

Department of
Secondary Education
 College of Education

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Degrees Offered: Second Bachelor of Science (BS), Second Bachelor of Arts (BA), Master of Science (MS), Master of Arts (MA), and Master of Education (MEd) in Secondary Education; BS and BA in Composite Teaching—Social Studies. The department participates in the Interdepartmental Doctor of Education (EdD) and Doctor of Philosophy (PhD) programs, focusing on the Curriculum and Instruction specialization.

Undergraduate Programs

Objectives

The Department of Secondary Education coordinates state-approved programs for secondary teacher licensure across campus. The department offers the Secondary Teacher Education Program (STEP), a sequence of courses and field experiences designed to prepare students for teaching careers in secondary schools. The STEP program is fully accredited by the Utah State Board of Education and by the National Council for Accreditation of Teacher Education. Students who successfully complete the program are recommended for secondary licensure in the State of Utah, enabling them to teach in grades 6-12.

Requirements

Departmental Entrance Requirements. In addition to meeting the admission requirements for the University, students in good standing must have a minimum entrance GPA of 2.75 and maintain that GPA in order to student teach. All students must be admitted to the teacher education program. See details below.

Admission to Teacher Education. Prior to enrolling in STEP courses, students must be admitted to the teacher education program. Criteria for admission include completion of a minimum of 60 semester credits, and (1) minimum ACT scores, (2) University Studies requirements, (3) a speech and hearing test, (4) a computer skills competency test (or equivalent coursework), (5) successful completion of the Teacher Education Writing Exam, and (6) recommendations from advisors in major and minor fields. Application forms are available from advisors; from the Office of Teacher Education, Graduation, and Educator

Licensing, Room 103, Emma Eccles Jones Education Building; and from the Department of Secondary Education, Room 330, Emma Eccles Jones Education Building.

Students must submit copies of University transcripts, including transfer coursework, verifying a minimum total GPA of 2.75. Criminal Background Check materials, required by the State of Utah, must also be submitted at this time. The fee for the Criminal Background Check is payable to the Utah State Office of Education. A money order must be provided as payment. Questions about the admission requirements may be directed to the Secondary Education advisor.

Bachelor's Degree in Social Studies Composite Teaching. Students who are accepted in good standing by the University and who have a minimum total GPA of 2.75 may be admitted to the Social Studies Composite Teaching Major. In order to graduate with the Social Studies Composite Teaching degree, students must (1) maintain a minimum 2.75 total GPA, (2) earn a grade of C or better in all courses in the major, (3) complete the Secondary Teacher Education Program (STEP), and (4) meet all requirements for the Secondary Teacher License (see below).

For the bachelor's degree, students must complete: (1) University Studies requirements, (2) courses required for the Social Studies Composite Teaching Major (see list below), (c) The Secondary Teacher Education Program (STEP), and (4) electives. Students must complete each course in the Social Studies Composite Teaching Major with a minimum grade of C. Upon completing all requirements for graduation, students are eligible for a secondary teaching license from the Utah State Office of Education (grades 6-12). Students with the Social Studies Composite Teaching Major graduate from the Department of Secondary Education. Courses in the Social Studies Composite Teaching

Major are provided by various departments. Students should check regularly with these departments and the Secondary Education advisor for changes and substitutions.

Students must complete a total of 60 credits selected from various social science courses listed below. The number of credits and course choices are listed after the area in which they must be completed.

History (21 credits). Hist 1030, 1040, 1050, 2700, 2710, 3850, and 4860.

Geography (15 credits). Geog 1030, 1130, 2030, 3850, and 4200 (Utah).

Economics (6 credits). Econ 1500 and 2010.

Political Science (9 credits). PolS 1100; PolS 4120 or 4130; electives (3 credits minimum), chosen from PolS 2200, 3130; and a third PolS course approved by the Secondary Education Advisor.

Psychology/Sociology/Anthropology (15 credits). Psy 1010, Soc 1010, Anth 1010; choose 6 credits from Soc 2500, 3010, or other courses approved by the Secondary Education Advisor.

Secondary Teaching License (grades 6-12). To obtain a teaching license, undergraduate students must complete (1) 30 credits of University Studies requirements, including written communications, (2) an approved composite teaching major *or* approved teaching major and teaching minor (see below), and (3) the Secondary Teacher Education Program (STEP). The Secondary Education advisor will assist returning students who already have an undergraduate degree with program planning for licensure. These students occupy “Second BS” or “Second BA” status while pursuing licensure. They also may apply for a second bachelor’s degree in conjunction with teacher licensure. Consult the Admissions Office for details.

All students should note that secondary teacher licensure is not automatic upon completion of the program. In order to receive Utah licensure, students must apply for the Basic Teaching License. Applications are available in the Office of Teacher Education, Graduation, and Educator Licensing, Emma Eccles Jones Education Building, Room 103.

Elementary Education Dual Licensure. Beyond the basic requirements for the elementary education license, students must: (1) complete the requirements for a composite teaching major or for a teaching major/minor as indicated above, and (2) complete the Secondary Teacher Education Program (STEP), including special methods courses and student teaching at the secondary level.

Special Education Dual Licensure. Students can be licensed in both special education and in a secondary subject area through a dual licensure program offered jointly by two departments. Early in their programs, students should consult with undergraduate advisors in Secondary Education and the Department of Special Education and Rehabilitation.

Optional Middle Level Endorsement (grades 6-9). The Department of Secondary Education has joined with the Department of Elementary Education to offer a Middle Level Endorsement for students seeking initial teacher licensure and for persons who already have an elementary or secondary teaching license. Students pursuing this endorsement must take additional coursework that specifically focuses on middle level curriculum and instruction. To be recommended for the Middle Level Endorsement, students must student teach (ScEd 5600) in the middle grades. Information

about this program is available from the Secondary Education Advisor and the Department of Elementary Education.

ESL Teaching Minor. The USU Elementary Education Department and the Secondary Education Department jointly offer a K-12 English as a Second Language (ESL) endorsement. Undergraduate students seeking initial teacher licensure can obtain an ESL Teaching Minor (24 credits) and the ESL endorsement. Students pursuing the minor must complete the following courses: Ling 4100, 4400, 4900; ScEd 3300 or 4300; ScEd 4710, 4770, 5600.

Composite Majors, Teaching Majors, and Teaching Minors. As suggested above, secondary licensure requires that students select a composite teaching major *or* a teaching major plus a teaching minor. Students are encouraged to begin with the *Guide to the Undergraduate Program in Secondary Education at USU*. The following composites, majors, and minors are approved by the Utah State Board of Education. Specific course requirements are available from departmental advisors across campus.

Composite Teaching Majors (46 credits minimum). Agricultural Education, Art Education, Biological Science, Business Information Technology and Education, Earth Science, Family and Consumer Sciences Education, Marketing Education, Music Education, Social Studies Education, and Technology and Industrial Education.

Teaching Majors (30 credits minimum). Chemistry, English, Geography, Health Education, History, Mathematics, Modern Languages, Physical Education (K-12), Physics, Political Science, Psychology, Sociology, and Theatre Arts.

Teaching Minors (16 credits minimum). Business Computer and Information Systems, Business Information Technology and Education, Chemistry, Economics, English, Geography, Health Education, History, Marketing Education, Mathematics, Modern Languages, Physical Education/Coaching, Physics, Political Science, Psychology, Sociology, Speech Communication, and Theatre Arts.

Secondary Teacher Education Program (STEP)

Three-Level Program (35 credits). Secondary Education coordinates a state-approved program to complement the teaching majors and minors in 21 departments. The framework is organized into three sequential levels, each taken during a different semester. Students should plan to take the STEP during their junior and senior years while completing major and minor coursework. *All three levels of the STEP are offered during fall and spring semesters, but not during summers. Levels of the STEP are taken as a package, not piecemeal. Each level must be satisfactorily completed before students advance to the next level.*

As outlined below, Level 1 and Level 2 courses are offered by the Department of Special Education and Rehabilitation and the Department of Secondary Education. Special methods classes are offered by many departments across campus. Students should consult the requirement sheet for their composite teaching major, teaching major, or teaching minor to determine which departmental methods course they should take at Level 1 or Level 2 to prepare for student teaching at Level 3. A master schedule of the special methods courses is available from departmental advisors or from the Department of Secondary Education. Student teaching in *both* the major and minor fields is required.

Level 1 (10 credits). After admission to teacher education, students should take ScEd 3100 and 3210 during the same semester. In addition, Level 1 students must take a special methods course in either their major or minor teaching field. Finally, a departmentally sponsored course with a 3300 number should be taken for in-school clinical experiences.

Level 2 (10 credits). After successfully completing Level 1 courses, students should take SpEd 4000 and ScEd 4200, 4210 during the same semester. In addition, Level 2 students must take a special methods course in either their major or minor teaching field. Finally, a departmentally sponsored course with a 4300 number should be taken for in-school clinical experiences.

Level 3 (15 credits). After successfully completing Level 2 courses, students should take InsT 5200 and ScEd 5300, 5500, 5600. In addition, students should enroll for a student teaching seminar for secondary student teaching.

Students must enroll for either Clinical Experience I or Clinical Experience II concurrent with their special methods courses. Special methods instructors set up and monitor these field activities in middle and high school settings. The clinical experiences provide a classroom context for understanding STEP and special methods courses. A third clinical experience is taken two weeks prior to student teaching at Level 3. A clinical experience fee of \$50 is assessed at each of the three levels. This fee provides a stipend to classroom teachers who work with clinical experience students in the public schools.

Background Check and Student Teaching. As a result of legislative mandate, all applicants for student teaching must undergo a criminal background check prior to student teaching placement. The Office of Field Experiences, Emma Eccles Jones Education Building, Room 330, will assist students in complying with this mandate. The fee for the background check is payable only by money order to the Utah State Office of Education.

Applications for student teaching must be submitted to the Office of Field Experiences, Emma Eccles Jones Education Building, Room 330, by March 1 for fall semester and by October 1 for spring semester. *Students must have completed 80 percent of their teaching major/minor (or composite major) requirements prior to student teaching.* The Portfolio Interview is part of the application process.

Students should be financially prepared to stay off campus, if necessary, during the 10-week block of student teaching. Because student teaching requires a major commitment of time and energy, it should be planned with care. Students are urged to forego outside employment, if possible, during the student teaching experience.

Graduate Programs

Admission Requirements

The Department of Secondary Education assists in the preparation of graduate students seeking the MEd, MA, and MS degrees, as well as the EdD and PhD degrees. Students desiring information concerning the various graduate programs should contact the department head. The application for admission to a graduate program is made through the School of Graduate Studies. See *Graduate Admission Procedures* (pages 72-73).

Students applying to a master's degree program may take either the Miller Analogy Test (MAT) or the Graduate Record

Exam (GRE). Students applying to a doctoral degree program should take the GRE. Scores at the 40th percentile or above are required for admission. In addition, students must have at least one year of teaching experience (or comparable professional experience) and a valid secondary teaching license.

All students applying to the doctoral degree program (Curriculum and Instruction specialization) participate in oral interviews with the Curriculum and Instruction Management Committee. A sample of academic writing should be included as part of the doctoral-level admission folder.

Master's applications are considered three times a year: June 15 for fall semester registration, October 15 for spring semester registration, and March 15 for summer semester registration. Doctoral applications are considered more frequently. *Application folders will be not be considered until all required information is received by the School of Graduate Studies and sent to the department.*

Master's Degree Programs

Secondary Education master's degree programs provide coursework and professional experiences for those preparing to become master teachers, teacher-leaders, supervisors, or curriculum specialists. Each program provides coursework in education, with associated work in a specialized subject matter, which is the teacher's area of concentration. Typically, the area of concentration derives from the teacher's ongoing work with middle school or high school students.

Areas of emphasis in Secondary Education include the following: Educational Leadership, ESL, Gifted and Talented, English, Mathematics, Middle School, Reading, Science, and Social Studies. Three University departments—Art, Business Information Systems, and Music—also participate in master's degree programs sponsored by Secondary Education. Admission to these fields of study requires approval of the cooperating department. In planning areas of emphasis, students work with a faculty advisor and select graduate courses from the University-wide curriculum.

MEd Degree Plan B (36 credits). The MEd Plan B option culminates in the presentation of a creative project in a final exam setting. Students take a common core of courses from college and departmental curricula, then plan areas of concentration in relation to their teaching specialties. The research course for the MEd focuses on issues of application, as well as action research. Students may prepare creative projects of diverse kinds linked to teaching realities. In lieu of the creative project, students may select Plan C, an extra coursework option.

MEd Degree Plan C (40 credits). The Plan C MEd culminates in the presentation of a Professional Portfolio organized around principles of effective teaching that form the conceptual framework for courses in the Department of Secondary Education. Students take a common core of courses from college and departmental curricula, then plan areas of concentration in relation to their teaching specialties. The purpose of the portfolio is for students to integrate and apply concepts learned in the master's program.

MS and MA Degrees Plan A (30 credits). The MS/MA option culminates in a formal defense of a thesis. This option is for teachers whose long-term goals require a traditional, research-oriented degree. The MS thesis involves either an experimental or qualitative research study. The MA thesis involves development of a scholarly literature review. The MA degree also requires foreign language competency.

Doctoral Degree Programs

For students who have already completed a master's degree, Secondary Education participates in the interdepartmental doctoral program coordinated by the dean of the College of Education. Both PhD and EdD degrees are offered in the Curriculum and Instruction specialization. For an overview of the program, including program requirements and admission procedures, see pages 211-212 of this catalog. As with any degree program, students interested in doctoral study are encouraged to contact the department head of Secondary Education.

Financial Assistance

Departmental support or grant support is available to doctoral-level students pursuing full-time study on campus. Such financial support typically is through assistantships, which carry half-time teaching, research, or supervisory obligations. Typical assistantships carry forward for three or four years. Awards are made on a competitive basis. Doctoral students who wish to be considered for financial aid should apply to the department no later than February 1 for the following academic year. Acceptance to graduate study does not guarantee financial assistance.

Secondary Education Courses (ScEd)

ScEd 1000. Volunteer Experience. Optional course providing orientation to agencies coordinating volunteer experiences in the community; such experiences are part of standards for admission to secondary teacher education. (1 cr) (F,Sp,Su)

ScEd 3100. Motivation and Classroom Management. Designed to lead pre-service secondary school teachers to address two questions: (1) What diverse traits, talents, attitudes, and experiences do pre-adolescent and adolescent students bring to the middle school, junior high school, and high school environment? and (2) In light of these diverse traits, talents, attitudes, and experiences, how should teachers work with students to build cooperative classroom communities where students are motivated to engage in productive learning activities? (3 cr) (F,Sp)

ScEd 3210 (CI, DSS). Educational and Multicultural Foundations. Provides preservice teachers with the opportunity to critically examine the political, economic, and educational policies influencing students' access to equitable educational experiences. Examines historical and philosophical foundations influencing the nature of multicultural education in our Democratic society, how personal biases can influence instructional practices, and development of multicultural curriculum relevant to specific content areas. (3 cr) (F,Sp)

ScEd 3300. Clinical Experience I. First clinical practicum (40 hours minimum) in middle and secondary schools, arranged by special methods instructors in department. Required at level 1. Prerequisite: Program admission. (1 cr) (F,Sp)

ScEd 3400. Teaching Science I. Laboratory practicum focused on design, practice, and performance of secondary science demonstrations and investigative lab activities. Must be taken at Level 1. Prerequisite: Program admission. (3 cr) (F,Sp)

ScEd 3500. Teaching Social Studies. Methods course focused on social studies curriculum and instruction for preservice secondary teachers with teaching majors or minors in history or any of the social sciences. Should be taken at Level 1. Prerequisite: Program admission. (3 cr) (F,Sp)

ScEd 3600. Teaching English. Methods course focused on English curriculum and instruction for preservice secondary teachers with teaching majors or minors in Eng-

lish. May be taken at either Level 1 or Level 2. Prerequisite: Program admission. (3 cr) (F,Sp)

ScEd 4200 (CI). Reading, Writing, and Technology. Performance-based class focused on a wide range of academic skills related to reading, writing, and advanced technology access. Prerequisite: Program admission and completion of Level 1. (3 cr) (F,Sp)

ScEd 4210. Cognition and Evaluation of Student Learning. Designed to lead the preservice secondary school teacher to address two questions: (1) How do students construct concepts; discover relationships; and develop knowledge-level skills, comprehension and communication skills, and problem-solving abilities? (2) How do teachers monitor students' progress, evaluate and communicate their achievement, and interpret the results of system-wide and standardized test results to students and their parents? (3 cr) (F,Sp)

ScEd 4300. Clinical Experience II. Second clinical practicum (40 hours minimum) in middle and secondary schools, arranged by special methods instructors in department. Required at level 2. Prerequisite: Program admission and completion of Level 1. (1 cr) (F,Sp)

ScEd 4400. Teaching Science II. Methods course focused on science curriculum and instruction for preservice secondary teachers with teaching majors in any of the science areas. Must be taken at Level 2. Prerequisite: Program admission, completion of Level 1, and ScEd 3400. (3 cr) (F,Sp)

ScEd 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. Also taught as EIED 4600/6600. (3 cr) (F,Su)

ScEd 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. Also taught as EIED 4610/6610. (3 cr) (Sp,Su)

ScEd 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 EIED 4620/6620. (3 cr) (Su)

ScEd 4710. Diversity in Education. Provides educators with background and techniques for more effectively addressing the needs of students in a culturally and linguistically diverse society. Diversity topics also include religion, socioeconomic class, ability differences, gender, and sexual orientation. Also taught as EIED 4710. (3 cr) (F,Sp)

ScEd 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 EIED 4760/6760. (3 cr) (F,Sp)

ScEd 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 EIED 4770/6770. (3 cr) (Su)

ScEd 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. Exam-

ines assessment requirements for public schools, intensive language programs, and higher education. Also taught as EIED 4780/6780. (3 cr) (Su)

ScEd 4900H. Senior Thesis. Student-initiated research project under faculty supervision. Requires prior approval of department head, honors committee, and instructor. Prerequisite: Approval of department head. (1-6 cr) (F,Sp)

ScEd 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 EIED 5000/6000. (1-6 cr) (F,Sp,Su) ®

ScEd 5300. Clinical Experience III. Third clinical practicum in middle and secondary schools. Arranged by Office of Field Experiences for 5 weeks before student teaching (40 hours minimum). Required of all students at Level 3. Prerequisites: Level 1 and Level 2 completion, and student teaching placement. (1 cr) (F,Sp)

ScEd 5400. Laboratory Practicum. Laboratory practicum for inservice teachers, focused on design, practice, and performance of secondary science demonstrations and investigative lab activities. (3 cr) (F,Sp)

ScEd 5500. Student Teaching Seminar. Ten-week capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, emphasizing reflective teaching. Prerequisites: Level 1 and Level 2 completion, and student teaching placement. (2 cr) (F,Sp)

ScEd 5600. Student Teaching in Secondary Schools. Ten-week culminating practicum in which students assume full-time teaching responsibilities under direction of cooperating teachers in major and minor fields. Prerequisites: Level 1 and Level 2 completion, and student teaching placement. (8 cr) (F,Sp)

ScEd 5700. Modified Student Teaching. Culminating practicum experience for students seeking dual licensure, earning half of their student teaching credit in a secondary school setting. Prerequisite: Program admission and completion of Level 1 and Level 2. (2-4 cr) (F,Sp)

ScEd 5800. Secondary School Internship. Advanced practical teaching experience under combined public school and University supervision. Offered only by arrangement with Director of Field Experiences. Prerequisites: Level 1 and Level 2 completion, and special recommendation. (2-6 cr) (F,Sp)

ScEd 5900. Independent Study. Prerequisite: Instructor approval. (1-3 cr) (F,Sp) ®

ScEd 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 EIED 6000/5000. (1-6 cr) (F,Sp,Su) ®

ScEd 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 EIED 6040. (3 cr) (F,Su)

ScEd 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 EIED 6100. (3 cr) (Sp,Su)

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

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

ScEd 6250. Mathematics Curriculum and Instruction. Examination of current curriculum standards, trends, and effective methods of instruction for mathematics in middle and secondary schools. (2 cr) (Su)

ScEd 6300. English Curriculum and Instruction. Examination of current curriculum standards, trends, and effective methods of instruction for English/language arts in middle and secondary schools. (2 cr) (Su)

ScEd 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 EIED 6310. (3 cr) (Su)

ScEd 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 EIED 6320/7320. (3 cr) (Sp)

ScEd 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 EIED 6330. (1-6 cr) (Su)

ScEd 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 EIED 6340. (2 cr) ®

ScEd 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 EIED 6350. (3 cr) (Sp)

ScEd 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 EIED 6360. (3 cr) (Su)

ScEd 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 EIED 6370. (1-3 cr) (F,Sp,Su)

ScEd 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: ScEd/EIED 6310 or 6360. Also taught as EIED 6390. (3 cr) (Su)

ScEd 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 EIED 6400. (2 cr) (Su)

ScEd 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 EIED 6420. (2 cr) (F)

ScEd 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 EIEd 6430. (1 cr) (F)

ScEd 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 EIEd 6440. (2 cr) (Su)

ScEd 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 EIEd 6460. (2 cr) (Sp)

ScEd 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 EIEd 6470. (1 cr) (Sp)

ScEd 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 EIEd 6480. (2 cr) (F)

ScEd 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 EIEd 6490. (1 cr) (F)

ScEd 6500. Science Curriculum and Instruction. Examination of current curriculum standards, trends, and effective methods of instruction for science in middle and secondary schools. Emphasizes science program improvement through investigative lab activities. (2 cr) (Su)

ScEd 6550. Social Studies Curriculum and Instruction. Examination of current curriculum standards, trends, and effective methods of instruction for social studies in middle and secondary schools. (3 cr) (Su)

ScEd 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 EIEd 6570. (3 cr) (Alt years)

ScEd 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 EIEd 6580. (2 cr) (Su)

ScEd 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 EIEd 6590. (2 cr) (Sp)

ScEd 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. Also taught as EIEd 6600/4600. (3 cr) (F,Su)

ScEd 6610 (d4610). Curriculum, Methods, and Assessment for the Middle Grades. Integrates current approaches to curriculum design with instructional mod-

els 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. Also taught as EIEd 6610/4610. (3 cr) (Sp,Su)

ScEd 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 EIEd 6620/4620. (3 cr) (Su)

ScEd 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 EIEd 6760/4760. (3 cr) (F,Sp)

ScEd 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 EIEd 6770/4770. (3 cr) (Su)

ScEd 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 EIEd 6780/4780. (3 cr) (Su)

ScEd 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 EIEd 6840. (1-2 cr) (Su) ®

ScEd 6900. Independent Study. Individually directed readings and conference. Departmental permission required before registration. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su) ®

ScEd 6910. Independent Research. Individually directed research projects. Departmental permission required before registration. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su) ®

ScEd 6940. Supervision and Administration Internship. Individually directed internship experiences in secondary school settings for development of supervisory and administrative skills. Prerequisite: Instructor's approval. (3 cr) (F,Sp,Su)

ScEd 6960. Creative Project. Individually directed creative project, with a focus closely related to coursework or to area of teaching specialization. Only students pursuing the Plan B MEd option should enroll in this course. Prerequisite: Instructor's approval. (3 cr) (F,Sp,Su)

ScEd 6970. Master's Thesis. Individually directed work in thesis writing, with guidance from committee chair. Designed for use on MA and MS degrees only. Prerequisite: Instructor's approval. (3-6 cr) (F,Sp,Su)

ScEd 6980. Portfolio Project. Individually directed portfolio for students in the MEd Plan C degree, only to be taken at the end of student's program of study. Designed for students to integrate and apply concepts learned in the master's program. Prerequisite: Instructor's approval. (3 cr) (F,Sp,Su)

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

ScEd 7000. Student Teacher Supervision. Experiences in providing guidance for secondary student teachers in public schools. Analysis of roles and responsibilities of

cooperating teachers and university supervisors. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp)

ScEd 7050. Internship in Program Evaluation. Experiences in practical aspects of program evaluation through planned and supervised evaluation project participation. Must be approved by student's graduate committee. Prerequisite: Instructor's approval. (1-6 cr) (F,Sp,Su)

ScEd 7060. Internship in Research. Experiences in conducting research through planned and supervised research project participation. Must be approved by student's graduate committee. Prerequisite: Instructor's approval. (1-6 cr) (F,Sp,Su)

ScEd 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 EIEd 7320/6320. (3 cr) (Sp)

ScEd 7330. Internship in Supervision. Directed experiences in supervision with selected public school personnel in approved settings. Experiences arranged by student's graduate committee. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su)

ScEd 7350. Internship in Curriculum Development. Directed experiences in curriculum development with selected public school personnel in approved settings. Experiences arranged by student's graduate committee. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su)

ScEd 7500. Interdisciplinary Workshop. Prerequisite: Instructor's approval. (1-3 cr) (Su) ®

ScEd 7810. Research Seminar. Identification of research problems, consideration of research methods, and application of data analysis procedures under faculty direction. Prerequisite: Instructor's approval. (1 cr) (F,Sp,Su) ®

ScEd 7900. Independent Study. Individually directed reading and conference. Departmental permission required before registration. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su) ®

ScEd 7910. Independent Research. Individually directed research projects. Departmental permission required before registration. Prerequisite: Instructor's approval. (1-3 cr) (F,Sp,Su) ®

ScEd 7970. Dissertation. Individual work on research problems in the PhD or EdD program. Prerequisite: Instructor's approval. (1-12 cr) (F,Sp,Su) ®

ScEd 7990. Continuing Graduate Advisement. Prerequisite: Approval of instructor. (1-12 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.