

Department of *Elementary Education*

College of Education

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Emma Eccles Jones Distinguished Professor *D. Ray Reutzel*, reading; **Professor** *Deborah A. Byrnes*, social studies education, early childhood; **Associate Professors** *James J. Barta*, early childhood and mathematics; *Martha T. Dever*, foundations, early childhood education; *James T. Dorward*, mathematics, research methods, middle level education; *Deborah E. Hobbs*, language arts, foundations, gifted/talented; *Scott L. Hunsaker*, gifted/talented education, foundations; *Francine Fukui Johnson*, foundations, gifted/talented education, supervision; *John A. Smith*, reading education, research methods; **Assistant Professors** *Rebecca M. Monhardt*, science education; *Martha L. Whitaker*, foundations; **Temporary Lecturers** *Lorilynn B. Brandt*, reading education; *Judy Greene*, language arts/foundations; *Leigh C. Monhardt*, science education; **Student Teaching Director** *Kathleen O. Johnson*; **Advisors** *Amy C. Greenway*, *Sheri N. Noble*, *Sylvia Robinson*

Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Master of Arts (MA), and Master of Education (MEd) in Elementary Education; BS and BA in Early Childhood Education; the Elementary Education Department participates in the Interdepartmental Doctoral Program in Education, including Doctor of Education (EdD) and Doctor of Philosophy (PhD) with Curriculum and Instruction Specialization

Graduate specializations: *MA, MS, MEd*—Early Childhood Education; ESL Education; Gifted and Talented Education; Math and Science Education; Middle Education; Reading, Writing, Educational Leadership, and Social Studies Education

Undergraduate Programs

Objectives

The purposes of the Department of Elementary Education are:

1. To develop professional educators;
2. To advance knowledge in the field of education.

These purposes are realized through teaching, scholarly activities, and service. The department provides leadership in the preparation of teachers, supervisors, curriculum specialists, and other professional personnel for careers in elementary education, early childhood education, and middle education.

The Department of Elementary Education at Utah State University offers three programs leading to licensure as a teacher: (1) *Elementary Education*: Offers licensure to teach in grades one through eight in the public schools; (2) *Early Childhood Education*: Offers licensure to teach prekindergarten, kindergarten, and grades one through three in the elementary school; and (3) *Middle Education*: Offers an endorsement to teach in grades five through eight.

Requirements

Provisional Admission Process and Requirements. Since more students major in Elementary Education at USU than in any other major, competition for admission into the program is very keen. Due to increased demands for admission coupled with limited resources, a ceiling of 175 students has been placed on admissions each year. Thus, admission to USU does not necessarily guarantee admission into the Elementary Education program.

Provisional admission to the Elementary and Early Childhood Teacher Education Program is determined by (1) the student's GPA in a set of core courses, (2) ACT scores and Writing Diagnostic Test or PPST test results, (3) the number of credits a student has taken, and (4) successful completion of a group assessment evaluation. (Additional factors to be weighted may be gender and/or minority status consistent with applicable law.) Applications are accepted each semester. Because there are typically more applicants than there is space available, the number accepted is limited. **Students who are not accepted may reapply.** Provisional admission requires formal action by the Office of the Dean of the College of Education, as well as by the student's department.

Admission to the Teacher Education Program is a prerequisite for enrollment in the major, starting with Level II. A student de-

siring admission to the Teacher Education Program should file an application in the Elementary Education Office, located in room 373 of the Emma Eccles Jones Education Building.

Elementary Education SODIA Program. The acronym SODIA represents the elementary teacher education program. The name is derived from the initial letter of descriptive words (Self, Others, Discipline, Implementation, and Application) which represent emphasis placed at each level of the program.

The elementary education SODIA program is performance-based and field-centered. It utilizes public schools as partners in each phase of the teacher education program. SODIA is an interdisciplinary and interdepartmental program utilizing staff members from the Departments of Psychology; Special Education and Rehabilitation; Family and Human Development; Health, Physical Education and Recreation; Music; Art; Theatre Arts; and Instructional Technology who work in conjunction with the Department of Elementary Education. These University faculty members work with teachers and principals of cooperating public schools and the Edith Bowen Laboratory School on the USU campus in an integrated program.

Level I, Self, is represented by the “S” in the acronym SODIA. This is the first-level course (EEd 1000) introducing the field of education and emphasizing the student’s self-assessment in relation to ability and desire to teach. A minimum of 15 hours are spent observing in an elementary or middle school classroom, completing volunteer service in other community settings, and viewing a variety of selected professional videos. In addition, a human growth and development course is required. The two courses in Level I are prerequisites to applying to the Teacher Education Program.

Level II, Others, is represented by the “O” in the acronym SODIA. This stands for the many “others” who make up the education community. In this bloc, each student receives 15 credits and is assigned as a teacher assistant in one of the public schools. The remainder of the time is spent in seminars and classwork offered on the USU campus. The classwork is interdisciplinary and interrelated, including courses in elementary education, psychology, special education, and technology. Entrance to Level II requires prior admission to the Teacher Education Program.

Level III, Disciplines, is represented by the “D” in the acronym SODIA. Students in this bloc complete 15 credits of methods coursework and practica at the Edith Bowen Laboratory School or public schools. The “methods” courses in reading, social studies, language arts, mathematics, and science are included in this bloc. A preliminary course in reading is required as a transition from Level II to Level III.

Level IV, Implementation, is represented by the “I” in the acronym SODIA. This is the student teaching or internship phase of the program. Student teaching constitutes full days of actual teaching experience for the entire semester. Internships are for the entire academic year.

Level V, Application, is represented by the “A” in the acronym SODIA. At this level, graduates of the program make a transition into the profession of teaching.

Program Strands also receive major emphasis through SODIA’s levels of progression. These strands are: (1) Assessment, (2) Classroom Management, (3) Curriculum, (4) Effective Teaching, (5) Learner, (6) Parent and Community, (7) Diversity,

and (8) Personal and Professional Development. A student performance portfolio assessment process is also included.

Continuing Status Requirements. A minimum GPA of 2.75 is required to remain in good standing and to graduate from the program.

All students majoring in elementary education must be registered in the College of Education. An advisor will be assigned from the Department of Elementary Education. Programs of professional education courses, as well as teaching support courses and an area of emphasis, have been developed by the Department of Elementary Education and approved by the Council on Teacher Education and the Utah State Office of Education. For a complete description of the program and requirements for graduation and licensure, students should obtain a copy of the *Department of Elementary Education, Student Program Planning Guidebook*, available from the Department of Elementary Education.

Each student completes a professional semester of student teaching or a year of internship. An application for student teaching/internship must be made at least one semester in advance, and credentials are reevaluated at that time. Not all student teachers/interns can be accommodated by the schools located within Cache Valley. Students should be financially prepared to spend that time off campus in the event such an arrangement is necessary. Students must be responsible for their own transportation.

Students who carefully select their elective courses may also qualify for a special endorsement to the basic professional teaching license. All students complete an area of emphasis in a subject matter field, in addition to the teaching support courses. Dual licensure programs exist in deaf education, early childhood education, special education, and middle education. Information concerning special endorsements and additional areas of specialization may be obtained from the Department of Elementary Education.

Students who have teaching licenses in areas other than elementary education may obtain the elementary license by meeting the same or equivalent requirements for licensure expected of an elementary education major. Those desiring to acquire a dual license should work with an advisor from the Department of Elementary Education.

All courses listed as major subject courses must be taken on an *A-B-C-D-F* basis and the grade point average for these courses must be 2.75 or better. Major subject courses passed with less than a *C* grade must be repeated.

Endorsements

The USU Elementary Education Department and Secondary Education Department jointly offer a K-12 English as a Second Language (ESL) Endorsement, as well as a Middle-Level Endorsement. Graduate endorsements are also available in Early Childhood Education, ESL, Reading, Gifted and Talented, and Middle-Level Education.

Additional Information

For more information concerning requirements for University graduation and for basic professional teaching licensure in elementary education, early childhood education, and middle education, see major requirement sheets available from the Elementary Education Department Advisement Center, Emma Eccles Jones Education Building, Room 373.

Financial Support

The following scholarships are available to junior and senior students: Ballam, Blair, Bowen, DeHart, Frye, Hales, Jackson, Kurzhals, McEvoy, Stewart, Taylor, Vest, and Young (see page 30). To be eligible, students must have completed Level II of the Elementary Education Program and have a cumulative GPA of 3.5 or higher. Applications are available from the Elementary Education Department and are due by February 1.

Graduate Programs

Admission Requirements

Students applying for admission to master's programs must have GRE scores at or above the 40th percentile. This same percentile is the minimum required on the MAT. For the doctorate degree, GRE scores at or above the 40th percentile are also required on the verbal and quantitative tests. Admission committees also consider experience, undergraduate record, curricula completed, and formal recommendations. One year of successful elementary school teaching experience is required for the master's program. Two years of teaching experience or the equivalent is required for admission to the doctoral program. Students with deficient oral or written English skills will be required to complete additional coursework to improve their skills.

Admission to graduate programs is contingent upon (1) completion of an application to graduate school and (2) recommendation by the department screening committee for the master's program or the management admissions committee for the doctoral program. In addition to the requirements of the School of Graduate Studies (see pages 72-73), letters of recommendation must be received from three professionals in education.

Degree Programs—On Campus

Three avenues exist for on-campus students wishing to pursue a master's degree in the Department of Elementary Education at Utah State University. They are as follows:

Master of Arts/Master of Science—Plan A. Students planning to pursue a future doctoral degree or wishing to follow a traditional master's degree should complete a Master of Arts or Master of Science (Plan A) degree. This is a 36-credit program, including 6 credits for the thesis. Educ 6570 is required as a research course (rather than Educ 6550). A copy of the Program of Study form listing other required core and professional option courses is available from the department office. A committee chair and two committee members will work with students pursuing the Plan A master's degree. Plan A students should submit an Appointment for Examination form to their major professor, committee, and the Graduate School at least five working days before the final examination is to be held.

Requirements for the Master of Arts degree include two years of an acceptable foreign language or the equivalent, as determined by testing arranged by the supervisory committee and approved by the department and the graduate dean. One year each, or the equivalent, of two languages is acceptable if approved by the student's committee.

Master of Education—Plan B. Students wishing to include a creative project as part of their master's degree program should enroll in the Master of Education (Plan B) program. Three credits

will be given for EIED 6960, Master's Creative Project. All MEd students will complete Educ 6550 (Research for Classroom Teachers, 3 credits) and other courses listed on the current Program of Study form. A committee chair and two committee members will work with students completing the creative project; however, the chairperson will have major responsibility in approving the proposal and primarily work as the program advisor, with the committee members being involved more directly in the presentation of the creative project.

Master of Education—Plan C. In order to provide another option for prospective elementary education master's degree students, the Department of Elementary Education conducts a Plan C option within its Master of Education Degree. The basic elements of a Plan C option include completion of 40 credits of prior approved graduate courses, completion of an exit paper, and an oral review.

The exit paper should be a pre-planned scholarly activity. It could be a paper discussing coursework applicability to the student's teaching assignment, or a written plan for changing curriculum and/or instruction drawing on coursework and the student's role, etc. The intent is that the exit paper be an integral part of the planned course of study.

A notice of intent to complete the degree must be filed with the School of Graduate Studies *at the beginning of the last semester of coursework*. A letter of completion should be filed by the committee chairperson upon successful completion of all requirements.

Degree Programs—Off Campus

Two avenues exist for students wishing to pursue a master's degree in the Department of Elementary Education at Utah State University primarily through offerings at USU Continuing Education centers. They are as follows.

Master of Education—Plan B. Off-campus students wishing to include a creative project as part of their master's degree program should enroll in the Master of Education Program. Three credits will be given for EIED 6960 (Master's Creative Project). All MEd students will complete the required core and other courses listed on the current Program of Study form. A committee chair and two committee members will work with students completing the creative project; however, the chairperson will have major responsibility in approving the proposal and primarily work as the program advisor, with the committee members being involved more directly in the presentation of the creative project (oral exam).

Master of Education—Plan C. In order to provide another option for prospective off-campus elementary education master's degree students, the Department of Elementary Education conducts a Plan C option within its Master of Education Degree. The basic elements of a Plan C option include completion of 40 credits or prior approved graduate courses, completion of an exit paper, and an oral review.

The exit paper should be a pre-planned scholarly activity. It could be a paper discussing coursework applicability to the student's teaching assignment, or a written plan for changing curriculum and/or instruction drawing on coursework and the student's role, etc. The intent is that the exit paper be an integral part of the planned course of study.

A notice of intent to complete the program should be filed by the student with the department and the School of Graduate Studies *at the beginning of the semester the candidate is to finish*

the degree. A letter of completion should be filed by the committee chairperson upon successful completion of all requirements.

Doctoral Programs (PhD and EdD)

The department participates in the Interdepartmental Doctoral Program in Education, which includes the Doctor of Philosophy (PhD) and the Doctor of Education (EdD). For information about areas of specialization, emphasis of study, research sponsored, admission requirements, procedures to follow, and other information, see pages 211-212 of this catalog.

Additional Information

All students completing master's degrees in Elementary Education must enroll for a minimum of 10 credits *on the USU campus*, except for students completing their degrees at the following USU continuing education centers: Uintah Basin Campus (Vernal and Roosevelt), Moab Center, Price Center, and Blanding Center.

The Program of Study form for the appropriate degree and plan described above should be approved by the committee and submitted to the School of Graduate Studies *at least two months prior to the oral exam, oral review, or presentation appropriate to that degree.*

After matriculation into the program, a master's degree must be completed within a six-year time period. Pass/fail grades will be accepted only for seminars, special problems, interdisciplinary workshops, thesis or dissertation research, and continuing graduate advisement. A maximum of 8 workshop credits may be included. Transfer credit accepted toward a degree is normally limited to 6 credits; however, with prior approval, 12 transfer credits may be accepted. A maximum of 15 credits taken during one summer may be counted toward the degree. A maximum of 12 credits taken before admission to the program may be counted toward the degree. All coursework in a student's area of specialization must be taken at the 6000 level or above, in order to be applied toward a graduate degree in the Department of Elementary Education. Coursework goes out-of-date after eight years.

Admission deadlines for students applying to graduate programs are: June 15 for fall semester, October 15 for spring semester, and March 15 for summer semester.

Research

Cooperation with other departments and research centers at the University, as well as with public school and State Office of Education collaborators, permits strong graduate programs in all phases of elementary education. Research opportunities are available with the Edith Bowen Laboratory School, cooperating school districts in Utah and surrounding states, the Utah State Office of Education, and the United States Department of Education.

Financial Assistance

Both departmental and School of Graduate Studies support are available for the regular academic program and are awarded on a competitive basis. Students requesting financial support should apply to the department by March 15. To be eligible for financial assistance, a student must attend USU full-time. No financial assistance is available for summer semester.

Assistantships. Teaching assistantships are available through the department. Some research assistantships are available through faculty members who have ongoing projects with off-campus funding agencies.

Students are not eligible for assistantships or any form of financial assistance from the University until all application procedures are completed and the student is formally admitted to a program of studies.

Acceptance to pursue graduate study does not guarantee the student financial assistance. Inasmuch as funds are limited, the assistantships are awarded by the department to cover specific teaching assignments and by the faculty to provide for research.

Doctoral students desiring information about financial assistance should write to: Coordinator, Doctoral Degrees, College of Education, 2800 Old Main Hill, Utah State University, Logan UT 84322-2800.

Career Opportunities

Positions in Higher Education—Master Teachers. Many school districts support and encourage teachers to further their education and expertise by obtaining a master's degree. Added financial remuneration generally accompanies the completion of such a degree. Supervisors, curriculum specialists, and other professional careers are enhanced by completion of a master's degree.

Completion of a doctorate degree qualifies the graduate for a wide variety of careers, including positions in higher education, curriculum specialist positions in school districts and state offices of education, positions in educational agencies of the United States government, and educational specialist positions in business and industry.

Elementary Education Courses (EEd)

EEd 1000. Orientation to Elementary Education. Level I. Students assess themselves as prospective teachers. Students will also have an opportunity to do observations in the public schools (grades K-8) and complete volunteer service in other community educational settings. (3 cr) (F,Sp,Su)

EEd 3000 (CI). Foundation Studies and Practicum in Teaching and Classroom Management Level II. Introduction to historical, philosophical, and social factors shaping contemporary educational practice in kindergarten, elementary, and middle school. Through these factors, students investigate various aspects of teaching and classroom management. Extensive practicum included. (6-8 cr) (F,Sp) ©

EEd 3010. Practicum Remediation Level II. Students work to develop defensible teaching ideas and to translate these ideas into practical experiences in elementary classroom settings. Specific arrangements for scheduling, placement with a cooperating teacher, and course requirements are handled by professors from the program level recommending remediation and the Elementary Education Advising Office. (2-4 cr) (F,Sp)

EEd 3100. Teaching Reading I. Focuses on variety of approaches to reading instruction and issues in reading curriculum development. Includes reading theories, stages of reading growth, and assessment practices. Prerequisite: Admission to teacher education. (3 cr) (F,Sp,Su) ©

EIEd 4000. Teaching Science and Practicum Level III. Investigation and practical application of science programs, materials, and techniques of instruction to the teaching of science. Prerequisites: Completion of Level II and Biol 1010 with a lab, or USU 1350; Phyx 1200 and Geol 1100 or their equivalents. (3 cr) (F,Sp,Su)

EIEd 4010. Practicum Remediation Level III. Students work to develop defensible teaching ideas and to translate these ideas into practical experiences in elementary classroom settings. Specific arrangements for scheduling, placement with a cooperating teacher, and course requirements are handled by professors from the program level recommending remediation and the Elementary Education Advising Office. (2-4 cr) (F,Sp)

EIEd 4030 (CI). Teaching Language Arts and Practicum Level III. Study of language development in children, and its implication and application in a practicum setting. Curriculum development, instructional methods, and evaluation in the content areas of listening, speaking, writing, and reading. (3 cr) (F,Sp,Su)

EIEd 4040 (CI). Teaching Reading II and Practicum Level III. Examines developmental, content, and recreational components of classroom reading programs, including teacher read-aloud, SSR, decoding, shared reading, uses of children's literature, content area reading, assessment, adaptive strategies, and parent involvement. Prerequisite: EIEd 3100. (3 cr) (F,Sp,Su)

EIEd 4050. Teaching Social Studies and Practicum Level III. Students develop necessary knowledge and skills to plan and implement an appropriate social studies program consistent with the nature of the child and our democratic society. Includes practicum work. Prerequisite: Admission to teacher education. (3 cr) (F,Sp,Su)

EIEd 4060. Teaching Mathematics and Practicum Level III. Relevant mathematics instruction in the elementary and middle-level curriculum; methods of instruction, evaluation, remediation, and enrichment. Prerequisite: Admission to teacher education. (3 cr) (F,Sp,Su)

EIEd 4250. Advanced Cooperative Work Experience. Advanced or middle level career-related experience designed to integrate classroom study with practical work experience. Students must work a minimum of 75 hours per credit hour. (1-8 cr) (F,Sp,Su) ®

EIEd 4410. Gifted Education in the Regular Classroom. Introduction to characteristics of gifted learners. Exploration of strategies for challenging gifted learners in regular classroom settings. (3 cr) (F)

EIEd 4420. Multiple Talent Approach to Thinking. Explores one model for the teaching of creative and critical thinking embedded in regular curricula. Includes practical application requirements. (2 cr) (Sp)

EIEd 4480. Early Childhood Education Kindergarten through Grade 3. Study of early childhood (K-3) curriculum, methodology, and learning environments. (3 cr) (Sp)

EIEd 4600 (d6600).¹ Philosophy and Organization of the Middle Level School. Focuses on characteristics of young adolescents and how middle level schools can be organized to meet those characteristics through interdisciplinary teaming, advisory programs, and exploratory mini-courses. Taught summer of odd-numbered years. Also taught as ScEd 4600/6600. (3 cr) (F,Su)

EIEd 4610 (d6610). Curriculum, Methods, and Assessment for the Middle Grades. Integrates current approaches to curriculum design with instructional models and assessment of learning appropriate for grades 5-9. Taught summer of even-numbered years. Also taught as ScEd 4610/6610. (3 cr) (Sp,Su)

EIEd 4620 (d6620). Service Learning Applications for the Middle Grades. Examines literature related to service learning for the middle grades. Application of service learning in curriculum. Also taught as ScEd 4620/6620. (3 cr) (Su)

EIEd 4710. Diversity in Education. Provides educators with background and techniques for more effectively addressing the needs of students in a culturally and lin-

guistically diverse society. Diversity topics also include religion, socioeconomic class, ability differences, gender, and sexual orientation. Also taught as ScEd 4710. (3 cr) (F,Sp)

EIEd 4760 (d6760). ESOL Instructional Strategies. Includes principles and techniques for promoting oral language, reading, and writing development for K-12 English language learners. Explores language acquisition theory, classroom organization, teaching strategies, and parental involvement for effective English language instruction. Also taught as ScEd 4760/6760. (3 cr) (F,Sp)

EIEd 4770 (d6770). ESOL Instructional Strategies in the Content Areas. Focuses on strategies which help language-minority students in content-area classrooms to increase academic learning. Includes methods for increased integration of language learners into the larger school community. Discussion of parental involvement. Also taught as ScEd 4770/6770. (3 cr) (Su)

EIEd 4780 (d6780). Assessment for Language Learners. Explores principles and techniques for developing, analyzing, and interpreting assessment measures for language learners, including oral, writing, reading, and content-area assessment. Examines assessment requirements for public schools, intensive language programs, and higher education. Also taught as ScEd 4780/6780. (3 cr) (Su)

EIEd 4900. Senior Project. All honors students are required to submit a senior project for graduation from the Honors Program. Students work with a departmental advisor on a topic of their choice. (1-5 cr) (F,Sp) ®

EIEd 4970. Senior Thesis. An in-depth paper or project culminating in a formal presentation. Required of all students for graduation from the Honors Program in Elementary Education. (1-5 cr) (F,Sp) ®

EIEd 5000 (d6000). Practicum in Improvement of Instruction. Open topics course focusing upon effective teaching methods, teaching performance, curriculum decision-making, and characteristics of learners. Also taught as ScEd 5000/6000. (1-6 cr) (F,Sp,Su) ®

EIEd 5050. Student Teaching—Kindergarten. Constitutes 6 semester credit hours of student teaching in a kindergarten classroom. Student teachers need to demonstrate competency and professionalism in teaching. An understanding of developmentally appropriate curriculum is necessary. (3-6 cr) (F,Sp)

EIEd 5100. Student Teaching—Primary Grades (1-3). Constitutes 6 semester credit hours of student teaching in a primary grade (1-3). Student teachers will demonstrate competency in designing and implementing a developmentally appropriate learning environment. (6 cr) (F,Sp)

EIEd 5150. Student Teaching—Elementary (Grades 4-6). Constitutes 6 semester credit hours of student teaching at the upper elementary grade level. Student teachers need to demonstrate competency and professionalism in teaching. Students begin their transition from university student to professional teacher. (6 cr) (F,Sp)

EIEd 5200. Student Teaching—Middle Level (Grades 7-8). Constitutes 6 semester credits of student teaching at the middle school level. Student teachers need to demonstrate competency and professionalism in teaching. Students begin their transition from university student to professional teacher. (6 cr) (F,Sp)

EIEd 5250. Student Teaching—Seminar. Designed to provide student teachers/interns with teaching skills and strategies that will assist them in the classroom. Accompanies one of EIEd 5050, 5100, 5150, or 5200. Course content is implemented into the student teaching experience. (3 cr) (F,Sp)

EIEd 5300. Associate Teaching—Level V. Designed to allow students who have completed student teaching to extend their teaching time in a classroom. In order to better prepare for their own classroom, students continue to develop individual teaching skills and competencies. (3-6 cr) (F,Sp)

EIEd 5900. Independent Study. (0.5-2 cr) (F,Sp,Su) ®

EIEd 6000 (d5000). Practicum in Improvement of Instruction. Open topics course focusing upon effective teaching methods, teaching performance, curriculum decision-making, and characteristics of learners. Also taught as ScEd 6000/5000. (1-6 cr) (F,Sp,Su) ®

EIEd 6020 (d7020). Foundations and Change in Early Childhood Education. Survey course designed to acquaint professionals with historical and philosophical foundations of early childhood education, leading to examination of contemporary trends and issues. (3 cr) (F)

EIEd 6040. Designing and Interpreting Measurements for Assessing Student Learning. Teachers and instructional supervisors develop their talents for (a) designing and interpreting measurements for monitoring students' learning and (b) interpreting scores from standardized and government-mandated tests. Also taught as ScEd 6040. (3 cr) (F,Su)

EIEd 6100. Motivation and Management in Inclusive Settings. Leads in-service teachers to develop classroom management strategies for gaining and maintaining students' cooperation. Also taught as ScEd 6100. (3 cr) (Sp,Su)

EIEd 6150. Foundations of Curriculum. Examination of theories, principles, and foundations of curriculum, emphasizing program planning and current curriculum trends. Also taught as ScEd 6150. (3 cr) (F,Su)

EIEd 6190. Theories of Teaching and Learning. Demonstration, analysis, and evaluation of various models of teaching, emphasizing research-based principles of learning. Also taught as ScEd 6190. (3 cr) (Sp,Su)

EIEd 6200. Curriculum and Issues in Early Childhood Education. Examination of current issues and research topics in early childhood education important to the improvement of K-3 programs. (2 cr) (F)

EIEd 6220. Workshop in Early Childhood Education. Exploration of current topics important in teaching young children. (1-6 cr) (Su)

EIEd 6230. Literacy Learning in Early Childhood. Investigation of early literacy development and effective classroom practices in kindergarten and the primary grades. Relevant research is examined. (3 cr) (Sp,Su)

EIEd 6240. Workshop in Science Education. Exploration of current topics in science education. (1-6 cr) (Su) ®

EIEd 6250. Graduate Cooperative Work Experience. Cooperative education work experience at a professional level. Prior approval required. (1-10 cr) (F,Sp,Su) ®

EIEd 6260. Supervised Practicum in Early Childhood Education. Encompasses approximately 125 hours of supervised practicum in a kindergarten classroom and observations in prekindergarten settings. Participants demonstrate their ability to integrate and apply early childhood theory and research in kindergarten. (2 cr)

EIEd 6300. Workshop in Mathematics Education. Exploration of current topics and methods in mathematics education. In the past, topics have included: relevant mathematics in rural settings, integration of mathematics and children's literature, and ethnomathematics. (1-6 cr) (Su) ®

EIEd 6310. Content Area Reading and Writing. Practical approaches for teaching reading/writing and learning skills to elementary, middle, and high school students in all content areas. Also taught as ScEd 6310. (3 cr) (Su)

EIEd 6320 (d7320). Literacy and Cognition. Examination of cognitive and sociocultural research related to K-12 students' acquisition and use of reading, writing, and learning strategies. Explores implications for school policies and classroom instruction. Also taught as ScEd 6320/7320. (3 cr) (Sp)

EIEd 6330. Utah Writing Project. Workshop, seminar, and institute experiences in the Utah Writing Project, focusing on writing process, principles, and research-based

strategies for improving writing instruction in grades K-12. Also taught as ScEd 6330. (1-6 cr) (Su)

EIEd 6340. Issues and Trends in Literacy. Exploration of current issues and instructional trends in the teaching of reading and writing. Emphasis on reading widely and critically in the professional literature. Prerequisites: EIEd 3100, 4040; or teaching experience in elementary or middle school. Also taught as ScEd 6340. (2 cr) (F,Su) ®

EIEd 6350. Reading Assessment and Diagnosis. Covers the correlates and diagnosis of reading problems, as well as methods and materials for remedial reading instruction. Prerequisites: EIEd 3100, 4040; or teaching experience in elementary, middle, or secondary school. Also taught as ScEd 6350. (3 cr) (Sp)

EIEd 6360. Reading Improvement and Remediation. Designed to help classroom teachers update and enhance components of their reading instruction and assessment. Emphasizes development of balanced and comprehensive reading instruction program. Prerequisites: EIEd 3100, 4040; or teaching experience in elementary or middle school. Also taught as ScEd 6360. (3 cr) (Su)

EIEd 6370. Supervised Internship in Reading and Writing. Individual practicum experience designed to allow graduate students to implement and focus on one or more aspects of reading and writing instruction in a classroom or clinical setting. Prerequisite: Consent of instructor. Also taught as ScEd 6370. (1-3 cr)

EIEd 6380. Improvement of Language Arts Instruction. Exploration of current topics and instructional practices in elementary language arts. Prerequisite: EIEd/ScEd 6310 or 6360. (3 cr) (F)

EIEd 6390. Teaching with Tradebooks in the Elementary and Middle Level Classroom. Explores the use of trade books in the elementary and middle level classroom. Focuses on how teachers can use various genres to invite children to read and write. Prerequisites: EIEd/ScEd 6310 or 6360. Also taught as ScEd 6390. (3 cr) (Su)

EIEd 6400. Multiple Talent Approach to Teaching. Explores one model for embedding the teaching of creative and critical thinking in regular curricula. Includes practical application requirements. Also taught as ScEd 6400. (2 cr) (Su)

***EIEd 6420. Education of Gifted and Talented Learners.** Provides multiple cultural and historical perspectives on giftedness and talent. Explores characteristics of gifted individuals, with emphasis on identifying needs. Provides general overview of possible services for gifted learners. Must be taken concurrently with EIEd/ScEd 6430. Also taught as ScEd 6420. (2 cr) (F)

***EIEd 6430. Practicum: Individual Case Study.** Practicum experience in association with EIEd/ScEd 6420. Requires intensive supervised study of gifts and talents of individual child of student's choice. Must be taken concurrently with EIEd/ScEd 6420. Also taught as ScEd 6430. (1 cr) (F)

EIEd 6440. Creativity in Education. Exploration of theories, research, and strategies concerning creativity, and their application to personal creativity and to improvement of classroom practice. Also taught as ScEd 6440. (2 cr) (Su)

***EIEd 6460. Identification and Evaluation in Gifted Education.** Provides educators with theory and models for identifying students as gifted, creative, and talented. Presents models for evaluation of programs for gifted learners. Explores instruments for use in identification and evaluation. Must be taken concurrently with EIEd/ScEd 6470. Also taught as ScEd 6460. (2 cr) (Sp)

***EIEd 6470. Practicum: Team Consultation.** Practicum experience in association with EIEd/ScEd 6460. Requires participation, as part of a consultative team, to improve practice in an approved setting for a specific child, classroom, school, school district, or other educational entity. Must be taken concurrently with EIEd/ScEd 6460. Also taught as ScEd 6470. (1 cr) (Sp)

****EIEd 6480. Methods and Materials in Gifted Education.** Explores programming and curriculum models in gifted education, with special attention to the development of instructional materials for use with students. Must be taken concurrently with EIEd/ScEd 6490. Also taught as ScEd 6480. (2 cr) (F)

****EIEd 6490. Practicum: Classroom Applications.** Practicum experience in association with EIEd/ScEd 6480. Requires application of at least three curriculum, cognitive, or affective models in the student's current teaching assignment. Must be taken concurrently with EIEd/ScEd 6480. Also taught as ScEd 6490. (1 cr) (F)

EIEd 6500. Interdisciplinary Workshop. (1-2 cr) (F,Sp,Su) ®

EIEd 6550. Practicum in the Evaluation of Instruction. Field-based research study contributing toward graduate degrees. Supervisory licensure related to assessment of ongoing or newly proposed program of instruction. (1-4 cr) (F,Sp,Su) ®

EIEd 6560. Practicum in Improvement of Instruction. Field-based program focusing upon characteristics of effective teaching methodologies, teaching performance, curriculum decision making, value guidelines, and the characteristics of the learner. (1-4 cr) (F,Sp,Su) ®

EIEd 6570. Advanced Comprehension. Designed to enhance teachers' understanding of research and practice related to teaching vocabulary and reading comprehension and fostering motivation for reading. Prerequisite: EIEd/ScEd 6310 or 6360. Also taught as ScEd 6570. (3 cr) (Alt years)

EIEd 6580. Character and Values Education. Overview of research, theory, and practical approaches to values education, emphasizing processes of moral development and socialization. Also taught as ScEd 6580. (2 cr) (Su)

EIEd 6590. Supervising School Reading Program. Examines strategies for improving school reading programs. Emphasizes simulations, guided practice, and small group discussions. Prerequisites: EIEd/ScEd 6350 and 6360. Also taught as ScEd 6590. (2 cr) (Sp)

EIEd 6600 (d4600). Philosophy and Organization of the Middle Level School. Focuses on characteristics of young adolescents and how middle level schools can be organized to meet those characteristics through interdisciplinary teaming, advisory programs, and exploratory mini-courses. Graduate students have additional course requirements for design and implementation of a project. Taught summer of odd-numbered years. Also taught as ScEd 6600/4600. (3 cr) (F,Su)

EIEd 6610 (d4610). Curriculum, Methods, and Assessment for the Middle Grades. Integrates current approaches to curriculum design with instructional models and assessment of learning appropriate for grades 5-9. To receive credit for 6610, graduate students design and implement an action research project related to curricular or pedagogical interests, then share their findings in class. Project will include review of literature related to student's interest. Prerequisite: EIEd/ScEd 6600. Taught summer of even-numbered years. Also taught as ScEd 6610/4610. (3 cr) (Sp,Su)

EIEd 6620 (d4620). Service Learning Applications for the Middle Grades. Examines literature related to service learning for the middle grades. Application of service learning in curriculum. Also taught as ScEd 6620/4620. (3 cr) (Su)

EIEd 6700. Improvement of Science Instruction. For practicing classroom teachers. Considers a Science/Technology/Society approach to curriculum and instruction in science in the elementary school. Prerequisite: EIEd 4000 or teaching experience in elementary or middle school. (2 cr) (F,Su)

EIEd 6720. Practicum in Science Instruction. Optional practicum to be taken semester following enrollment in EIEd 6700. (1 cr) (F,Sp)

EIEd 6750. Improvement of Mathematics Instruction. Examines advanced concepts in curriculum theory and methods of teaching mathematics in the elementary and middle school. Prerequisite: EIEd 4060 or teaching experience in elementary or middle school. (2 cr) (Sp)

EIEd 6760 (d4760). ESOL Instructional Strategies. Includes principles and techniques for promoting oral language, reading, and writing development for K-12 English language learners. Explores language acquisition theory, classroom organization, teaching strategies, and parental involvement for effective English language instruction. Also taught as ScEd 6760/4760. (3 cr) (F,Sp)

EIEd 6770 (d4770). ESOL Instructional Strategies in the Content Areas. Focuses on strategies which help language-minority students in content-area classrooms to increase academic learning. Includes methods for increased integration of language learners into the larger school community. Discussion of parental involvement. Also taught as ScEd 6770/4770. (3 cr) (Su)

EIEd 6780 (d4780). Assessment for Language Learners. Explores principles and techniques for developing, analyzing, and interpreting assessment measures for language learners, including oral, writing, reading, and content-area assessment. Examines assessment requirements for public schools, intensive language programs, and higher education. Also taught as ScEd 6780/4780. (3 cr) (Su)

EIEd 6800. Improvement of Social Studies Instruction. Emphasizes study of newer concepts in curriculum and methods of instruction for elementary social studies programs. Designed for experienced teachers. Prerequisite: EIEd 4050 or teaching experience in elementary or middle school. (3 cr)

EIEd 6840. Workshop: Intermountain Conference on Education of the Gifted and Talented. Provides instruction by leading national authorities in gifted and talented education, as well as networking with educators of the gifted from throughout the Intermountain West. Also taught as ScEd 6840. (1-2 cr) (Su) ®

EIEd 6900. Independent Study. (0.5-3 cr) (F,Sp,Su) ®

EIEd 6910. Independent Research. (0.5-3 cr) (F,Sp,Su) ®

EIEd 6940. Supervision and Administration Internship. Provides experience in supervision and administration in school systems. (3 cr) (F,Sp,Su)

EIEd 6960. Master's Creative Project. Provides students with opportunity to design and carry out a creative project closely related to area of teaching specialty. Requires written report. (3 cr) (F,Sp,Su) ®

EIEd 6970. Thesis. Master's level research and thesis writing with guidance and criticism. (1-9 cr) (F,Sp,Su) ®

EIEd 6990. Continuing Graduate Advisement. (1-9 cr) (F,Sp,Su) ®

EIEd 7020 (d6020). Foundations and Change in Early Childhood Education. Survey course designed to acquaint professionals with historical and philosophical foundations of early childhood education, leading to examination of contemporary trends and issues. (3 cr) (F)

EIEd 7050. Internship in Program Evaluation. Experience in practical aspects of program evaluation through planned, supervised evaluation project participation approved by student's supervisory committee. (1-4 cr) (F,Sp,Su) ®

EIEd 7060. Internship in Research. Experience in conducting research through planned, supervised research project participation approved by student's supervisory committee. (1-4 cr) (F,Sp,Su) ®

EIEd 7120. Student Teaching Supervision. Considers ways and means of providing desirable experiences for student teachers in the public schools. Analysis of roles of classroom teacher and college supervisor. (1-3 cr) (F,Sp) ®

EIEd 7320 (d6320). Literacy and Cognition. Examination of cognitive and sociocultural research related to K-12 students' acquisition and use of reading, writing, and learning strategies. Explores implications for school policies and classroom instruction. Also taught as ScEd 7320/6320. (3 cr) (Sp)

EIEd 7330. Supervision Internship. Provides extensive supervisory experience for doctoral students. Internship is for period of time to be specified by department and cooperating agency. (2-9 cr) (F,Sp,Su) ®

EIEd 7350. Internship in Curriculum Development. Internship with recognized leaders in the development, implementation, and evaluation of curricular programs and activities at early childhood, elementary, and/or middle education levels. (1-4 cr) (F,Sp,Su) ®

EIEd 7500. Interdisciplinary Workshop. (1-2 cr) (F,Sp,Su) ®

EIEd 7550. Evaluation of Supervisory Performance. Program for graduate students to become acquainted with and demonstrate competency in supervision. (1-4 cr) (F,Sp,Su) ®

EIEd 7810. Research Seminar. Identification of research problem, consideration of research strategies and methods, application of research and statistical concepts in departmental focus, and interaction with faculty. (1 cr) (F,Sp,Su) ®

EIEd 7900. Independent Study. (0.5-3 cr) (F,Sp,Su) ®

EIEd 7910. Independent Research. (0.5-3 cr) (F,Sp,Su) ®

EIEd 7970. Dissertation. Individual work on research problems in PhD or EdD program. Emphasizes writing and editorial techniques. (1-9 cr) (F,Sp,Su) ®

EIEd 7990. Continuing Graduate Advisement. (1-9 cr) (F,Sp,Su) ®

¹Parenthetical numbers preceded by *d* indicate a *dual* listing.

® Repeatable for credit. Check with major department for limitations on number of credits that can be counted for graduation.

© This course is also offered by correspondence through Continuing Education Independent and Distance Education.

*Taught 2002-2003.

**Taught 2003-2004.