The mission of the College of Education is to prepare educators, counselors, administrators, and other professionals to be life-long, innovative, informed, reflective decision makers effectively trained to achieve the goals, competencies, and skills identified by the accrediting and professional organizations for each program.

Non-certification programs in Psychology are offered through the College of Education at Dothan, Montgomery, Phenix City, Troy, and various University College locations. Offerings include a comprehensive 54-semester hour program, a 36-semester hour major, and a 18-semester hour minor.

The Teacher Education Unit is comprised of all certification programs in the College of Education. All certification programs are approved by the Alabama State Board of Education. Certification programs are offered at the Dothan, Phenix City, and Troy campuses.

Only certification programs offered at the Dothan, Phenix City and Troy campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

### Undergraduate Programs

<table>
<thead>
<tr>
<th>Non-Certification Programs</th>
<th>Dothan</th>
<th>Mont-Gomery</th>
<th>Phenix City</th>
<th>Troy</th>
<th>University College*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Program (54 SH)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Major (36 SH)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Minor (18 SH)</td>
<td>X</td>
<td>X</td>
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<table>
<thead>
<tr>
<th>Certification Programs</th>
<th>Dothan</th>
<th>Mont-Gomery</th>
<th>Phenix City</th>
<th>Troy</th>
<th>University College*</th>
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<tbody>
<tr>
<td>Early Childhood Education (Grades P-3)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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</tr>
<tr>
<td>Collaborative Teacher (Grades K-6)</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Secondary Education (Grades 6-12)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>X</td>
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<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**NON-CERTIFICATION PROGRAMS**

**PSYCHOLOGY**

Psychology is the science concerned with the understanding of behavior and mental processes. A major in psychology provides students with 1) a useful foundation for further study at the graduate level leading to various careers in psychology, or to study in the health professions and social work, 2) skills related to employment at the baccalaureate level for the pursuit of careers in mental health services, industry, human services or areas where the knowledge of behavior would be deemed beneficial, and 3) a sound preparation for describing, understanding, predicting, and controlling the events in their own lives. Students who obtain an advanced degree have a growing range of new opportunities for employment in medical settings, sports, business, the military, as well as private practice, university teaching, and research.

The 36-hour psychology major provides students an opportunity to select courses from three major areas of psychology to meet professional and personal objectives. These areas are Natural Science, Social Science, and Applied Psychology. The 54-hour psychology program is a more structured major emphasizing the core areas of psychology and methods of scientific investigation.

**PSYCHOLOGY MAJOR (36 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3301</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3311</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4480</td>
<td>Senior Seminar in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 27 hours of additional psychology courses. NOTE: PSY 2200 or PSY 2201 will not count in this major. However, either PSY 2200 or PSY 2201 is a prerequisite for all psychology courses.

**Natural Science Courses** - Select at least 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3310</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3340</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3351</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3370</td>
<td>Comparative Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3385</td>
<td>Evolutionary Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
### PSY 4421 (3) Physiological Psychology
### PSY 4460 (3) Cognitive Psychology

**Social Science courses** - Select 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2210</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY 3304</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 3312</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSY 3320</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSY 3322</td>
<td>Abnormal Child Psychology</td>
</tr>
<tr>
<td>PSY 3325</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSY 3380</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 4402</td>
<td>Principles of Counseling</td>
</tr>
<tr>
<td>PSY 4420</td>
<td>Physiological Dynamics of Alcohol and Other Drugs</td>
</tr>
<tr>
<td>PSY 4430</td>
<td>Introduction to Substance Abuse Counseling</td>
</tr>
<tr>
<td>PSY 4434</td>
<td>Drug Education, Prevention and Intervention</td>
</tr>
<tr>
<td>PSY 4435</td>
<td>Treatment of Addictive Family Disease</td>
</tr>
<tr>
<td>PSY 4436</td>
<td>Treatment Theories and Modalities of Addictive Diseases</td>
</tr>
<tr>
<td>PSY 4450</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSY 4456</td>
<td>Gerontology</td>
</tr>
<tr>
<td>PSY 4470</td>
<td>Advanced Theories of Developmental Psychology</td>
</tr>
</tbody>
</table>

**Applied Psychology courses** - Select 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2205</td>
<td>Psychology of Adjustment</td>
</tr>
<tr>
<td>PSY 2230</td>
<td>Orientation to Psychology</td>
</tr>
<tr>
<td>PSY 3303</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>PSY 3309</td>
<td>Advanced Statistics</td>
</tr>
<tr>
<td>PSY 3330</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 3332</td>
<td>Family Violence</td>
</tr>
<tr>
<td>PSY 3360</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>PSY 3365</td>
<td>Human Factors Psychology</td>
</tr>
<tr>
<td>PSY 4400</td>
<td>Advanced General Psychology</td>
</tr>
<tr>
<td>PSY 4401</td>
<td>Psychological Tests and Measurements</td>
</tr>
<tr>
<td>PSY 4405</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>PSY 4410</td>
<td>Business and Industrial Psychology</td>
</tr>
<tr>
<td>PSY 4451</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY 4459</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>PSY 4475</td>
<td>Theories of Training and Evaluation</td>
</tr>
</tbody>
</table>

**PSYCHOLOGY MINOR (18 hours)**

Select 2 courses (6 SH) from each of the Group Elective categories listed above
If selected, Psychology Minors will receive credit for PSY 3301 and 3311 in the Applied category.
PSYCHOLOGY COMPREHENSIVE PROGRAM (54 Hours) (Offered only at Troy Campus)

PSY 2230 (3) Orientation to Psychology
PSY 3301 (3) Basic Statistics
PSY 3309 (3) Advanced Statistics
PSY 3311 (3) Research Methods
PSY 4400 (3) Advanced General Psychology
PSY 4405 (3) Experimental Psychology
PSY 4451 (3) History and Systems of Psychology
PSY 4480 (3) Senior Seminar in Psychology

Select at least 6 hours from the following:
PSY 3310 (3) Sensation and Perception
PSY 4421 (3) Physiological Psychology
PSY 4460 (3) Cognitive Psychology

Select at least 24 hours of additional 3000/4000 level psychology courses. NOTE: PSY 2205 will not count in this program.

CERTIFICATION PROGRAMS

Conceptual Framework

The ultimate goal of the College of Education Teacher Education Unit at Troy University is the effective initial and continuing preparation of candidates, teachers, and other school personnel. The conceptual framework evolved from research based models (e.g. Carnegie Commission on Higher Education, 1973, Colton and Sparks-Langer, 1993) and is aligned with nationally accepted standards.

The unit’s commitment lies in training educators whose formal preparation meets federal and state requirements and responds to the expectations and needs of the communities served.

The Conceptual Framework reflects the commitment to produce innovative, informed, and reflective decision makers. The unit is committed to proven fundamentals and continuous review of practice and research. Effective teachers must demonstrate exceptional abilities and skills in their knowledge, their pedagogy, and their dispositions.

TEACHER CERTIFICATION

All teacher education certification programs are approved by the Alabama State Department of Education. Students seeking teacher certification should refer to the specific program for eligibility and program completion requirements. Only those students who are properly admitted to an approved teacher certification program and complete all current requirements will be recommended for certification.
CERTIFICATION IN ALABAMA

Candidates completing an approved teacher certification program are eligible to apply for the Alabama Class B professional certificate, provided they meet the following:

- a grade point average of 2.75 on all undergraduate coursework attempted.
- a grade of “C” or better in all coursework which applies to certification.
- any “D” earned in a teaching field or professional studies course must be successfully repeated with a grade of “C” or better.

Any candidate who applies for a professional certificate is subject to all regulations set forth by The Alabama State Department of Education. This may include a comprehensive background check. Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Implementation of additional requirements may be mandated by the Alabama State Department of Education and could supersede a student’s stated program requirements. Candidates should consult their education advisor for details.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

CERTIFICATION IN OTHER STATES

Other states may grant professional certification to candidates completing the Troy University teacher education program. Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

HIGHLY QUALIFIED TEACHER

All undergraduate teacher education programs comply with the Alabama Model for Identifying Highly Qualified Teachers in accordance with the No Child Left Behind Act (NCLB) of 2001.

STATEMENT OF GUARANTEE FOR NEW EDUCATORS

Candidates who are recommended by Troy University for Alabama state teacher certification shall be granted remediation at no cost if:

1. they are teaching in field and levels of the awarded certificate;
2. they receive less than the required minimum score of 18 on The Alabama Professional Education Personnel Evaluation Program (PEPE);
3. and remediation is requested within two years of the valid date of the Professional Educator certificate, which was issued based on recommendation by the unit.
In no case, shall the unit be required to provide remediation for more than the first two years of employment.

EXIT EXAMINATIONS
All teacher education candidates must successfully complete all components of the required exit examination. There are three components of the exit examination: professional studies, teaching field(s), and portfolio. The format and requirements of the examination may vary according to the major.

CERTIFICATION ONLY
Candidates who currently hold valid Alabama professional teacher certification may complete program requirements for recommendation of additional teaching fields. Transcripts and professional experience will be reviewed prior to beginning any coursework to determine eligibility. Candidates must successfully compete all program and course requirements, including exit examination(s), portfolio, and internship.

TRANSFER CREDIT ALLOWANCES
At least 25% of the credit hours required for the degree must be earned in residence with Troy University. Transfer credit for professional education courses and teaching area courses which give consideration to pedagogical application is allowable only for courses taken at a regionally accredited institution in a state approved teacher education/certification program. Other transfer credit is subject to approval. A minimum of twelve (12) semester hours in the professional studies area and a minimum of twelve (12) semester hours in the teaching field must be earned at the campus supervising the required internship to be eligible for a recommendation for teacher certification.

GENERAL STUDIES REQUIREMENTS
General studies courses cannot be used to meet requirements for both a major field and general studies. Some education majors have special general studies requirements. Consult your education advisor and the General Studies section of this Catalog for details. Required major field courses are listed under the appropriate departmental listing in this Catalog.

ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)
Admission to Troy University does not qualify a student for admission to the Teacher Education Program. Candidates may only enroll in EDU 3310, EDU 3305 or EDU 4499, PSY 3303, EDU 4400, and SPE 3340 prior to meeting all criteria for admission to the Teacher Education Program. Candidates must meet with their teaching field advisor for any restrictions regarding enrollment in teaching field courses prior to admission to TEP. Written application to the Teacher Education Program is required. Additional requirements include:

1. Completion of 48 semester hours of required General Studies courses including a
grade of “C” or better in the two English composition courses and a grade of “C” or better in the required general studies mathematics course(s) for the teacher education major. Prior to admission to TEP, Elementary, early childhood, and collaborative teacher candidates must complete six of the twelve hours of required mathematics. The following courses must be completed with a grade of “C” or better: MTH 1110: Finite Mathematics; and MTH 1112 Pre-Calculus Algebra; or higher. The remaining 6 semester hours must be completed with a grade of “C” or better prior to internship: MTH 2251; MTH 2252.

2. A minimum grade point average (GPA) of 2.75 on all coursework attempted. Students who fail to meet the required GPA may repeat courses. When courses are repeated, both grades are used in calculating the overall GPA, the Professional Studies GPA, and the Major Field GPA.

3. An initial score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)

4. Successful completion of a formal speech and interview.

5. Completion of a minimum of 12 clock hours of classroom observation/participation. School experiences must be completed at both the elementary and secondary levels regardless of major.

6. Successful completion of an impromptu essay.

THE PROFESSIONAL INTERNSHIP PROGRAM

The Professional Internship Program is the culminating clinical field-based experience for candidates seeking certification in a teaching field. The Professional Internship Program provides the candidate with the opportunity to conduct classes and assume the role of teacher while receiving supervision from a classroom teacher and a university supervisor. Instructions regarding qualifications and applications should be obtained from the Office of Teacher Education and submitted two semesters prior to the semester that the candidate plans to intern.

All candidates completing an initial certification program for teachers must complete a 9-semester hour internship in the grade level(s) and academic subject(s) of the certification sought. This is a full-time assignment for a full semester (approximately 600 clock hours) with placement in a regionally accredited school. Interns must enroll in the appropriate 3-semester hour internship seminar course during the internship semester. A minimum of twelve (12) semester hours in the professional studies and a minimum of twelve (12) semester hours in the teaching field must be earned at the site supervising the internship.

Prerequisites for internship include:

1. Admission to the Teacher Education Program (TEP).
2. A grade point average (GPA) of 2.75 overall on all undergraduate coursework attempted.
3. A grade point average (GPA) of 2.75 in all professional studies coursework attempted.
4. A grade point average (GPA) of 2.75 in all teaching field coursework attempted.
5. Three satisfactory recommendations from faculty.
6. Completion of all coursework except for Internship Seminar, which is taken in
   conjunction with internship.
7. Completion of all professional studies and teaching field courses with a grade of
   “C” or better.
8. Completion and verification of a minimum of 150 contact hours of clinical
   experiences. Ninety (90) of these 150 hours must be in increments of at least
   three hours each. The majority of field experiences must occur in a P-12 setting.
   At least half of the field experiences shall be in the candidate’s teaching field
   and shall emphasize the application of content knowledge.
9. Evidence of current First Aid and CPR certifications.
10. Successful completion of all three sections of the Alabama Prospective Teacher
    Test (APTT): Applied Mathematics, Reading for Information, and Writing.
11. Successful completion of the Praxis II examination in each discipline.
12. Successful completion of exit examination in the professional studies, the
    teaching field(s), and portfolio.
13. Approval of the Director of the Teacher Education Program and the Department
    Chair.
14. Evidence of current professional liability coverage.
15. Completion of any additional requirements mandated by the Alabama State
    Department of Education.

Undergraduate internship experiences must occur in the appropriate grade
level(s) and subject(s) and are supervised by an approved certified classroom
teacher who is the teacher of record for the class. Interns may not complete an
internship in a classroom in a long term substitute teacher position.

PROFESSIONAL STUDIES CORE COURSES – Total 36-39 hours

EDU 3310 (3)  The Professional Educator
EDU 4400 (3)  Classroom Management (or approved classroom management
course in major)
EDU 4471 (3)  Curriculum and Instructional Delivery
PSY 3303 (3)  Educational Psychology
PSY 3346 (3)  Educational Assessment (or approved assessment course in major)
SPE 3340 (3)  Diverse Learners (or approved special education course in major)

Select one appropriate reading course   (3 Hours)
RED 4481 (3)  Language and Literacy I: P-3 (ECE, ELE, SPE)
RED 4484 (3)  Language and Literacy IV (SED, IED)

Select one technology course   (3 Hours)
EDU 3305 (3)  Microcomputers in Education (SED and P-12)
EDU 4499 (3)  Technology across the Curriculum: (ECE, ELE, and SPE)

Select appropriate internship course (9 Hours)
ECE 4474 (9) Internship in Early Childhood Education
ELE 4474 (9) Internship in Elementary Education
SPE 4474 (9) Internship in Collaborative Teacher K-6 Internship
___4474 (9) Internship in Secondary Education
(BIO, CHM, ENG, HIS, MTH, SCI, SS)
___4472 (9) Internship in Interdisciplinary Education (ART, HPR, MUS)

Select appropriate internship seminar course (3 Hours)
ECE 4454 (3) Internship Seminar for Early Childhood Education
ELE 4454 (3) Internship Seminar for Elementary Education
IED 4454 (3) Internship Seminar for Interdisciplinary Education
SED 4454 (3) Internship Seminar for Secondary Education
SPE 4454 (3) Internship Seminar for Collaborative Teacher K-6

SED and IED majors: Select the appropriate methods class (3 Hours)
___4481 (3) Methods and Materials for the ______ Major
(ART, BIO, CHM, ENG, HIS, HPR, MTH, MUS, SCI, SS)

EARLY CHILDHOOD EDUCATION (P-3)

ECE  3310 (3) Portrait of the Learner: Logico-Mathematical Knowledge
ECE  3320 (3) Portrait of the Learner: Physical Knowledge
ECE  3330 (3) Portrait of the Learner: Social and Moral Development
ECE  3340 (3) Portrait of the Learner: Language Acquisition
ECE  3350 (3) Portrait of the Learner: Symbolic Function
ECE  4401 (3) Integrated Program
RED  3380 (3) Children’s Literature
RED  4483 (3) Language and Literacy III: Intervention Strategies
SPE  4460 (3) Collaboration in Education Practices

ELEMENTARY EDUCATION (K-6)

In addition to the required general studies and professional studies, students must complete the following major:
ART  3361 (3) Integrating Art into the Curriculum
ELE  3360 (3) Teaching Social Science in the K-6 Classroom
ELE  3361 (3) Teaching Natural Science in the K-6 Classroom
ELE  3362 (3) Teaching Mathematics in the K-6 Classroom
ELE  4401 (3) Integrated Program
HPR  3361 (3) Integrating Health & PE into the Curriculum
MUS  3361 (3) Integrating Music into the Curriculum
RED  3380 (3) Children’s Literature
RED  4482 (3) Language & Literacy II: Grades 4-6
RED  4483 (3) Language & Literacy III: Intervention Strategies
SPE 4460 (3) Collaboration in Education Practices

COLLABORATIVE TEACHER (K-6)

In addition to the required general studies and professional studies, students must complete the following major:

- EDU 3383 (3) Teaching Mathematics
- EDU 4400 (3) Classroom Management
- HPR 4462 (3) Physical Education for Exceptional Children
- RED 3380 (3) Children’s Literature
- RED 4482 (3) Language & Literacy II
- SPE 3302 (3) Intro to Moderate/Severe Disabilities
- SPE 3306 (3) Teaching Students w/Mild Disabilities (K-6)
- SPE 3307 (3) Strategies Instruction
- SPE 3309 (3) Teaching Students with Moderate/Severe Disabilities (K-6)
- SPE 3349 (3) Intro to Mild Disabilities
- SPE 3362 (3) Polices & Procedures in Special Education
- SPE 3330 (3) Integrating Assistive Technology

SECONDARY EDUCATION (6-12)

In addition to the required general studies and professional studies coursework, students seeking Alabama teacher certification in grades 6-12 should complete the academic major in a specific discipline, and select “Education” as the second major. Students should consult with their education advisor concerning all certification requirements, and their discipline academic advisor for requirements in the major.

Available secondary education disciplines are as follows:
- BIOLOGY
- CHEMISTRY
- ENGLISH/LANGUAGE ARTS
- GENERAL SCIENCE
- HISTORY
- MATHEMATICS
- SOCIAL SCIENCE

INTERDISCIPLINARY EDUCATION (P-12)

In addition to the required general studies and professional studies coursework, students seeking Alabama teacher certification in grades P-12 should complete the academic major in a specific discipline, and select “Education” as the second major. Students should consult with their education advisor concerning all certification requirements, and their discipline academic advisor for requirements in the major.
Available interdisciplinary education disciplines are as follows:

ART
HEALTH AND PHYSICAL EDUCATION
MUSIC, INSTRUMENTAL
MUSIC, CHORAL
PHYSICAL EDUCATION

ART 4471 Internship in Art Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: IED 4454 Internship Seminar for Interdisciplinary Education

BIO 4474 Internship in Biology Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

CHM 4474 Internship in Chemistry Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

Early Childhood Education Courses

ECE 3310 Portrait of a Learner: Logico-Mathematical Knowledge (3)
The purpose of this course is to assist students as they investigate and construct operational knowledge of young children’s construction of logico-mathematical knowledge. This course includes extensive laboratory experiences where students interact with diverse learners through observation and participation in the application of appropriate logico-mathematical knowledge experiences including technology and the
investigation and evaluation of children’s thinking. Prerequisite: Admission to the Teacher Education Program (TEP).

ECE 3320 Portrait of a Learner: Physical Knowledge (3)
The purpose of this course is to assist students as they investigate and construct operational knowledge of young children’s construction of physical knowledge. This course includes extensive laboratory experiences where students interact with diverse learners through observation and participation in the application of appropriate physical knowledge experiences including technology and the investigation and evaluation of children’s thinking. Prerequisite: Admission to TEP.

ECE 3330 Portrait of a Learner: Social and Moral Development (3)
The purpose of this course is to assist undergraduate students as they investigate and construct operational knowledge of children’s social development. In addition, the undergraduate will interact with diverse learners through observation and participation in the application of appropriate social development experiences, including technology along with the investigation and evaluation of children’s construction of social knowledge. Prerequisite: Admission to TEP.

ECE 3340 Portrait of a Learner: Language Acquisition (3)
The purpose of this course is to assist students as they investigate and construct an operational knowledge of young children’s language and literacy acquisition. This course includes extensive laboratory experiences where students interact with diverse learners through observation and participation in the application of appropriate language and literacy experiences including technology. Prerequisite: Admission to TEP.

ECE 3350 Portrait of a Learner: Symbolic Function (3)
The purpose of this course is to assist students as they investigate and construct operational knowledge of young children’s symbolic thought and representation through play, art, music, movement and drama. This course includes extensive laboratory experiences where students interact with diverse learners through observation and participation in the application of appropriate expressive arts experiences including technology and the investigation of children’s representation of their knowledge. Prerequisite: Admission to TEP.

ECE 4401 The Integrated Program (3)
This course is designed as a culminating course for Early Childhood Education students to examine the integrated nature of the ECE program. This course includes extensive laboratory experiences where students interact with diverse learners as they plan, implement, and evaluate integrated curriculum, including technology, and the total ECE program. Prerequisite: Admission to TEP and completion of a minimum of 15 hours in the teaching field.

ECE 4454 Internship Seminar for Early Childhood Education (3)
This course provides seniors an opportunity during internship to examine broad educational issues and concerns, topics on the state and local levels and those of personal
interest. The scope of the course ranges from juvenile law, classroom management professionalism, professional development for teachers and other course topics. Prerequisite: Admission to TEP; Co-requisite: ECE Internship.

**ECE 4474 Internship in Early Childhood Education (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: ECE 4454 Internship Seminar for Early Childhood Education.

**ECE 4465 Early Childhood Education Internship (1-3)**
Experiences in internship, i.e., observation, participating and teaching with supervision. Twenty-five clock hours for each credit hour. Prerequisite: Completion of all courses required by the State Department of Education and the approval of the Director of Professional Laboratory Experiences.

**ECE 4466 Early Childhood Education Internship (6)**
Half-day observing and teaching under supervision. Prerequisite: Holder of an Alabama Class B Teacher Certificate; successful completion of two years teaching experience in grades P-3; completion of all courses required for certification in Early Childhood Education and approval of the Director of the Professional Internship Program.

**ECE 4491–4492 Guided Independent Research (1-3)**
Additional information is indexed under “Guided Independent Research and Study.”

**Education Courses**

**EDU 3305 Microcomputers in Education (3)**
This course is designed to introduce prospective teachers to currently available technology and to prepare them to use various media for their own education as well as in their professional careers. Students are expected to become comfortable in the use of various media and to explore the possibilities for the use of media in the classroom. Emphasis is given to ways in which multimedia can be used to meet the needs of the varying learning styles.

**EDU 3310 The Professional Educator**
This course provides a broad overview of education, teaching and schools; and an orientation to the Teacher Education Program. Multiple field experiences in school settings are required as part of the course. This is a prerequisite course for most other education courses.

**EDU 4400 Classroom Management (3)**
This course is designed for all education majors. The purpose of this course is to establish a foundation of content and application relative to classroom management and discipline emphasizing reflection, decision making, and integrated teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experience, case studies, problem solving sessions, projects, and research.

**EDU 4471  Curriculum and Instructional Delivery**
This course offers a survey of school curriculums, organizational patterns for school systems and classrooms. It is designed for Early Childhood Education, Elementary Education, Special Education, and Middle and Secondary Education majors. Various instructional strategies, major philosophies and learning theories are examined. Prerequisite: Admission to TEP; class should be taken semester prior to internship.

**EDU 4476 Internship in Elementary/K-6 Collaborative Teacher (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: ELE 4454 Internship Seminar for Elementary Education

**EDU 4491-4492 Guided Independent Research (1-3)**
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

**EDU 4493-4494 Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

**EDU 4499 Technology Across the Curriculum (3)**
This course prepares the student to use a variety of technologies in developing curriculum and planning instruction for diverse learners in grades K-6. Attention is given to the history of technology, software selection and the integration of technology into the curriculum by matching technology resources and tools to instructional needs.
EDU 9914   Environmental Science: Project WET (1)
Project WET (Water Education for Teachers) is an interdisciplinary, supplementary environmental and conservation education program. The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources.

EDU 9915   Environmental Science: Aquatic WILD (1)
Aquatic Project WILD is an interdisciplinary, supplementary environmental and conservation education program that explores the fascinating worlds of water and aquatic habitats they support.

EDU 9920   Youth with Disabilities Leadership Forum (3)
This course is designed for education and human services students. The purpose of this course is to provide field experience with youth with disabilities. Students will serve as counselors who conduct activities, guide discussion groups, and provide feedback and evaluation. Prerequisite: permission of the instructor.

EDU 9932   Environmental Science: Project WILD (1)
Project WILD is an interdisciplinary, supplementary environmental and conservation education program emphasizing wildlife. Project WILD emphasizes the intrinsic, ecological, and other values of wildlife, as well as the importance of wildlife as a basis for understanding the fragile grounds upon which all life rests.

EDU 9934   Environmental Science: Project Learning Tree (1)
Project Learning Tree (PLT) is an interdisciplinary, supplementary environmental and conservation education program emphasizing forestry and related resources. PLT offers opportunities for learners to develop awareness, knowledge, and skills necessary for living in harmony with the world of living and non-living things.

Elementary Education Courses

ELE 3360   Teaching Social Science in the K – 6 Classroom (3)
This course provides a study of the varied dimensions of instruction in social sciences. Emphasis is placed on appropriate instruction and resources, including technology for the instruction of students in grades K-6. Prerequisite: Admission to TEP

ELE 3361   Teaching Natural Science in the K-6 Classroom (3)
This course provides a study of the varied dimensions of instruction in natural sciences. Emphasis is placed on appropriate instruction and resources, including technology for the instruction of students in grades K-6. Prerequisite: Admission to TEP

ELE 3362   Teaching Mathematics in the K-6 Classroom (3)
This course provides a study of the varied dimensions of instruction in mathematics. Emphasis is placed on appropriate instruction and resources, including technology for the instruction of students in grades K-6. Prerequisite: Admission to TEP
ELE 4401 Integrated Program (3)
This course is designed as a culminating course for Elementary Education students to examine the integrated nature of the ELE program. This course includes extensive laboratory experiences where students interact with diverse learners as they plan, implement, and evaluate integrated curriculum, including technology, and the total ELE program. Prerequisite: Admission to TEP and completion of a minimum of 15 hours in the teaching field.

ELE 4454 Internship Seminar for Elementary Education (3)
This course provides seniors an opportunity during internship to examine broad educational issues and concerns, topics on the state and local levels and those of personal interest. The scope of the course ranges from juvenile law, classroom management professionalism, professional development for teachers and other course topics. Co-requisite: ELE Internship. Prerequisite: Admission to TEP

ELE 4474 Internship in Elementary Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: ELE 4454 Internship Seminar for Elementary Education

ELE 4491-4492 Guided Independent Research (1-3)
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

ELE 4493-4494 Guided Independent Study (1-3)
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

ENG 4474 Internship in English/Language Arts Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role
of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

HIS 4474 Internship in History Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

HPR 4472 Internship in Health/Physical Education (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: IED 4454 Internship Seminar for Interdisciplinary Education

Interdisciplinary Education Courses (IED)

IED 4454 Internship Seminar for Interdisciplinary Education (3)
This course provides seniors an opportunity during internship to examine broad educational issues and concerns, topics on the state and local levels and those of personal interest. The scope of the course ranges from juvenile law, classroom management professionalism, professional development for teachers and other course topics. Prerequisite: Admission to TEP; Co-requisite: IED Internship.

IED 4472 Internship in Grades P-12 (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: IED 4454 Internship Seminar for Interdisciplinary Education

IED 4491-4492 Guided Independent Research (1-3)
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall
GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

**IED 4493-4494 Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

**MTH 4474 Internship in Mathematics Education (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

**MUS 4472 Internship in Music Education (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: IED 4454 Internship Seminar for Interdisciplinary Education

**Psychology Courses**

**PSY 2200 General Psychology (3)**
A survey of the basic theories, concepts, principles, and research findings in the field of psychology.

**PSY 2201 Honors General Psychology (3)**
A survey of the basic theories, concepts, principles, and research findings in the field of psychology.

**PSY 2205 Psychology of Adjustment (3)**
A course in mental health, designed to assist the individual in making a good adjustment to the changing requirements of the environment.

**PSY 2210 Developmental Psychology (3)**
A study of human development across the life-span with emphasis on psychosocial, physical, emotional, and cognitive changes.

**PSY 2230 Orientation to Psychology (3)**
Introduction to the language of psychology, APA writing style, and library research. Also includes an overview of career paths in psychology.

**PSY 3301 Basic Statistics (3)**
An introduction to descriptive and inferential statistical concepts, methods, and tools. Topics to be covered include basic terminology, measurement, data description, probability, hypothesis testing, and inferential tests (parametric and non-parametric). May be used for Sociology credit. Prerequisite: MTH 1110 (Finite Math) or higher, with a grade of “C” or better.

**PSY 3303 Educational Psychology (3)**
Characteristics of the learner and the teaching-learning process. Theories of learning, instruction, and motivation, and their application to students in grades P-12.

**PSY 3304 Abnormal Psychology (3)**
The study of mental disorders emphasizing their etiology, classification and amelioration as described in the current classification system of the American Psychiatric Association.

**PSY 3309 Advanced Statistics (3)**
Advanced quantitative methods in psychology. Topics include linear regression, analysis of variance, non-parametric techniques, estimation procedures, individual and multiple comparisons, and experimental design. Prerequisite: PSY 3301

**PSY 3310 Sensation and Perception (3)**
A study of how sensory information helps both the human species and other animals to thrive. Exploration of the senses including their physiological makeup, development and functioning. Theoretical and empirical foundations of perception and the applications of perceptual knowledge are emphasized. Prerequisite: 6 SH of PSY and sophomore or above.

**PSY 3311 Research Methods (3)**
An introduction to the design, analysis, and interpretation of behavioral research, including strategies for reviewing scientific literature and organizing a research report. Prerequisite: PSY 3301

PSY 3312 Psychology of Women (3)
The study of women’s experience and gender issues in the context of psychological theory and research.

PSY 3320 Child Psychology (3)
The development of children from conception to puberty. Includes physical, cognitive, perceptual, language, social and emotional development.

PSY 3322 Abnormal Child Psychology (3)
A study of theories, research, etiology, assessment and diagnosis of Mental Disorders first seen in childhood or adolescence as defined by the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Includes such disorders as ADHD, Conduct Problems, Anxiety, Mood, Mental Retardation, and Autism.

PSY 3325 Adolescent Psychology (3)
Adolescents from puberty to early adulthood. Includes physical, cognitive, social, emotional, and personality development in cultural context.

PSY 3330 Health Psychology (3)
This course studies the science that connects behavior to health, including psychological processes and the relationship between health and human behavior.

PSY 3332 Family Violence (3)
An in-depth study of violence in families, including spousal abuse, child abuse, elder abuse, relationship dynamics, protection services, treatment programs, legal defense strategies, and current legislation. Prerequisite: junior standing or above. NOTE: May be taken for Psychology or Sociology credit, but not both.

PSY 3340 Psychology of Learning (3)
Introduction to learning and behavior in human and nonhuman animals, including fundamental principles and findings from laboratory investigations of classical, instrumental, cognitive, and social learning.

PSY 3346 Educational Assessment (3)
This course provides a study of measurement and evaluation techniques for the classroom teacher. Emphasis will be placed on the
selection, evaluation, administration, scoring and interpretation of
selected measures of student performance, achievement and behavior.
The student will demonstrate skills in utilizing measurement data to
plan appropriate learning activities for students. Prerequisite: EDU
3310. NOTE: May not be used to meet the requirements for the PSY
major or minor.

PSY 3351 Theories of Learning (3)
Critical analysis of the major theories of learning, including the works
of Pavlov, Thorndike, Guthrie, Tolman, Hull, Skinner, and Mowrer.

PSY 3360 Forensic Psychology (3)
Forensic psychology is the application of the science and profession of
psychology to questions and issues relating to law and the legal
system. This course will introduce students to the specialty area of
Forensic Psychology. Particular emphasis will be on applied aspects
of the field. Prerequisite: 6 SH of PSY

PSY 3365 Human Factors Psychology (3)
Analysis of theoretical issues and research methods related to the
interaction between people and machines and human performance.
Topics include information processing theory, human control systems
and displays, task simulation, perceptual and motor factors limiting
human performance. Prerequisite: 6 SH of PSY

PSY 3370 Comparative Psychology (3)
This course examines the development, causal mechanisms,
evolutionary history, and function of the behavior of animals,
including humans.

PSY 3380 Social Psychology (3)
A theoretical and empirical analysis of social behavior, including
selected topics related to social perception, social influence, social
interaction, and applied social psychology.

PSY 3385 Evolutionary Psychology (3)
An examination of human behavior and cognition from an
evolutionary perspective.

PSY 3390 Special Topics in Psychology (3)
An examination of selected topics or issues in Psychology. May be
repeated for credit when the course content varies. Prerequisite: 6 SH
of PSY

PSY 4400 Advanced General Psychology (3)
A comprehensive study of the discipline of psychology designed to expand the student’s depth and breadth of knowledge in psychology. 
Prerequisite: 15 SH of PSY

**PSY 4401 Psychological Tests and Measurements (3)**
Selection, evaluation, administration, scoring, interpretation and uses of tests of intelligence, proficiency, interests, personality, aptitude and social adjustment. Prerequisite: PSY 3301, additional 3 SH of PSY

**PSY 4402 Principles of Counseling (3)**
Overview of major counseling theories and techniques, interviewing, assessment, professional issues and ethics, and a review of research and practical problems. Prerequisite: 6 SH of PSY

**PSY 4405 Experimental Psychology (3)**
Various techniques for conducting scientific research in psychology will be discussed. Course objectives include designing and conducting an experiment as well as analyzing and reporting the results. Prerequisite: PSY 3301, additional 3 SH of PSY

**PSY 4410 Business and Industrial Psychology (3)**
Application of psychology in business and industry including employee selection, performance appraisal, motivation, organizational psychology, consumer motivation, group structures, and personnel problems.

**PSY 4420 Physiological Dynamics of Alcohol and Other Drugs (3)**
Study of physiological and psychological dynamics and resultant behavioral implications in use of alcohol and other drugs. Based on assessment of dynamics and behavior and application of diagnostic procedures using appropriate manuals and materials. Prerequisite: senior standing

**PSY 4421 Physiological Psychology (3)**
The physiological correlates of behavior will be examined, including such topics as neurotransmitters and hormones, drugs, and the biological roots of mental disorders. Prerequisite: 6 SH of PSY

**PSY 4430 Introduction to Substance Abuse Counseling (3)**
This course provides an introduction to substance abuse counseling through studies of mind-altering substances, etiological theories of addiction, assessment interviewing and screening tests, individual, group, family, and other treatment options, relapse prevention, and community prevention programs.

**PSY 4434 Drug Education, Prevention and Intervention (3)**
A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted. Prerequisite: senior standing

**PSY 4435**  
*Treatment of Addictive Family Diseases (3)*  
A study of typical characteristics of dysfunctional families. Provides the basis for suggested intervention techniques, appropriate areas of family education, and guidelines for effective therapy. Prerequisite: senior standing

**PSY 4436**  
*Treatment Theories and Modalities of Addictive Diseases (3)*  
A study of historical perspectives and the most effective treatment and assessment approaches of addictive diseases. Prerequisite: senior standing

**PSY 4450**  
*Theories of Personality (3)*  
Critical analysis of major theories and systems of personality. Prerequisite: 6 SH of PSY

**PSY 4451**  
*History and Systems of Psychology (3)*  
Study of the development of psychology from its historical antecedents with special emphasis placed on contemporary schools and systems of psychological thought. Prerequisite: 6 SH of PSY

**PSY 4456**  
*Gerontology (3)*  
The study of aging. Emphasis on biomedical, psychological, and social aspects of middle and late adulthood.

**PSY 4459**  
*Applied Behavior Analysis (3)*  
Training and experience in design, execution, and evaluation of behavior modification for professionals in fields of counseling, education, rehabilitation, and psychology. Provides study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles. Prerequisite: 6 SH of PSY

**PSY 4460**  
*Cognitive Psychology (3)*  
A study of human intellectual functioning including attention, perception, memory, problem solving, reasoning and language. Prerequisite: 6 SH of PSY

**PSY 4470**  
*Advanced Theories of Developmental Psychology (3)*  
Comparative study of major developmental theories from the exogenous, endogenous, and constructivist paradigms. Includes history, structural components, contributions, criticisms, evaluation, and relevant research of each theory. Prerequisite: 6 SH of PSY
PSY 4475  **Theories of Training and Evaluation (3)**
Evaluation issues such as criteria development, organizational assessment, process and outcome criteria along with instructional methodologies such as fairness in training, special populations, second careers, and ethics of organizational and industrial change. Prerequisite: 6 SH of PSY

PSY 4480  **Senior Seminar in Psychology (3)**
A capstone course designed to integrate subject matter learned in previous courses, encourage critical analysis of contemporary issues, and contemplate future educational and employment opportunities in psychology. Prerequisite: Senior standing

PSY 4491  **Guided Independent Research (3)**
This course is designed to provide supervised research in the area of psychology. Opportunities for undergraduate research will be approved with attention to critical evaluation of research techniques, methods, and procedures. Selection of the problem must be approved by the professor under whom the study is to be made and the Department Chair or Dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. Preparation of a scholarly paper and oral defense may be required. Prerequisite: Junior or senior standing with a minimum overall GPA of 3.0. Guided independent research may be taken only in the applicant’s major or minor field. May not be used to repeat a course for which a grade of “D” or less has been earned.

PSY 4492  **Guided Independent Research (1-3)**
This course is designed to provide supervised research in the area of psychology. Opportunities for undergraduate research will be approved with attention to critical evaluations of research techniques, methods, and procedures. Selection of the problem must be approved by the professor under whom the study is to be made and the Department Chair of Dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. Preparation of a scholarly paper and oral defense may be required. Prerequisite: Junior or senior standing with a minimum overall GPA of 3.0. Guided independent research may be taken only in the applicant’s major or minor field. May not be used to repeat a course for which a grade of “D” or less has been earned.

PSY 4493  **Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisite: Junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

PSY 4494 Guided Independent Study (1-3)
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisite: Junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

Reading/Literacy Courses

RED 3380 Children’s Literature (3)
The purpose of this course is to assist undergraduate students as they investigate and construct an understanding of and techniques to incorporate children’s literature across the curriculum. Pertinent topics include: award winning authors and titles found in children’s literature among a variety of genre, along with developmentally appropriate instructional techniques.

RED 4481 Language and Literacy Learning I: (P-3)
Literacy instruction for the P-3 learner with emphasis on child development, learning theories, individual differences, emergent and early literacy, and examination of current materials and instructional practices used in teaching literacy. Prerequisite: Admission to TEP

RED 4482 Language and Literacy Learning II: Grades (4-6)
Literacy instruction for the 4th-6th grade learner with emphasis on the principles of reading and language arts instruction, teaching strategies, and methods of expanding reading power. This course requires substantial field experience in the 4th-6th grade setting. Prerequisite: Admission to TEP

RED 4483 Language and Literacy III: Intervention Strategies
Principles of assessment and evaluation for improving the language and literacy learning. Pre-service teachers will be introduced to the variety of screening and testing instruments for use in modifying students’ instructional programs. Formal and informal methods for classroom observations will be explored, and methods for translating data collected for classroom management and/or communication to learners’ parents will be introduced.
The issues of privacy and ethical treatment of confidential records will also be addressed. Prerequisite: Admission to TEP

**RED 4484 Language and Literacy IV (3)**
This course provides a study of teaching reading in grades P-12 emphasizing methods in the content areas. Prerequisites: EDU 3310, 20 semester hours in the major, and admission to TEP.

**RED 4491-4492 Guided Independent Research (1-3)**
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

**RED 4493-4494 Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

**SCI 4474 Internship in Science Education (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

Secondary Education Courses

**SED 4454 Internship Seminar for Secondary Education (3)**
This course provides seniors an opportunity during internship to examine broad educational issues and concerns, topics on the state and local levels and those of personal interest. The scope of the course ranges from juvenile law, classroom management professionalism, professional development for teachers and other course topics. Prerequisite: Admission to TEP; Co-requisite: SED Internship.

**SED 4481 Methods and Materials for the Secondary Teacher (3)**
Teaching methods, selection, organization and use of materials and resources in the secondary school discipline(s). Observation and teaching experiences will be included. Prerequisites: EDU 3310 and admission to TEP.

SED 4491-4492 Guided Independent Research (1-3)
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

SED 4493-4494 Guided Independent Study (1-3)
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

SED 4474 Secondary Internship in Grades 6-12 (9)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education

Special Education Courses (Collaborative Teacher)

SPE 3302 Introduction to Moderate/Severe Disabilities (3)
This course presents an overview of the social, emotional, physical, and learning characteristics of children and youth with moderate and severe disabilities. Emphasis is placed on information regarding the definition, prevalence, and etiology of moderate and severe disabilities as well as information pertaining to the classification, assessment, placement, instruction, and programming needs and services for individuals with moderate and severe disabilities. Prerequisite: Admission to TEP

SPE 3306 Teaching Students with Mild Disabilities (3)
This course will focus on organizational procedures, universal design of curriculum, methods and techniques used in educating students with specific learning disabilities, mild mental retardation, emotional/behavioral disorders, and attention deficit/hyperactive disorders in grades kindergarten through sixth grade who are in need of academic and
social learning support in the general education classroom or in a special education classroom. Emphasis will be placed on direct teaching, designing accommodations and adaptations to teaching materials and methods in an effort to assist the disabled learner in accessing the general education curriculum in both a resource room and/or an inclusive general education classroom. This course requires extensive work within the K-6 special education and general education classrooms of a public school. Prerequisite: Admission to TEP

SPE 3307 Strategies Instruction (3)
This course bridges the gap between research and practice and extends knowledge of specific methods for teaching students (k-6) with mild disabilities. The premise of this course is that strategic learning is critical for many students with mild disabilities in order that they may achieve academic success and function at the level of their potential. Prerequisite: Admission to TEP

SPE 3309 Teaching Students with Moderate/Severe Disabilities (3)
This course emphasizes a variety of divergent strategies and resources that enhance the educational performance of students with moderate and severe disabilities. Special emphasis is placed on the design of a circle of care for students with complex needs. Prerequisite: Admission to TEP

SPE 3330 Integrating Assistive Technology (2)
This course will provide an overview of computer-based technologies as they relate to the teaching and learning of all students, as well as the use of assistive technology to facilitate the successful integration of individuals with disabilities. Selection, modifications, and classroom use of technologies to improve or bypass physical, sensory, communicative, learning, and social limitations will be explored. Prerequisite: Admission to TEP

SPE 3340 Diverse Learners (3)
The purpose of this course is oriented toward identifying exceptional students and providing appropriate learning experiences in the classroom setting. This course is a survey of the nature and needs of exceptional children and an introduction to their educational programs.

SPE 3346 Assessment in Special Education (3)
The purpose of this course is to provide students with a comprehensive study of assessment of the exceptional student. This course emphasizes the underlying concepts of test and measurement, formal and informal assessment, test administration, the interpretation and utilization of test information for identification and eligibility, and the interpretation and utilization of diagnostic results in educational intervention. Prerequisite: Admission to TEP

SPE 3349 Introduction to Students with Mild Disabilities (3)
A survey of the physical, sensory, communication, cognitive, and behavioral characteristics of students with mild disabilities (to include students with specific
learning disabilities, mental retardation, and emotional disabilities) and the impact of these characteristics on learning, curriculum, program development, and needed services and support.

**SPE 3362 Policies and Procedures in Special Education (3)**
This course is an advanced undergraduate course for prospective special education collaborative teachers K-6. This course outlines the legal responsibilities and role of the special education teacher in the procedures and services of special education. The assessment/program planning program is emphasized. Prerequisite: Admission to TEP.

**SPE 4445 Educational Evaluation of Exceptional Children (3)**
This course is designed to provide the pre-service teacher with knowledge and skills in the selection, evaluation, administration, scoring and interpretation of standardized instruments in the areas of academic achievement, diagnostic tests, adaptive behavior, and behavior rating scales. Students will demonstrate the utilization of test results for the development of an individualized education plan, individualized family service plan, and learning outcomes for the general education classroom. Prerequisites: SPE 3340, PSY 3320, PSY 3303, and admission to TEP.

**SPE 4454 Internship Seminar in Collaborative Teacher K-6 (3)**
This course provides seniors an opportunity during internship to examine broad educational issues and concerns, topics on the state and local levels and those of personal interest. The scope of the course ranges from juvenile law, classroom management professionalism, professional development for teachers and other course topics. Prerequisite: Admission to TEP; Co-requisite: SPE Internship.

**SPE 4460 Collaboration in Education Practices (3)**
This course provides students with both the intrapersonal and interpersonal skills needed to effectively collaborate with other teachers, administrators, parents and agencies.

**SPE 4474 Collaborative Teacher K-6 Internship (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SPE 4454 Internship Seminar for Collaborative Teacher K-6.

**SPE 4491-4492 Guided Independent Research (1-3)**
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to
repeat a course for which a grade of “D” or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant’s major or minor field.

**SPE 4493-4494 Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of “D” or less has been earned.

**SS 4474 Internship in Secondary Social Science Education (9)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision-maker throughout the internship experience. Prerequisite: Admission to TEP; Co-requisite: SED 4454 Internship Seminar for Secondary Education