

Teaching and Learning

Robert Vos, Associate Professor and Interim
Chairperson, Learning Technologies

Patricia Barbetta, Associate Professor, Special
Education

Linda P. Blanton, Professor, Special Education

Charles Bleiker, Associate Professor, Early Childhood
Education

Eric Brewe, Assistant Professor, Science Education

David Y. Chang, Professor, Art Education

Judith Cohen, Director, Office of Field Experiences

Elizabeth Cramer, Associate Professor, Special
Education

Charmaine DeFrancesco, Associate Professor and
Associate Chairperson, Physical Education

Laura Dinehart, Assistant Professor, Early Childhood
Education

Eric Dwyer, Associate Professor, TESOL and Modern
Language Education

Mohammed K. Farouk, Associate Professor, Social
Studies/Global Education, Coordinator of Doctoral
Programs

Maria L. Fernandez, Associate Professor, Mathematics
Education

Joyce C. Fine, Associate Professor, Literacy Education

Gail P. Gregg, Associate Professor, English Education

Hilary Landorf, Associate Professor, Social
Studies/Global Education

Maria Lovett, Visiting Assistant Professor, Learning
Technologies

Teresa Lucas, Instructor, TESOL and Modern Language
Education

Louis Manfra, Assistant Professor, Early Childhood
Education

Alicia Mendoza, Associate Professor, Elementary
Education

Lynne D. Miller, Associate Professor, Literacy
Education

Melanie Morales, Instructor, Special Education

George E. O'Brien, Associate Professor, Science
Education

Aixa Perez-Prado, Instructor, TESOL and Modern
Language Education

A. Kyle Perkins, Professor, TESOL and Modern
Language Education

William M. Ritzi, Instructor, Art Education

Helen Robbins, Instructor, Literacy Education

Angela Salmon, Assistant Professor, Early Childhood
Education

Monika Shealey, Assistant Professor, Special
Education

Linda Spears-Bunton, Associate Professor, English
Education

Joyce Tardaguila-Harth, Assistant Professor, Special
Education

M. O. Thirunarayanan, Associate Professor, Learning
Technologies

Diana Valle-Riestra, Assistant Professor, Special
Education

General Program Information

The Department of Teaching and Learning offers programs that meet the academic needs of teaching professionals throughout their careers. State of Florida

teacher certification requirements are met for most programs leading to a Bachelor of Science degree in a variety of content areas. Programs are designed to bridge the theory to practice gap by engaging students in field experiences in schools and other environments. Undergraduate programs culminate with a one-semester student teaching experience.

The Department of Teaching and Learning offers undergraduate programs leading to the Bachelor of Science degree in early childhood education, elementary education, physical education, special education, and selected secondary school subject areas of specialization. Some secondary education programs are offered through the College of Arts and Sciences in collaboration with the College of Education. State of Florida certification requirements are met for all programs preparing early childhood, elementary, secondary (6-12) teachers and K-12 teachers in art education, physical education, and special education. All teacher preparation programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the State of Florida Department of Education.

The department is strongly committed to field experiences completed concurrently with courses throughout the respective program and through Student Teaching. The department is also committed to the generation and application of knowledge through research and service to the community.

Undergraduate initial teacher preparation programs are as follows:

Early Childhood Education:

Prekindergarten/Primary Education: Age 3 to Grade 3 (ESOL Endorsement)

Elementary Education: Grades K-6 (ESOL Endorsement)

General Education: Grades K - 12

Art Education

Physical Education

Special Education: Exceptional Student Education (ESOL Endorsement)

The following programs are offered in collaboration with the College of Arts and Sciences; please refer to the Arts and Sciences section of the catalog for complete information:

Mathematics Education

Science Education

Social Studies Education

Upon admission to the University and to the College, each student is assigned an advisor in the selected teaching field. Upon successful completion of the work specified in the program of study, the student is awarded the Bachelor of Science Degree with a major in a specified subject matter area or level of schooling is eligible for regular teacher certification in the State of Florida.

Admission Requirements: Undergraduate Initial Teacher Preparation Programs

To qualify for admission to the programs, undergraduate candidates must have met all the lower division requirements including: 60 credit hours of lower-division courses, all general education requirements, lower-division GPA of 2.5 or higher, and achieve the

competencies of the CLAS requirement, or the General Knowledge Exam, or the Praxis I.

All stated admission requirements are to be considered minimum. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

Field Experiences

Most courses offered by the department require observation and participation in selected schools. The course descriptions identify the courses which require in-school classroom experiences guided by the directing classroom teacher and a College of Education faculty member.

The student teaching assignments are fulfilled in designated field centers. This experience is on a full-time basis for one semester. Permission to student-teach is contingent upon successful completion of all other requirements specified in the program of study. Students may be assigned to do their student teaching during either the Fall or Spring semesters of their senior year. There is no student teaching during the Summer semester.

Application for student teaching is the responsibility of the student. Information can be obtained on line at the web address: <http://education.fiu.edu>. Students must come in person to the Office of Field Experiences in ZEB 220 to be registered and be provided necessary documentation. Deadline dates are July 1 for Spring student teaching and March 1 for Fall placement.

All stated admission requirements are to be considered minimums. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

Graduation Requirements

In the College of Education, all undergraduate students in initial certification programs are required to meet the following before they can graduate from their respective teacher education programs.

1. An overall GPA of 2.5
2. Successful demonstration of all the Florida Educator Accomplished Practices - pre-professional level
3. Passing scores on the three tests that make up the Florida Teacher Certification Exam.

For students who passed the CLAST prior to July 1, 2002. The General Knowledge Test will not be required.

All admission and graduation information described above pertains to students entering all of the initial teacher preparation programs that follow.

Other Programs:

Early Childhood Education: Early Childhood Development Track Program (not a Teacher preparation program)
Exercise and Sports Sciences

Physical Education: Sport and Fitness Studies Track
Education Minor and Alternative Certification (not a degree program)

Bachelor of Science in Early Childhood Education: (Prekindergarten/Primary Education: Age 3 through Grade 3 & ESOL Endorsement)

Degree Track Hours: 129

The Bachelor of Science in Early Childhood Education with ESOL Endorsement is an initial teacher preparation program designed to train future teachers of students from preK-3 to grade 3. The program is designed to provide students with general knowledge of teaching and pedagogical practices, as well as specific knowledge relevant to working in the early childhood education field.

Lower Division: (60)

See the general information section, admission and graduation requirements, and new general education requirements (45 hours).

Upper Division Program: (69)

Minimal acceptable grade is a "C"

Foundations: 12 hours

EDG 3321	General Instruction Decision Making	3
EDF 3251	Classroom Management	3
EDF 4604	Cultural/Social Fdns of ED	3
EDP 3004	Educational Psychology	3

Early Childhood Core: 9 hours

EEC 4005	Early Childhood Programs	3
EEC 4204	Early Childhood Curriculum	3
EEC 3204	Issues in Early Childhood Education	3

Teaching Methods & Curriculum: 18 hours

ARE 3313	Content and Methods of Teaching Elementary Art (ECE)	3
EEC 4211	Integrated Math & Science in Early Childhood	3
EEX 3070	Teaching Students with Exceptionalities in Inclusive Settings	3
EEX 3221	Assessment of Exceptional Students	3
HLP 3722	Content and Methods of Teaching Elem Health, PE (ECE)	3
SSE 4118	EEC Social Studies	3

Language & Literacy: 12 hours

LAE 4405	Children's Literature	3
RED 3313	Language and Literacy Development	3
RED 4100	Emergent Literacy	3
RED 4150	Content and Methods of Teaching Beginning Literacy	3

TESOL: 6 hours

TSL 3080	ESOL Issues: Principles & Practices I	3
TSL 4081	ESOL Issues: Principles & Practices II	3

Student Teaching/Internship: 12 hours

EEC 4943	Student Teaching Internship	9
EDE 4936	Senior Seminar	3

All courses must be taken prior to student teaching courses EEC 4943, EDE 4936.

Bachelor of Science in Elementary Education (Grades 1-6 & ESOL Endorsement)

Degree Program Hours: 129

Lower Division: (60)

See the general information section, admission and graduation requirements, and new general education requirements (45 hours).

Upper Division Program: (69)

Minimum acceptable grade is "C"

EDP 3004	Educational Psychology	3
EDG 3321	General Instruction Decision Making	3
EDE 3302	Issues in Elementary Education*	3
RED 3313	Language & Literacy Development*	3
EEX 3070	Teaching Students with Exceptionalities in Inclusive Settings	3
EDF 3251	Classroom Management	3
TSL 3080	ESOL Issues: Principles & Practices I*	3
SCE 4310	Content and Methods of Teaching Elementary Science*	3
RED 4150	Content and Methods of Teaching Beginning Literacy*	3
ARE 3313	Content and Methods of Teaching Elementary Art*	3
EDF 3430	Measurement and Evaluation in the Classroom	3
MAE 4310	Content and Methods of Teaching Elementary Mathematics*	3
HLP 3722	Content and Methods of Teaching Elementary Health and Physical Education*	3
RED 4311	Content and Methods of Teaching Intermediate Literacy*	3
EDF 4604	Cultural/Social Foundations of Education	3
TSL 4081	ESOL Issues: Principles & Practices II*	3
SSE 4312	Content and Methods of Teaching Elementary Social Studies*	3
RED 4110	Content and Methods of Teaching Literacy in Schools**	3
MUE 3210	Content and Methods of Teaching Elementary Music*	3
These two courses must be taken together in the final semester. All other courses are prerequisites.		
EDE 4943	Student Teaching Internship	9
EDE 4936	Senior Seminar in Elementary Education	3

*All courses marked with asterisks have a co-requisite of 20 hours of field work distributed throughout the term. Other courses may also have field requirements.

These courses must be taken in the following sequence: RED 3313, RED 4100, RED 4150. RED 4110 meets in selected schools.

*TSL 3080 is a prerequisite for TSL 4081. **These courses are not offered in summer terms.**

All courses must be taken prior to student teaching courses EDE 4943, EDE 4936.

Bachelor of Science in Art Education: Grades K-12

Degree Program Hours: 135

Lower Division: (60)

See the general information section, admission and graduation requirements, and new general education requirements (45 hours).

Major Common Prerequisites

ART 1201C	2D Design	3
ART 1203C	3D Design	3
ART 2300C	Beginning Drawing	3
ART 2301C	Drawing II	3
ARH 2050	Art History Survey I	3
ARH 2051	Art History Survey II	3
ART xxxx	Art Studio Electives	6

Upper Division Program: (75)

Subject Matter Specialization: (30)

ARH 4470	Contemporary Art	3
ART 3331C	Figure Drawing II	3
ART 3504C	Painting II	3
ART 3402C	Printmaking III	3
ART 3702C	Sculpture II	3
PGY 3410C	Photography II	3
	Art History Elective	3
ART 3761C	Ceramics II	3

Select two of the following three courses:

ARE 4848	Concepts in Art Education	3
EDF 4xxx	Study Abroad	3-6
ARE 4459	New Media/Crafts	3

Professional Education: (45)

EDF 4604	Cultural and Social Foundations of Education	3
EDP 3004	Educational Psychology	3
EDG 3321	General Instructional Decision Making	3
EDF 3251	Classroom Management	3
EDF 3430	Measurement and Evaluation in the Classroom	3
EEX 3070	Teaching Students with Exceptionalities in Inclusive Settings	3
RED 4325	Subject Area Reading	3
TSL 4324	ESOL Issues and Strategies for Content Teachers	3
ARE 4316	Special Teaching Lab Art K-5 (Fall only)	3
ARE 4341	Special Teaching Lab Art 6-12 (Fall only)	3
ARE 4xxx	Special Topics in Art Education or advisor approved electives	3-6
ARE 4940	Student Teaching	9

Special Methods and Student Teaching

Students must complete the 14 semester hours of foundations courses, and all core courses before enrolling in 4000-level Special Teaching Lab courses. ARE 4316 and ARE 4341 must be taken before ARE 4940.

Applications to student teach are due in the office of the Director of Student Teaching by July 1 for Spring semester placement.

Bachelor of Science in Physical Education: Grades K-12 (120)

This program is designed for individuals who wish to become certified to teach physical education in the elementary and middle, and secondary schools. Upon successful completion of the program and the requirements specified by the Florida Department of Education, degree recipients are eligible for regular teacher certification in the State of Florida.

Lower Division Program Requirements:

Anatomy and Physiology I with Lab	3-4
Skills and Practices Courses in Physical Activities Conditioning, Fitness and Wellness	4-5
	3

Lower-Division Common Education

Prerequisites:

EDF 1005	Introduction to Education ¹	3
EDF 2085	Teaching Diverse Populations ¹	3
EME 2040	Introduction to Educational Technology, or acceptable substitute	3

¹Requires field experience of 15 clock hours outside of class time.

In addition to EDF 2085, students must take six credit hours with an international diversity focus in lower division. All required courses must be completed with a grade of 'C' or higher.

Upper Division Program: (61)

Professional Education: (18)

EDF 4604	Cultural and Social Foundations of Education	3
EDG 3321	General Instructional Decision Making	3
EDP 3004	Educational Psychology	3
RED 4325	Reading in the Content Area	3
TSL 4234	ESOL Issues and Strategies for Content Teachers	3
ESE 4343	Classroom Management	3

Subject Matter Specialization: (46)

DAE 3371	Dance in the Elementary School	3
PEO 4041	Games & Gymnastics in the Elementary School	3
PET 3310	Kinesiology	3
PET 3351	Exercise Physiology	3
PET 3640	Adapted Physical Education	3
PET 4510	Evaluation in Physical Education	3
PEO 4004	Principles and Practices of Coaching	3
PET 4622	Athletic Injuries	3
PET 4050	Motor Learning and Development	4
PET 4442	Physical Education in the Secondary School	3
PEP 4102	Applied Concepts of Fitness and Health	3
PET 4401	Administration of Physical Education and Sport	3
PET 4929	Student Teaching Seminar	3
PET 4945	Student Teaching Grades 6-12 (or PET 4944 or PET 4943)	9

Applications for student teaching are due in the office of the Director of Student Teaching by July 1 for Spring semester placement, and by February 1 for Fall semester placement.

Bachelor of Science in Special Education, Exceptional Student Education and ESOL Endorsement

Degree Program Hours: 127

The undergraduate special education, exceptional student education (ESE) program utilizes a field-centered preparation model leading to approval for State of Florida Certification in Exceptional Student Education with ESOL Endorsement.

The special education, exceptional student education (ESE) program recognizes that students with disabilities are entitled to a free and appropriate public education, that all students are to be educated in the least restrictive yet most enabling environment and are to access the general education curriculum the greatest extent possible. Special educators also provide services to preschool children and adults.

Given this context, the undergraduate ESE program emphasizes the development of the following competencies to be demonstrated in both the University and field settings:

1. Identifying and accessing students with exceptionalities.
2. Implementing appropriate individual educational plans to meet student needs.
3. Delivering appropriate instruction for children with exceptionalities in the least restrictive environment.
4. Managing classroom behavior.
5. Planning for inclusion and collaboration with parents and other education personnel.
6. Working with students with disabilities from culturally and linguistically diverse backgrounds.

Diagnostic-prescriptive teaching and management skills are to be demonstrated with students with mild disabilities who range in age from infancy to adulthood, and who represent multicultural, multilingual backgrounds.

The Florida Education of Speakers of Other Languages (ESOL) competencies are met throughout program coursework.

Admission Requirements

To qualify for admission to the program, undergraduates must have met all the lower division requirements including CLAS, and have a 2.5 GPA or above.

The undergraduate ESE program is offered in a sequence. Although, there is flexibility in the schedule, there are many courses that have to be taken at a certain time in the program. In addition, senior block (the semester prior to student teaching) and student teaching are offered ONLY at Fall and Spring semesters. It is **imperative** that students work closely with their advisors to take courses in the appropriate sequence. Faculty will advise students on special education program course sequence prior to official acceptance. Please consult an ESE advisor for additional information.

Graduation Requirements

Graduation requirements include successful demonstration of the Florida Educator Accomplished Practices, GPA 2.5 or above and passing scores on all three sections of the Florida Teacher Certification Exam.

Exceptional Student Education (67)**Upper Division: Professional Studies Common Core**

EDP 3004	Educational Psychology	3
EDF 4604	Cultural and Social Foundations of Education	3
EDG 3321	General Instructional Decision Making	3

Upper Division: Program Content Courses

TSL 3080	ESOL Issues: Principles and Practices I	3
TSL 4081	ESOL Issues: Principles and Practices II	3
EEX 3764	Instructional and Assistive Technology in Special Education	3
EEX 4240	Literacy in Special Education	3
EEX 3070	Teaching Students with Exceptionalities in Inclusive Settings	3
SPA 3000	Acquisition of Speech and Language Skills	3
EEX 3221	Assessment of Students with Exceptionalities	3
EEX 4601	Behavioral Approaches to Learning and Classroom Management I	3
RED 4150	Teaching Beginning Literacy	3
RED 4325	Subject Area Reading	3
MAE 4310	Teaching Elementary Math	3
SCE 4310	Content and Methods of Teaching Elementary Science	3
SSE 4312	Content and Methods of Teaching Elementary Social Studies	3
EEX 3066	Instructional Practices in Exceptional Student Education I	3
EEX 4067	Instructional Practices in Exceptional Student Education II	3
EEX 4833	Supervised Practicum in Special Education	1
EEX 4861	Student Teaching	9
EEX 4936	Student Teaching Seminar	3

Note: The following courses within the undergraduate program require a total of 10 to 20 hours of field placement per semester during school hours. EEX 3012, EEX 3070, RED 4150, RED 4325, MAE 4310, TSL 3080, and TSL 4081. In addition the semester prior to student teaching along with class attendance at the University, students must take EEX 4833 which requires 120 hours of field placement (20 hours per week for 6 weeks or 15 hours for 8 weeks. EEX 4861, student teaching, required full-time placement in the field. Permission to student teach is contingent upon satisfactory completion of all requirements specified in the program. Applications to student teaching must be filed in the Office of Field Experiences by the date indicated in the student teaching office preceding the Student Teaching semester: March 1st for Fall placement and July 1st for Spring placements. **Please confirm this due date with your advisor.** The due date is subject to change.

All stated admission requirements are to be considered minimal. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

Non-Teacher Certification Programs**Bachelor of Science (B.S.) in Early Childhood Education****Early Childhood Development Track****Degree Program Hours: 120**

The Early Childhood Development Track focuses on understanding of learning and development during the early childhood years. Students will learn about the cognitive, language, and social/emotional development of young children within the context of family and community studies. Students will also learn about general and early education practices and curricula. (*NOTE: This track does not result in a teacher certification.*)

Admission Requirements

In order to be admitted into the Early Childhood Development Track, students must (a) achieve the competencies of the CLAS requirement, (b) have 60 semester hours or an A.A. degree from a FL public institution, (c) have a minimum 2.5 GPA, and (d) meet the general requirements of Florida International University.

Upper Division Program: (60)

The Early Childhood Development Track requires students to take a total of 60 upper division credit hours in professional education and early childhood development.

A. Professional Education Courses: (30 hours)**1. Foundations (12 hours)**

EDG 3321	Gen Instruct Decision Making	3
EDP 3004	Educational Psychology	3
EDF 3251	Classroom Management	3
EDF 4604	Cultural and Social Foundations of Education	3

2. Teaching Methods and Curriculum (min 9 hours)

Choose three (3) advisor-approved teaching methods and curriculum courses, such as

ARE 3313	Content and Methods of Teaching Elementary Art	3
EEX 3070	Teaching Students with Exceptionalities in Inclusive Settings	3
HLP 3722	Content and Methods of Teaching Elem Health and Physical Education	3
MAE 4310	Content and Methods of Teaching Elementary Math	3
SCE 4310	Content and Methods of Teaching Elementary Science	3
TSL 3080	ESOL Principles and Practices I	3

3. Early Childhood Education (min 9 hours)

Select three (3) advisor-approved early childhood education courses, such as

EEC 3204	Issues in Early Childhood Education	3
EEC 4005	Early Childhood Educational Programs	3
EEC 4204	Early Childhood Curriculum	3
LAE 4405	Children's Literature	3

B. Early Development Courses (21 hours)**1. Child Development (min 9 hours)**

EDP 3273	Child Development	3
----------	-------------------	---

Select two additional advisor-approved child development courses, such as

EDP 4274	Early Social and Emotional Development	3
EDP 4275	Assessment, Evaluation, and Diagnosis of the Young Child	3

2. Family & Community Studies (min 6 hours)

Select two (2) advisor-approved courses in family and community studies, such as

EEC 3400	Family Literacy and the Young Child	3
EEC 3403	Special Needs of Children and their Families	3
EEC 3408	Community and the Young Child	3

3. Literacy/Language/Reading Development (min 6 hours)

Select two (2) advisor-approved literacy/language/reading development courses, such as

RED 3313	Language and Literacy Development	3
RED 4100	Emergent Literacy	3
RED 4150	Teaching Beginning Literacy	3

C. Elective Courses: (9 hours)

Select up to three (3) advisor-approved elective courses in the area of early childhood learning and development. Elective courses may be used to take additional courses in any of the areas listed above.

Bachelor of Science in Physical Education: Sport and Fitness Studies Track

The undergraduate sport and fitness studies track prepares individuals for positions in physical activity and fitness settings. These areas typically include but are not limited to coaching, directing fitness activities, administering youth and senior activity programs, and serving special needs populations. The core program emphasizes the development of the knowledge, skills and dispositions of students to succeed in physical activity and exercise settings that are non-school based. Program electives allow students to pursue and develop areas of interest. (NOTE: This track does not result in a teacher certification.)

Lower Division Preparation

To qualify for admission into the program, students must meet all College of Education published admission requirements which include: program prerequisites, Core Curriculum requirements, 2.5 GPA, and CLAS.

Upper Division Program: 60 (or 61)

Required Core Courses: 48 (or 49) credits

PEM 4103	Advanced Personal Training	3
PEO 4004	Principles of Coaching	3
PEP 4102	Applied Concepts of Fitness	3
PET 3020	Foundations of Physical Education	3
PET 3640	Adapted Physical Education	3
PET 3310	Kinesiology	3
PET 3351	Exercise Physiology	3
PET 4050	Motor Learning and Develop	4
	or	
PET 4207	Considerations in Youth Sports	3
APK 4400	Sport Psychology	3
PET 4251	Sociology of Sport	3
PET 4401	Administration of Sport	3
PET 4622	Athletic Injuries	3

PET 4929	Senior Seminar in PE	3
PET 4946	Sport and Fitness Internship	9

Advisor approved electives: (12)

All electives must be approved by an advisor prior to enrollment.

Professional Training Option (PTO) Education Minor and Alternative Certification Program

Students must apply for the PTO: Alternate Certification or Education Minor program in the College Advising Center. Students who complete the entire program will have their transcripts endorsed as having successfully completed the Professional Training Option (PTO).

Education Minor

Students with arts and sciences majors in the following areas, Art, English, Math, Modern Languages, Music, Sciences, and Social Studies may complete a 18-21 credit minor in education or an alternative certification program that follows the curriculum below:

(NOTE: Some of the courses may be taken at the undergraduate or graduate level depending on the student's educational career goals.)

Education Core: (15 credits)

EDF 4604	Cultural and Social Foundations of Education	3
EDP 3004/5053	Educational Psychology	3
EDG 3321/5414	Instructional Decision Making	3
ESE 4343C/5344	Secondary Classroom Management	3
	or	
EDF 3251	Classroom Management	3
RED 5147	Developmental Reading	3
	or	
RED 4325	Subject Area Reading	3
	or	
RED 5339	Subject Area Reading	3

Special Methods: Subject Area Specific (3-6 credits) English 6-12/TESOL

LAE 4335/5336C	Special Teaching Lab: English	3
----------------	-------------------------------	---

Mathematics

MAE 4330	Teaching and Learning Secondary Mathematics	4
----------	---	---

Earth Science/Physics/Chemistry/Biology

SCE 4330	Secondary Science Teaching Methods	3
----------	------------------------------------	---

Social Studies

SSE 4384	Special Teaching Lab: Social Studies	3
----------	--------------------------------------	---

French/Spanish

FLE 4314/5142	Methods of Teaching Modern Languages in Elementary School	3
FLE 4375/5371	Methods of Teaching Modern Languages at the Secondary Level	3

Art Education

ARE 4316	Special Teaching Lab: Art K-5	3
ARE 4341	Special Teaching Lab: Art 6-12	3

Music Education

MUE 3340	Elementary Music Methods	3
MUE 4341	Secondary Music Methods	3