits (3)  
Introduces public school organization and laws and the psychosocial perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to majors. Taught with SPED 619.

SPED 520. Reading Disabilities Structure of Language  
3 Credits (3)  
The purpose of this course is to introduce the student to the structure of language, including phonology, morphology, syntax, semantics, and to orthography. In addition, students in this course will study each area of language and able to use this information in analyzing the process of reading and writing.

SPED 521. Intervention Techniques for Reading Disabilities  
3 Credits (3)  
This course focuses on the systematic and explicit teaching of reading and writing skills. Included will be a summation of the most current reading research and its relevance to the field.

SPED 522. Practicum in Reading Disabilities  
3 Credits (3)  
Supervised experience in assessing a student with reading disability, developing and intervention plan, and implementing and monitoring the interventions across time.

SPED 523. Advanced Curriculum for Diverse Exceptional Learners  
3 Credits (3)  
Strategies for developing curricula appropriate to handicapped and gifted learners.

SPED 532. Foundations of Visual Impairment  
3 Credits (3)  
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. Taught with SPED 452 and SPED 632 with differentiated assignment.

SPED 533. Functional Implications of Low Vision  
3 Credits (3)  
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Taught with SPED 453 and SPED 633.

SPED 534. Strategies for Teaching Students with Visual and Multisensory Impairments  
3 Credits (3)  
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Taught with SPED 454 and SPED 634.  
Prerequisite(s): SPED 533.

SPED 536. Braille I: Literacy for Students with Visual Impairments  
3 Credits (3)  
This course facilitates an in depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching pre-braille, braille reading, and braille writing skills to tactual learners. Taught with SPED 455 and SPED 636.

SPED 537. Independent Readings in Special Education  
1-3 Credits  
Each course shall be identified by a qualifying subtitle. Maximum of 6 credits, 3 credits per semester.
SPED 538. Braille II: Numeracy for Students with Visual Impairments
3 Credits (3)
This course facilitates an indepth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braile codes for computers, music, and foreign languages will be introduced. Taught with SPED 457 and SPED 638 with differentiated assignments.
Prerequisite(s): SPED 455 or SPED 536 or SPED 636 consent of instructor.

SPED 539. Strategies for Teaching Students with Visual Impairments
3 Credits (3)
This course covers individualized educational programming in both the core and expanded core curriculums for children and youth with visual impairments with an emphasis on assessment, curricular adaptions, IFSP/IEP/ITP planning, and evidence-based practices. Taught with 460 and SPED 639. Restricted to: SPED majors.
Prerequisite(s): SPED 533, SPED 536, SPED 538.

SPED 541. Assessment of Reading and Writing
3 Credits (3)
Differential diagnosis of reading and writing disabilities is the focus of this course. Students will develop competencies to diagnose different types of reading problems, including dyslexia. Students will be taught how accurate differential diagnosis leads directly to targeted intervention.

SPED 545. Technology and Exceptionality in a Diverse Society
3 Credits (3)
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 645.

SPED 548. Field Experience in Education, Equity & Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. This experience is designed for both the practicing general education classroom teacher pursuing special education licensure and for graduate teacher candidates pursuing initial special education licensure. Restricted to: SPED majors.
Prerequisite(s): SPED 350 and SPED 360, or SPED 500 and SPED 523, or consent of instructor.

SPED 550. Working with Young Children with Special Needs, Ages 3-8
3 Credits (3)
Addresses competencies for working with young children with exceptionalities, ages three eight, and their families. Public school, private school, Head Start and other models are included. Same as SPED 450 with differentiated assignments for graduate students. Same as ECED 550.
Prerequisite: SPED 500 or equivalent, or consent of instructor.

SPED 551. Assessment of Young Children, Birth Eight
3 Credits (3)
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 451.
Prerequisite: SPED 550 or consent of instructor.

SPED 552. Introduction to Orientation and Mobility
3 Credits (3)
This course provides an overview of the history and theory of formalized orientation and mobility instruction as it relates to the ability to live independently. The impact of visual impairment and concomitant impairments on the development of spatial concepts and motor skills in relation to independent locomotion is emphasized. Topics covered include mobility aids; navigation, familiarization, and protective techniques; structured pre-cane assessment and instruction; the development and use of tactual maps; and the relationship of orientation and mobility to other areas of the expanded core curriculum. Consent of Instructor required. Restricted to: SPED,EDUC majors.

SPED 553. Beginning Orientation and Mobility
3 Credits (3)
This course provides an overview of the profession of orientation and mobility and how sensory, motor, and psychosocial function affects movement and spatial orientation. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 552.

SPED 554. Intermediate Orientation and Mobility
3 Credits (3)
This course focuses on strategies and methods for conducting assessments and appropriately sequencing skill acquisition for learners across the lifespan who may or may not have additional disabilities. Adaptive technology and other aids that assist with travel in a variety of environmental conditions using different mobility systems will also be covered. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 553.

SPED 555. Advanced Orientation and Mobility
3 Credits (3)
This course focuses on the development and monitoring of cane skills needed for safe and efficient travel in indoor, residential, and business districts, including the use of public transportation systems. Development, administration, and supervision of orientation and mobility services is also covered. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 554.

SPED 559. Classroom Management for Diverse Learners
3 Credits (3)
Behavior-change strategies for exceptional learners. Taught with SPED 459 with differentiated assignments for graduate students.

SPED 570. Life Span Development and Transition in a Diverse Society
3 Credits (3)
Covers special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes. Taught with SPED 470.

SPED 580. Curriculum, Methods, and Materials for Secondary Special Education
3 Credits (3)
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 480.
SPED 582. Student Teaching SPED
12 Credits (12)
Culminating course required for graduate level students seeking initial licensure. Restricted to: SPED majors.
Prerequisite(s): Bachelor's degree, SPED 548, and admission to student teaching.

SPED 585. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 485 and SPED 685. Differentiated Assignments.

SPED 586. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 686 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 587. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 687 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 588. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 590. Masters Degree Seminar
3 Credits (3)
Capstone review of current issues in special education. Each student will participate in a practice comprehensive oral exam.

SPED 598. Special Research Problems
1-3 Credits
Individual investigation either analytical or experimental. May be repeated for a maximum of 6 credits, 3 credits per semester.

SPED 599. Master's Thesis
15 Credits
Thesis.

SPED 600. Doctoral Research
1-15 Credits
Research.

SPED 605. Independent Study Topics in Special Education
1-6 Credits
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle.

SPED 606. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders. Taught with SPED 506. Restricted to SPED and C D majors.
Prerequisite: Master's Degree.

SPED 607. Low Incidence Disabilities
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 507 with differentiated assignments.

SPED 610. Current Issues in Special Education for Teaching in a Culturally Responsive Society
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. Taught with SPED 510.

SPED 613. Current Research in Special Education
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. Restricted to majors. Same as SPED 513.
Prerequisite: M.A. degree.

SPED 619. School Intervention and Organization in a Diverse Society
3 Credits (3)
Introduces public school organization and laws and the psycho-sociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to majors. Taught with SPED 519.

SPED 640. Internship in Special Education
1-6 Credits
Each course bears a qualifying subtitle. Maximum of 6 credits per semester.

SPED 645. Technology and Exceptionality in a Diverse Society
3 Credits (3)
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 545.

SPED 685. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Differentiated Assignments. Taught with SPED 585 and SPED 485.
SPED 686. Behavior and Autism  
3 Credits (3)  
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 586 with differentiated assignments.  
Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 687. Social Skills and Autism  
3 Credits (3)  
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 587 with differentiated assignments.  
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 688. Communication and Autism  
3 Credits (3)  
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 588 and differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 690. Doctoral Seminar  
1-4 Credits (1-4)  
The seminar will engage doctoral students in scholarly dialogue and production. It will assist in preparing them for future careers in leadership roles. Same as CD 690.

SPED 698. Selected Topics in Special Education  
1-6 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 700. Dissertation  
9 Credits  
Credit may be earned by students who have successfully completed their doctoral comprehensive exams and presented their dissertation proposals to their committees. At least 18 credits are required during the course of dissertation study. May be repeated for a maximum of 24 credits. Restricted to majors.

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