

Course Descriptions

Definition of Prefixes

ADE - Adult Education; APK-Applied Kinesiology; CHD - Child Development; DAE - Dance Education; EBD - Education: Emotional/Behavioral Disorders; ECT - Education: Career/Technical; EDE - Education: Elementary; EDF - Education: Foundations; EDG - Education: General; EDP - Education: Psychology; EDS - Education: Supervision; EEC - Education: Early Childhood; EEX - Education: Exceptional Child, Core Competencies; ELD - Education: Specific Learning Disabilities; EME - Education: Technology and Media; EMR - Education: Mental Retardation; ESE - Education Secondary; EVT - Education: Vocational Technical; FAD - Family Development; FLE - Foreign Language Education; HEE - Home Economics Education; HHD - Housing; HLP - Health, Leisure, and Physical Education; HME - Home Management Equipment; HOE - Health Occupations Education; LAE - Language Arts and English Education; LEI - Leisure; MAE - Mathematics Education; MHS-Mental Health Services; MUE - Music Education; PEL - Physical Education; PEN-Physical Education Activities (Gen): Water, Snow, Ice; PEM - Physical Education Activities; PEO - Physical Education Activities; PEP - Physical Education Activities; PEQ - Physical Education Professional Water; PET - Physical Education Therapy; RED - Reading Education; SCE - Science Education; SDS- Student Development Services; SMT-Science or Mathematics Teaching; SPA-Speech Pathology and Audiology; SSE - Social Studies Education; TSL - TESOL. F-Fall semester offering; S-Spring semester offering; SS-Summer semester offering; ALT-alternate years; AR-as required.

Courses that meet the University's Global Learning requirement are identified as GL.

ADE 4274 Organizational Training and Development (3). Describes role of employee training/development in a variety of organizations. History/current trends and issues/future directions noted. Training and development in specific organizations emphasized.

ADE 4384 The Adult Learner (3). Identifies the characteristics and evolving development of adults. Reviews the primary learning theories and analyzes those most applicable for adults as learners.

APK 3110 Exercise Physiology (3). Immediate physiological responses to exercise and the long-term adaptations that occur as a result of training. (F,S,SS)

APK 4112 Advanced Exercise Physiology (3). Provides a detailed examination of the acute and chronic responses to exercise and training. Particular attention is given to responses at the systems and cellular level. Prerequisite: APK 3110.

APK 4400 Sport Psychology (3). Concepts related to the psychological aspects surrounding sport performance will be discussed. Required course in the Undergraduate Sport Management Track. (S)

CHD 3220 Child Development: Infancy and Early Childhood (3). Systematic study of total developmental process in the child from conception through early childhood emphasizing the effects of home and family environment. Includes observational experiences. (AR)

CHD 4210 Middle Childhood and Adolescent Development (3). Extension of the study of developmental patterns of children, with emphasis on physical, intellectual, social, and emotional maturation through adolescence. Analysis of environmental and home influences. (AR)

DAE 3300 Dance in the Elementary, Middle, and Secondary School (3). Includes content and methods for teaching dance in grades K-12. Emphasis on structured multicultural dance forms including folk and square dance, social dance, and line dancing, field experience required. (AR)

DAE 3320 Dance in the Elementary and Middle School (3). The study of the scope, structure, and sequence of the dance program for grades K-8. Emphasis on educational dance and simple forms of folk and square dance. Field and laboratory experiences required. (F)

DAE 3940 Supervised Teaching in Dance (3-9). Practical application in a clinical setting of knowledge acquired in the classroom. Hours may vary.

EBD 4212 Behavioral Approaches to Learning and Classroom Management II (3). Advanced behavior management techniques to include application of theories, crisis intervention, legal issues, and counseling skills. (F)

EBD 4243 Strategies for Teaching Students with Emotional Handicaps (3). Instructional strategies and specialized approaches for teaching emotionally handicaps. Must be taken concurrently with EBD 4244, EBD 4212, and EEX 4833 as 'the senior block' and requires extensive field work. Prerequisite: All junior-level courses. (F,S,SS)

EBD 4244 Curriculum for Teaching Students with Emotional Handicaps (3). Concepts and skills using various curricular models designed for students with emotional handicaps. For program students, this course must be taken concurrently with EBD 4244 and EBD 4212 as the Senior Block. (F)

ECT 3004 Foundations of Vocational Education (3). History of vocational legislation, principles and practices on the national, state, and local levels. (SS)

ECT 3183C Course Planning (3). Knowledge of work analysis, planning, and organizing of vocational content for instruction. (S)

ECT 3367 Testing and Measurements in Vocational Education Subjects (3). Knowledge and skill in developing cognitive, effective and performance standards, tests, and measurements in vocational laboratory settings. Prerequisite: ECT 3183C. (SS)

ECT 3463 Instructional Materials in Vocational Industrial Education (3). Evaluation of existing instructional materials and the planning and development of individualized instructional materials. (S)

ECT 3815C Vocational Education Laboratory Management and Safety (3). Knowledge and skill in analyzing, planning, organizing and controlling laboratory environments and students' safe learning activities. (F)

ECT 4644 Emerging Emphasis in Career Education (3). A knowledge of current trends and issues in reference to developing and integrating career education into current elementary and secondary educational programs. (AR)

ECT 4693 Technical Applications in Occupational Areas (3). The incorporation of new technical knowledge and skills of an occupational area into existing vocational education courses of study. Prerequisite: ECT 4946. (F)

ECT 4905 Directed Study in Vocational/Technical Education (1-3). Identification, research, and reporting on a special problem of interest to the student. Subject to approval of program advisor. (F,S,SS)

ECT 4920 Group Training and Development (3). Knowledge and skills necessary to design, prepare, conduct, and evaluate group training and development programs. Prerequisite: Permission of the instructor. (S, alt)

ECT 4931 Special Topics (1-4). Knowledge of recent developments related to problems, practices, programs, and methodologies in organizational setting. Prerequisite: Permission of the instructor. (AR)

ECT 4940 Professional Problems in Vocational and Technical Education (3). Knowledge of institutional structure, organization, policies, and roles of school personnel, with actual teaching experience in area of specialization. (S)

ECT 4941 Student Teaching: Vocational Industrial Education and Technical Education (9). Utilization of instructional knowledge, attitudes, and skills in a variety of instructional situations in the vocational educational setting. (F,S)

ECT 4946 Field Experience: Technical Updating (3). The identification and acquisition of current technical knowledge and skills in an occupational area. Prerequisite: Vocational certification. (F,S,SS)

ECT 4949 Occupational Experiences (3-9). Occupational skill developed via field based work-experience in industry, business, or a government agency in the occupation in which the student is preparing to teach. (F,S,SS)

ECW 4103 Instructional Strategies and Evaluation in Vocational and Technical Education (3). Knowledge and skill in analyzing, planning, developing, executing and evaluation classroom and laboratory teaching and learning activities. For non-degree certification only. (AR)

ECW 4284 Occupational Safety and Health (OSHA) (3). Knowledge of the history, implications, and applications of the Occupational Safety and Health Act of 1970. For vocational and technical teachers, industrial employees, and management personnel. (AR)

ECW 4310 Planning and Operating HOE Programs (3). An intermediate course that develops an understanding of health occupation education as well as skills and knowledge needed by health care professionals to plan and develop health occupations programs. Approved for "special methods of teaching health occupations education." Prerequisite: ECT 3183C. (AR)

ECW 4311 Special Teaching Lab in HOE Programs (3). An intermediate course that develops knowledge of institutional structure, policies and roles of school personnel combined with field and actual teaching experiences. (AR)

ECW 4312 Instructional Strategies and Evaluation in HOE Programs (3). An intermediate course that focuses on the development of skills and knowledge needed to analyze, plan, develop, execute and evaluate classroom and laboratory teaching and learning activities in health occupations education. Approved for "special methods of teaching health occupations education." Prerequisite ECT 3183C. (AR)

ECW 4564 Teaching Limited English Proficient Students in Vocational Education (3). Knowledge of the history, principles, and practices, as well as skill in analyzing, planning, developing, executing, and evaluating classroom and laboratory teaching and learning activities for limited English proficient students. Meets META requirement. (F)

EDE 3302 Issues in Elementary Education (3). Introduces issues related to elementary school teaching, assessment, management and policy. Part of Block I. (F,S,SS)

EDE 4936 Senior Seminar in Elementary Education (3). Provides discussion of classroom management, discipline, school-community relations, and school law required of undergraduate elementary education majors while student teaching. (F,S)

EDE 4943 Student Teaching Internship (12). Culminating internship experience for Elementary Education majors. Students will assume all responsibilities in classroom; all FEAP and Eleme Ed competencies learned in program will be demonstrated. Prerequisite: Student must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course. (F,S)

EDF 1005 Introduction to Education (3). Introductory survey course designed to review education and teaching in America from multiple perspectives. Required of lower division education majors. Prerequisite to admission in teacher education programs. Field experience required. (F,S,SS)

EDF 2085 Teaching Diverse Populations (3). Introductory course designed to present the theories and realities of teaching diverse populations. Prerequisite to admission in teacher education programs. Field experience required. (F,S,SS)

EDF 2930 Teaching as a Profession (3). An introductory seminar to introduce students to the opportunities available in the teaching profession.

EDF 3251 Classroom Management (3). This course is designed to provide teachers with the understanding, skills, and dispositions for successful classroom management. (F,S,SS)

EDF 3430 Measurement and Evaluation in the Classroom (3). Basic concepts in educational measurement, utilizing measurement in instruction, construction of teacher-made tests and other classroom assessments, portfolio and performance assessment, interpretation of standardized test scores. Required in all Teacher Ed Programs.

EDF 3515 Philosophical and Historical Foundations of Education (3). Initial experience in professional and pedagogical studies for persons preparing for PK-12 classrooms as well as other school personnel. Special attention will be given to the exploration of, and the implications for, educational praxis. Field experience required. (F,S,SS)

EDF 3521 Education in History (3). An examination of the concepts of childhood, and process of social initiation in differing historical America contexts. This course examines the transformation of the American public school system as it reflects the social, political and economic character of the development of the nation from 1620 to the present. Students will read commentaries and primary sources and explore and consider the relationships between education and national policies. Satisfies the Societies and Identities requirement of the University Core Curriculum. Corequisite: EDP 3004.

EDF 4490C Understanding Educational Research (3). Evaluation and utilization of research results, evaluating the appropriateness of research design, sampling, measurement, data collection/analysis, and inferences for answering research questions.

EDF 4604 Cultural and Social Foundations of Education – GL (3). Examines the cultural and social realities of teaching and learning in the U.S. Questions of class, race, ethnicity, gender and language are discussed in relation to effective school, teacher, and student performance. (F,S,SS)

EDF 4780 The Teacher and the Law (3). Analysis of legal rights and responsibilities in the classroom, laws related to liability, contract, records, discipline, due process, handicapped, and schools. (AR)

EDF 4782 Education Law, Policy and Social Justice Issues (3). This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools.

EDF 4953 Art Education Abroad in France – GL (3-6). Development of international and cross-cultural understandings of educational philosophies and systems through planned travel and study abroad.

EDF 4954 Art Education Abroad in China – GL (3-6). Development of international and cross-cultural understandings of educational philosophies and systems through planned travel and study abroad.

EDG 1001 Test Preparedness – FTCE GK Exam Preparation Course (1). A review of basic skills and competencies necessary to pass the Florida Teacher Certification GK Exam. Required if student has not passed GK within 72 credits. Education Majors Only; Lab Fee.

EDG 1700 Introduction to Multicultural Education: Making Choices (3). Designed to introduce prospective teachers to the terms, concepts, elements, purposes, and objectives of multicultural education programs. Corequisite: EDF 2930. (AR)

EDG 3321 Managing Teaching Environments: Instructional Decisions and Classroom Management (3). Includes instructional decisions, classroom management, assessment and ethics, supportive of students' thinking and individual differences.

EDG 3321L General Instructional Decision-Making Laboratory (3). Lab builds on theory and work class concepts through video simulations, feedback, field work, and interaction. Corequisite: EDG 3321. (F,S,SS)

EDG 3322 General Teaching Lab II: Multicultural Education (3). Enables students to work effectively in multi-cultural and multi-ethnic communities through the examination of self, the development of human relations and communication skills, and the examination of today's complex urban multicultural society.

EDG 4702 Educational Psychology of Multicultural Students (3). Introduction to principles and procedures utilized in teaching students from multicultural communities. Prerequisite: EDP 3004. Corequisite: EDG 4703. (AR)

EDG 4703 Educational Psychology Supervised Field Experience with Multicultural Students (3). Demonstration of competencies learned throughout study program in educational psychology of multicultural students. Prerequisite: Associate degree of equivalent. (AR)

EDP 3004 Educational Psychology (3). Application of principles for understanding individual differences, learning, adjustment, classroom environments, and assessment to instructional and educational issues. Challenges of diversity and teacher effectiveness are addressed. Field experience required. (F,S,SS)

EDP 3273 Child Development (3). Examination of child growth and development from conception to age of 8.

EDP 4274 Early Social and Emotional Development (3). Personality, social and emotional development in early childhood.

EDP 4275 Assessment, Evaluation, and Diagnosis of the Young Child (3). Intellectual, emotional and personality assessment of young children.

EEC 3204 Issues in Early Childhood Education (3). Introduces issues related to schooling of children age three through grade 3. This course has a field component. Students should apply to Office of Clinical Experiences of SOE to be placed in a school.

EEC 3242 Art in Early Childhood Education (3). This course introduces the early childhood educator to the principles of art and aesthetics and shows how they are essential to making early learning meaningful and engaging.

EEC 3315 Play and the Development of Social Competence (3). To examine the role of play behaviors as they relate to social competence and academic development in the early years.

EEC 3400 Family Literacy and the Young Child – GL (3). This course focuses on involving parents of young children in the development of early literacy skills from local, national, and international perspectives. When parents begin to speak early to their children, read to them, and create literacy rich environment, children develop better literacy.

EEC 3403 Special Needs of Children and their Families (3). Focus on understanding family problems, children's behavior and intervention methods.

EEC 3408 Communities, Families and Young Children (3). This course will focus on the varying cultural contexts of young children and the influences these environmental elements have on child development.

EEC 3613 Assessing Young Children (3). This course is designed to expose students to the methods and instruments used to assess all young children in the early childhood years of life and to use this data to differentiate instruction.

EEC 3751 Collaborative Approaches to Self-Regulation, Empathy and Problem Solving (3). This course explores various frameworks for understanding typical and challenging behaviors in young children, key factors contributing to these behaviors and methods to create healthy relationships.

EEC 4005 Early Childhood Education Programs (3). Philosophy and theories of early childhood education programs; physical, emotional, social and cognitive development. Provides strategies for working with parents and evaluating programs. This course has a field component. Students should apply to Office of Clinical Experiences Office of SOE to be placed in a school.

EEC 4211 Integrated Math and Science in Early Childhood (3). This course prepares pre-service teachers to understand developmentally appropriate practices in Math and Science for young children and apply them to real-world integrated settings.

EEC 4231 Developing Learning Processes in Early Childhood: An Italian Perspective (6). This course focuses on early childhood practices through an Italian perspective. Emphasis on learning processes guiding curriculum and instruction in early childhood settings. No prerequisite

EEC 4250 Curriculum and Instruction in Early Childhood Education (3). Knowledge of curriculum and instructional skills in kindergarten and primary grades. This course has a field component. Students should apply to Office of Clinical Experiences Office of SOE to be placed in a school. Prerequisite: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course.

EEC 4266 Curriculum Programs-Infancy (3). Comprehensive knowledge of curricula and educational programs for infants and toddlers. (AR)

EEC 4267 Curriculum Programs-Preschooler (3). Comprehensive knowledge of curricula and educational programs for preschoolers. (AR)

EEC 4301 Trends in Early Childhood Education (3). Knowledge of critical issues; skill in assessing programs; application of child development principles to study of young children. (AR)

EEC 4524 Development and Administration of Early Childhood Programs (3). Knowledge and skills to prepare administrators of programs for young children. Prerequisite: Background in Early Childhood Education. (AR)

EEC 4704 The Education and Development of Young Children (3). Knowledge of infant, toddler and young child's physical, intellectual, social and emotional development and educational enhancement. (AR)

EEC 4943 Student Teaching (9). Required of undergraduate early childhood majors as culmination of program. Provides experience in a prekindergarten, kindergarten or in the primary grades in an elementary school where student assumes all teaching responsibilities for a minimum of ten weeks. Prerequisite: Successful completion of all program requirements. (F,S)

EEX 3012 Educational Needs of Students with Exceptionalities (3). Significant concepts in relation to the educational needs of students with exceptionalities. Field experience required.

EEX 3066 Instructional Practices in Exceptional Student Education I (3). This course includes the theoretical basis and principles of appropriate instructional practices and techniques for students with mild disabilities, IEP planning, and curriculum development. Prerequisites: EEX 3070 OR EEX 3012. (F,SS)

EEX 3070 Teaching Students with Exceptionalities in Inclusive Settings (3). Focuses on the foundations of inclusive education, characteristics of students with disabilities, instructional strategies, and collaboration among educators and parents. 10 field hours required. (F,S,SS)

EEX 3221 Assessment of Students with Exceptionalities (3). Basic assessment concepts and application to appropriate test selection, administration, scoring, and interpretation. Informal and formal techniques employed for purposes of gathering data for instructional planning. Prerequisite: EEX 3070. Lab fee required. (F,S)

EEX 3231C Assessments of Infants and Young Children with Disabilities (3). This course will familiarize students to methods and instruments to assess infants and young children with disabilities. Students learn to use assessment data to plan interventions and instruction.

EEX 3280 Foundations, Programming and Transition Services for Individuals with Disabilities (3). Conditions that affect learning for students with moderate to severe disabilities, curriculum, transition and skills to function independently in postsecondary education. Field hours. Prerequisites: EEX 3066, Student must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course.

EEX 3764 Instructional and Assistive Technology in Special Education (3). Provides teachers of students with disabilities instructional and assistive technology skills that enhance student learning and increase access to the general education curriculum. Prerequisite or Corequisite: EEX 3070 or EEX3012.

EEX 4050 Nature and Needs of Students with Mild Disabilities (3). History, etiology, characteristics, assessment and treatment of students with mild retardation, emotional handicaps and learning disabilities. Emphasis on theory, research and concepts related to curriculum, K-12. (F,S,SS)

EEX 4067 Instructional Practices in Exceptional Student Education II (3). This course includes the principles and practical application of effective instructional practices and strategies for students with mild disabilities and a 60-hour required practicum. Prerequisites: EEX 3066, Student must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course. Corequisite: EEX 4240. (F,S)

EEX 4070 Children with Exceptionalities in Inclusive Settings (3). Characteristics of students with mild disabilities and techniques of identifying, assessing, managing and instructing them in general education settings. (F)

EEX 4094 Nature and Needs of Students with Autism Spectrum Disorders (3). This course is designed to meet the following state requirements related to the education of students with ASD: Nature of autism and Field-based experience with students with autism (20 hours).

EEX 4240 Literacy Instruction in Special Education Settings (3). This course provides a theoretical and practical framework for issues related to teaching literacy to K-12 students in Special Education settings during coursework and the required 60 hour practicum. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, RED 4311. Corequisite: EEX 4067. (F,S)

EEX 4291 Instructional Strategies and Assessment for Students with Autism Spectrum Disorders (3). Students will become familiar with current formal and informal assessments used in diagnosis and instructional planning, and educational strategies for students with ASD.

EEX 4601 Behavioral Approaches to Learning and Classroom Management I (3). Introductory course in applied behavior analysis for those planning to teach students with exceptionalities. Provides concepts and skills necessary for application of operant conditioning principles. Prerequisite or Corequisite: EEX 3070 or EEX 3012. (F,SS)

EEX 4603 Positive Behavior Supports for Students with Autism Spectrum Disorders (3). Students will develop an understanding, skills, and dispositions needed to develop and implement positive behavior support plans and to design behavioral management techniques for students with ASD.

EEX 4761 Assistive Technology and Communication Systems for Students with Autism Disorders (3). Explore research and strategies used in integrating technology in classroom and develop strategies and procedures for appropriate alternative/augmentative communication systems for students with autism.

EEX 4833 Practicum in Special Education (1). The practicum in Special Education provides opportunity for an intensive and integrated experience in the classroom under the close supervision of master teachers and university personnel. (F,S) *120 hours of field experience required.

EEX 4861 Student Teaching (12). Culminating internship experience for special education majors. Students will assume all responsibilities in classroom and all FEAP and ESE competencies learned in program will be demonstrated. Prerequisite: Student must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course.

EEX 4905 Directed Study in Special Education (1-6). Concepts or competencies contracted between an undergraduate student and faculty member in accordance with the student's individual needs. (F,S,SS)

EEX 4936 Student Teaching Seminar in Special Education (3). Seminar required of students enrolled in the Bachelor's and Modified Master's programs in Special Education. The purpose is to support, encourage and guide students through the transition from 'learning how to teach' to independent teaching. Prerequisite: All program courses. Corequisites: EEX 4861 and EEX 6862. (F,S)

ELD 4144 Strategies for Teaching Students with Learning Disabilities (3). Instructional strategies and specialized approaches to teaching students with learning disabilities. For program students, the course must be taken concurrently with ELD 4230, EBD 4212, and EEX 4810 as the senior block, and requires extensive field work. (F,S)

ELD 4230 Curriculum for Teaching Students with Learning Disabilities (3). Designed to familiarize students with the terminology, characteristics, curriculum models, specialized curriculum, and instructional materials for students with learning disabilities. Field experiences required. Must be taken concurrently with Senior Block with ELD 4144 and EBD 4212. (F)

EME 2040 Introduction to Educational Technology (3). Introduction to the use of educational technology. Examination of productivity tools, interactive multimedia, communications, educational software, instructional applications and ethical, legal, social, and professional issues.

EME 3402 Computers for Teachers (3). An introductory course focusing on instructional uses of computers in precollege education. Designed to provide skills in using computers as a classroom tool. (F,S,SS)

EME 4103 Production and Use of Audio/Visual Media (3). Knowledge and skill in selecting and producing audiovisual media. Emphasis is placed on student production of audio and visual materials and equipment use. (AR)

EMR 4221 Curriculum for Teaching Students with Mental Retardation (3). Significant concepts and skills needed for educational planning, programming and placement decisions for students with mental retardation during school years. Field experiences required. Must be taken concurrently in Senior Block with EMR 4362 and EBD 4212. (F)

EMR 4362 Strategies for Teaching Students with Mental Retardation (3). Familiarizes students with the instructional strategies and specialized approaches for teaching the mentally retarded. Must be taken concurrently with EMR 4221, EBD 4212, and EEX 4833, as the Senior Block. Requires extensive field work. (F,S,SS)

ESE 4322C Secondary Classroom Management (3). Provides students with the theoretical and practical approaches for dealing with the problems of classroom management within the goals, materials, and teaching strategies that form secondary classrooms.

EVT 4502 Introduction to Vocational Special Needs Education (3). Knowledge of historical developments, legislation, instructional strategies, and program alternatives required to instruct special needs students in vocationally related environments. (S)

EVT 4942C Internship: Training and Development (3). Knowledge and skills in training and development in non-public school settings. Prerequisites: Admission to Organizational Training Certificate Program and permission of the instructor. (F,S,SS)

EVT 4990C Credit by Examination (3-9). Technical knowledge and skills in an occupational area such as trade, industry, health and technology, as certified by recognized professional examinations such as the National Occupational Competency Test. Credits cannot be used in lieu of upper division professional program courses. (AR)

FAD 3253 Parenting (3). Overview of changing concepts of parenthood and childhood. Explores contemporary issues concerning parenting with emphasis on maximizing human potential of parents and children. Open to non-majors. Recommended prerequisite: DEP 2001. (AR)

FAD 4340 Family Development: Adulthood and Aging (3). Extension of the study of developmental patterns with emphasis on physical, intellectual, social, and emotional influences with particular emphasis on the family and/or family substitute. Graduate students will have additional requirements. (AR)

FLE 4151 Bilingual School Curriculum and Organization (3). Development of a theoretical understanding of the nature of bilingualism, a rationale for bilingual education, and a set of principles and skills for organizing, bilingual-bicultural curriculum experiences in the elementary school. Prerequisite: EDG 3321. (AR)

FLE 4314 Methods of Teaching Foreign Languages in the Elementary School (3). Development of instructional skills, techniques and strategies for teaching modern languages in the elementary school. (F)

FLE 4375 Methods of Teaching Modern Language at the Secondary Level (3). Development of instructional skills, techniques, and strategies for teaching modern languages in the junior and senior high school. Prerequisite: EDG 3321. Field experience required. Minimum prerequisite or corequisite of 14 hours in subject matter specialization. (F)

FLE 4871 Teaching Spanish to Speakers of Spanish (3). Development of understandings and teaching skills needed in presenting integrated non-official language arts programs which would consider factors of languages and cultures in contrast. Prerequisites: EDG 3321 and Spanish proficiency. (AR)

FLE 4872 Teaching Spanish as a Second Language (3). Development of instructional skills, techniques, and strategies for teaching Spanish to non-native speakers of Spanish in the elementary school. Prerequisites: EDG 3321 and Spanish proficiency. (AR)

FLE 4942 Student Teaching (9). Supervised teaching in a junior or senior high school. Prerequisites: EDG 3321, RED 4325, appropriate Special Teaching Laboratory, appropriate number of hours in subject matter specialization, and admission to the program. (S)

HEE 3302 Curriculum Development in Vocational Home Economics (3). Development, adaptation, and evaluation of curriculum for vocational home economics content in a variety of educational settings. Subject to approval of the instructor. (F)

HEE 4104 Instruction in Vocational Home Economics (3). Application of educational principles, practices, and techniques to the teaching of vocational home economics in varied educational settings. Subject to approval of the instructor. (F)

HEE 4941 Student Teaching in Home Economics (9). Utilization of instructional knowledge, attitudes, and skills in vocational home economics instructional settings. Prerequisites: HEE 3302, HEE 4104, HEE 4944. (S)

HEE 4944 Special Teaching Laboratory: Home Economics (3). Acquisition of knowledge of educational institutions, and utilization of planning tools and teaching skills within areas of home economics in selected educational settings. Prerequisites: HEE 3302, HEE 4104. (S)

HHD 4420 Home Furnishings and Equipment (4). Principles involved in the construction, selection, operation, and care of furnishings and equipment and their relationship to their environmental use. (AR)

HLP 3722 Content and Methods of Teaching Elementary Health and Physical Education (3). Provide content and methods needed to understand and teach health and physical education to elementary students of diverse backgrounds. (F,S,SS)

HME 4230 Management of Personal and Family Resources (3). Application of management principles to personal and family decisions including human and nonhuman resources. Opportunity for community observation of management decisions made by persons of various ethnic groups and/or life styles and an analysis of the effect of these decisions on family relationships and personal success. (AR)

LAE 3334 Classroom Management in the Middle/Secondary English Classrooms (1). Designed to provide students with the theoretical and practical principles to deal with the problems of classroom management within the concept of goals, materials, and teaching strategies that form the English language arts. Prerequisites: EDG 3321, and LAE 4335. (F,S)

LAE 3360 Managing the Secondary Language Arts Classroom (3). This course will teach the pre-service educators how to manage a secondary language arts classroom including safety issues, state statutes, and procedures for optimizing the learning environment.

LAE 4314 Teaching Elementary Language Arts (3). Required of undergraduate education/special education majors. Provides knowledge and skill in developing communication enhancement through language arts activities. Prerequisite: EDG 3321.

LAE 4335 Special Teaching Laboratory English (3). Development of instructional skills, techniques, and strategies for teaching English in the middle school and senior high school. Prerequisite: EDG 3321. Field experience required. Prerequisite of 21 hours required in English courses beyond lower division English prerequisites for this program. Requires 2-4 hours/week field work. (F)

LAE 4367 Navigating Theory and Practice in the Secondary ELA Classroom (3). This course will allow advanced undergraduate students to merge their learning in English and Education in order to prepare for their subject area exam and practice their learning in the field. Prerequisite: LAE 4464, LAE 4335, five LIT 3000/4000 level courses

LAE 4405 Children's Literature – GL (3). Focuses on the exploration of children's literature and its integration into the early childhood curriculum from a global perspective. (F,SS)

LAE 4463 Multicultural Perspectives in Teaching Language and Literature for Young Adolescents (3). Designed to provide students with a theoretical and practical basis for teaching and reading multicultural literature in the secondary school. (SS)

LAE 4464 Experiencing Adolescent Literature in the Middle School and Senior High School (3). An examination of the most familiar types of literature found in the middle and secondary school English curriculum today; and the development of strategies for organizing and providing a variety of literary experiences of students who differ in intellectual abilities and literary tastes. (F,SS)

LAE 4851 Teaching English as a Second Language (3). Development of instructional skills, techniques, and strategies for teaching English as a second language in the elementary school. Prerequisites: EDG 3321 and English proficiency. (AR)

LAE 4942 Student Teaching (6). Supervised teaching in a middle school or senior high school. Prerequisites: EDG 3321, RED 4325, appropriate Special Teaching Laboratory, appropriate number of hours in subject matter specialization, and admission to the program. (S)

LEI 2162 Leisure in Your Life (3). Examines the significance of leisure in contemporary life. Topics include work-leisure relationships, the benefits and costs of leisure, and leisure's role in promoting human growth and development.

LEI 3001 Leisure and Recreation in America (3). An introduction to the fundamental concepts of leisure and recreation and their roles in American culture. The class will be structured around a lecture-discussion format. (F)

LEI 3165C Taboo Leisure Habits in American Society (3). Course explores leisure past times that are forbidden by law, custom, or belief. Students will examine the negative aspects of leisure. Ex. Substance abuse, harmful sex, gambling and gang activity.

LEI 3402 Program Development in Recreation & Sports (3). Development of objectives, planning, implementation and administration of recreation and sport programs. (S)

LEI 3524 Human Resource Management in Parks and Recreation (3). After a study of human interaction in a management setting, students will demonstrate competencies necessary for hiring staff, conducting group dynamics and communicating to the public. (S)

LEI 3542 Principles of Parks, Recreation and Sport Management (3). An exploration of the field of recreation, parks, sport, and recreational therapy, including career areas, management responsibilities and supervisory levels and principles and theory. (F)

LEI 3624 Turf Grass Management (3). A practical approach to the care and maintenance of special grasses such as those found on golf courses and other recreational facilities. (AR)

LEI 3630 Care, Maintenance and Design (3). A study of procedures for maintaining outdoor facilities. Students will be expected to display competence in proper maintenance of areas normally found in parks and recreation centers. (F)

LEI 3703 Introduction to Recreational Therapy (3). History, philosophy, and current principles of recreational therapy processes and application. Emphasis will be given to role of recreational therapy services. (F)

LEI 3707 Inclusive Recreation Services – GL (3). To provide Recreational Therapy, Parks, Recreation and Sport Management majors with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities.

LEI 3723L Recreational Therapy Facilitation Techniques and Modalities Lab (1). Students are required to complete three one-credit lab course for a total of three (3) credits. Provides an in-depth, "hands-on" experience in the area of RT facilitation technique implementation. (S)

LEI 3800 Liability and Law in Leisure, Recreation and Sports (3). Legal issues related to leisure service management including legal foundations, legal liability, land use policy, employment regulations, disability services, and current issues. (S)

LEI 3860C Computer Applications for Recreation and Sport Management (3). Introduction to computer applications useful in Recreation and Sport Management. Includes standard office, internet, and specialized recreation and sport management software.

LEI 4268C Adventure Education (3). Teaches the philosophy, history, application of adventure education; features high and low ropes activities, problem solving, leadership, team-building development, adventure-based curriculum and resources.

LEI 4438 Recreational Sports Programming (3). Principles and practices in recreational sports programming for universities and institutions including intramurals, recreation facilities, budgets, rules, tournaments, liability, and special programs.

LEI 4543 Recreation and Sports Facility Management (3). This course is designed to provide the student with an overview of the concepts and practices involved in managing recreation and sports facilities.

LEI 4560 Leisure Services Marketing (3). Application of service marketing principles and practices to both the public and private leisure service industry to improve both effectiveness and efficiency of operations. (S)

LEI 4590 Seminar in Parks and Recreation Sport Management (3). A discussion of current problems, issues and trends in parks, and sport recreation management, which will help the student develop those competencies necessary to deal with everyday aspects of particular programs. (F)

LEI 4705 Program Planning in Recreational Therapy (3). Principles and practices in planning and implementing programs in recreational therapy settings. Special emphasis will be placed on a systematic approach through problem-solving techniques. Prerequisite: LEI 3703. (S)

LEI 4711 Client Assessment, Documentation, and Evaluation in Recreational Therapy (3). An overview of the theory, concepts and techniques used in client assessment, evaluation and documentation for recreational therapy treatment. Prerequisite: LEI 3703. (S)

LEI 4720 Trends, Issues, and Managerial Aspects of Recreational Therapy (3). An examination of current issues, trends and professionalization and managerial concerns in recreational therapy. Prerequisite: LEI 3703. (F)

LEI 4724 Recreational Therapy Facilitation Techniques (3). Designed to provide an in-depth examination of RT facilitation techniques as they are implemented with individuals with various disabling conditions or limitations. Prerequisite: LEI 3703. (F)

LEI 4813 Orientation to Recreation and Leisure (3). The purpose of this course is to introduce students to a historical overview of recreation and leisure, analyze contemporary theory related to the relationship between work and leisure, examine leisure trends, and examine broad components of leisure education and counseling in the delivery of recreational therapy services. (F)

LEI 4842 Private and Commercial Recreation & Sports Management (3). Identification, development, operation and impact of profit-oriented recreation and sport-related enterprises. (AR)

LEI 4931 Special Topics: Leisure Service Management (1-3). Analyzes and utilizes recent developments related to problems, practices, contemporary issues, practices and methodologies in Leisure Service Management. Permission of the instructor. (F,S,SS)

LEI 4940 Internship I (3-9). An on the job training program designed to enable students to develop those competencies which can only be gained from practical experience. (F,S,SS)

LEI 4941 Internship II (3-12). An on the job training program designed to enable students to develop those competencies which can only be gained from practical experience. Prerequisites: LEI 4940. (F,S,SS)

MAE 3651 Learning Mathematics with Technology (3). Use innovative software and graphing calculators for students to experience learning mathematics with technology. Revisit topics of school mathematics with a problem solving approach. Prerequisites: MAC 2311 (F,S)

MAE 4310 Content and Methods of Teaching Elementary Mathematics (3). Provides content and methods needed to understand and teach all five areas of mathematics to elementary students of diverse backgrounds. Prerequisites: Three courses at college algebra and above. Field work required. (F,S,SS)

MAE 4312 Advanced Content and Methods of Teaching Elementary Mathematics (3). Provides advanced development of knowledge, skills and dispositions necessary to prepare education majors to be effective mathematics teachers of upper elementary grades through middle school grade 6. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, MAE 4310.

MAE 4320 Special Teaching Lab: Middle School Mathematics (3). This course is required in the baccalaureate program for those who plan to teach middle school mathematics. It provides the knowledge and skills for functioning in a mathematics classroom. Prerequisites: MAC 2311 STA 3163, MAS 3105, and MAD 2104 or permission of the instructor.

MAE 4330 Teaching and Learning Secondary Mathematics (4). Development of instructional skills, techniques, and strategies for teaching mathematics in the middle school and senior high school. Field experience required. Prerequisites: EDG3321 or EDG 5414 Corequisites: Minimum of 24 hours of in subject matter specialization including, MTG 3212, MAS3105, STA 3163, STA 4321 and MAD2104 or permission of instructor (F)

MAE 4393 Nature of Math and Science (3). Students in this course will consider how the practices, problems, and purposes of math and science are intrinsically social and what that implies about teaching and learning.

MAE 4394 Perspectives on Mathematics and Science Education – GL (3). This course will help students to develop understanding of theoretical frameworks and multiple perspectives underpinning mathematics and science education.

MAE 4942 Student Teaching (9). Supervised teaching in a middle school or senior high school. Prerequisites: Appropriate Special Teaching Laboratory, appropriate number of hours in subject matter specialization, and admission to the program. (S)

PEL 1211 Skills and Practice: Softball (2). Designed to develop skills and knowledge of softball. Emphasis is on teaching methods of related physical activities. This course can be used to meet degree requirements for Physical Education and is open to non-majors. (FS)

PEL 1341 Skills and Practice: Tennis (2). Course to include knowledge and instruction of fundamental skills in tennis, rules, techniques, and playing strategy. This course will not count towards graduation except for Physical Education majors.

PEL 1421 Team Handball (1). Students will learn basic skills and teaching strategies involved in the sport of team handball. This course requires students to be physically active.

PEL 1441 Skills and Practice: Racquetball and Tennis (2). Designed to develop skills and knowledge of racquetball and tennis. Emphasis is on teaching methods of these physical activities. This course is a requirement for Physical Education majors and is open to non-majors. (S)

PEL 1511 Skills and Practice: Soccer (2). Presents basic techniques, tactical considerations, and several theoretical aspects of the game. Emphasis is on developing fitness through participation. This course will not count towards graduation except for Physical Education majors.

PEL 2321 Skills and Practice: Volleyball (2). Designed to develop skills and knowledge of volleyball. Emphasis is on volleyball teaching methods. This course is a requirement for Physical Education majors and is open to non-majors. (SS)

PEL 2621 Skills and Practice: Basketball (2). Designed to develop basic skills and knowledge of basketball. Emphasis is on development of skill, participation, fitness, and knowledge of basketball as a recreational activity. This course will not count toward graduation except for Physical Education majors.

PEM 1104 Conditioning for Recreational Sports (1). Sports aerobics and other workout methods will be practiced to improve strength, flexibility, muscular endurance and skill level in various recreational sports. Sports participation will follow the training. Verify graduation with advisor. (F,S,SS)

PEM 1141 Aerobic Fitness (1). Provides students with the skills and knowledge necessary to achieve and maintain a desirable state of aerobic fitness. Verify graduation with advisor. (F,S,SS)

PEM 1404 Aikido (1). The study of the art of Aikido and redirecting forces to achieve their neutralization. An application of similar principles for self-defense.

PEM 1405 Judo Self Defense (1). Students will be taught physical and mental techniques to defend themselves from personal attack. This course is repeatable. Verify graduation credit with advisor. (F,S)

PEM 1441 Karate (1). Basic techniques and advanced applications of karate techniques will be taught. The class goal will be certification in rank levels to qualified students, beginners to advanced. This course is repeatable. Verify graduation credit with advisor. (F,S)

PEM 1461 Fencing (1). The technical art and skill of fencing will be introduced and physically practiced. The skills include but are not limited to lunging, parrying, offensive and defensive actions. This course is repeatable.

PEM 2101 Foundations of Fitness (3). Concepts related to the evaluation, development, and maintenance of fitness, including principles of training, weight control and stress reduction. Verify graduation credit with advisor. (F,S,SS)

PEM 2131 Weight Training (1). Exercise using various strength training equipment to improve muscular endurance, strength, and flexibility. Verify graduation credit with advisor. (F,S,SS)

PEM 3437C Competitive Olympic Judo 1 (3). This course will enable a judo practitioner, yellow/orange belt to obtain the necessary skills and strategies to compete in a local and state level competition. Prerequisite: PEM 1405 (3 credits). Corequisite: PET 3403 Introduction to Martial Arts.

PEM 3438C Competitive Olympic Judo 2 (3). This course will enable a judo practitioner green/blue belt to obtain the necessary skills and strategies to compete in a state and regional level competition. Prerequisites: PEM 3437C, PET 3403.

PEM 4103 Advanced Personal Training (3). This class is designed to prepare students for the National Strength Professionals Associations Certified Conditioning Specialist Examination.

PEN 1121 Beginning Swimming (1). The course will cover the beginning swimming skills as described in the certified American Red Cross beginning swimmers program. This course will not count towards graduation except for Physical Education majors.

PEN 1122 Intermediate Swimming (1). The course will cover the intermediate swimming skills as described in the certified American Red Cross intermediate swimmers program. This course will not count towards graduation except for Physical Education majors. Prerequisites: PEN 1121 or permission of the instructor.

PEN 2113 Life Saving (2). Successful completion of this course will lead to American Red Cross swimming certification in life saving. This course will not count towards graduation except for Physical Education majors. Prerequisite: Completion of intermediate swimming skills.

PEN 2132 Scuba Diving Lab (1). The lab enables divers to acquire and refine the skills needed to increase scuba proficiency. This lab is required for students taking Basic, Advanced, Rescue, or Leadership Scuba Diving. Repeatable. Verify graduation credit with advisor. Prerequisites: PEN 2136, PEN 3137, PEN 3138, or PEN 4135.

PEN 2136 Basic Scuba Diving (2). This course provides students with basic scuba knowledge and skills including diving physiology, underwater skills, safety, preparation and equipment care. Lab required. Verify graduation credit with advisor. Corequisite: PEN 2132.

PEN 2137 Advanced Scuba Diving (3). An advanced course for students with Basic Scuba training and certification. Includes advanced dive safety, underwater navigation, search and rescue techniques, etc. Lab required. Verify graduation credit with advisor. Prerequisite: PEN 2136.

PEN 2138 Scuba Rescue Diving (3). Provides skill and knowledge to prevent and manage diving risks, problems and emergencies. Includes search and rescue, first aid, CPR, oxygen administration. Lab required. Verify graduation credit with advisor. Prerequisites: PEN 2137 or permission of the instructor. Corequisite: PEN 2136L.

PEN 4135 Scuba Diving Leadership (3). Prepares advanced divers for professional roles as divemaster and assistant instructor. Requires teaching, supervision and trip planning. Lab required. Verify graduation credit with advisor. Prerequisites: PEN 2137, PEN 3138.

PEO 3012 Officiating Basketball (3). Students will examine the philosophies, mechanics and rules necessary for officiating basketball, from youth to intercollegiate levels.

PEO 4001 Principles and Practices of Coaching (3). Prepares students to examine the organization, philosophies, and skills necessary for coaching sports in diverse educational environments. (SS)

PEO 4041 Games in the Elementary and Middle School (3). The study of the scope, structure, and sequence of games in Grades K-5. Emphasis on educational games and skill progressions for selected sports. Field experience required. (SS)

PEP 3205 Gymnastics in the Elementary and Middle School (3). The study of the scope, structure, and sequence of the gymnastics program in grades K-5. Emphasis on educational gymnastics and simple formal gymnastics. (S)

PEP 4102 Applied Concepts of Fitness and Health (3). Content and methods for teaching activity/theory classes in which the primary emphasis is the development of fitness. (S)

PEP 4111 Health/Fitness Instruction (3). Knowledge and skills to evaluate one's fitness level and to design exercise and health enhancement programs for healthy individuals.

PEP 4114 Exercise Prescription (3). Knowledge and skills necessary to prescribe and lead exercises for persons with medical limitations especially cardiovascular and related diseases. (S)

PEQ 2115 Water Safety Instructor (2). Successful completion of this course will lead to American Red Cross swimming certification as Water Safety Instructor. This course will not count towards graduation except for Physical Education majors. Prerequisite: Red Cross certification in life saving.

PEQ 2230 Beginning Sailing (1). Designed to develop skills and knowledge of sailing. Emphasis is on actual in water experiences and development of sailing as life time pursuit.

PEQ 2232 Advanced Sailing (1). Designed to further skills and knowledge of sailing. Emphasis is on actual in water experiences and development of sailing as life time pursuit.

PEQ 2250 Beginning Kayaking (1). Designed to develop skills and knowledge of kayaking. Emphasis is on actual in water experiences and development of kayaking as life time pursuit.

PEQ 3126 Adapted Aquatics (2). Develops competencies in adapted aquatic programs and services. May be used for adapted physical education endorsement. (AR)

PET 3020 Foundations of Physical Education (3). Examines the philosophical, historical, sociological and psychological foundations of physical education and sport. (Field experience required). (F)

PET 3310 Kinesiology (3). Students study the anatomical and mechanical principles of movement and apply this knowledge in the analysis of physical education and athletic sport activities. (Includes laboratory class periods.) Prerequisites: ZOO 3731 or ZOO 3733 or PET 3325 or BSC 2085. (F,S,SS)

PET 3325C Anatomy for the Exercise and Sports Sciences (3). The human body will be studied using a body systems approach with emphasis on the organization and structure of the musculoskeletal, nervous, and cardiovascular systems. Corequisite: PET 3325L. (F,SS)

PET 3325L Anatomy for the Exercise and Sports Sciences Lab (1). The structure of the human body will be studied using hands-on experiences in the small group setting using class assignments, figures, models and computer activities. Corequisite: PET 3325C. (F,SS)

PET 3403 Introduction to Martial Arts (3). This course provides an understanding of the differences-similarities of martial arts. The student will have an understanding of its country of origin and its cultural influences on modern society. Corequisites: PEM 1405 and PEM 1XXX.

PET 3640 Adapted Physical Education (3). Knowledge of scientific factors and develop and implement physical education programs for special populations. Laboratory and Field Experience required. (SS)

PET 3730 Physical Education in the Middle School (3). The study of the scope, structure, and sequence of the middle school physical education curriculum. Emphasis on teaching strategies, and curriculum development. Field experience required. (S)

PET 4050 Motor Learning and Development (3). Examination of the developmental aspects of movement and the factors influencing the acquisition and performance of motor skills.

PET 4094 Advanced Concepts in Strength and Conditioning (3). The course is designed to prepare students for the NSCA's Certified Strength and Conditioning Specialist examination.

PET 4207 Considerations in Youth Sports (3). This course investigates and evaluates youth sport programs within the community. The psychological, social and physical development of youth will be of central focus to this course.

PET 4251 Sociology of Sport (3). Basic principles of the sociological bases of sport will be presented and discussed. Required course in the Undergraduate Sport Management track. (SS)

PET 4384 Exercise Test Technology (3). Knowledge and skills required to conduct an ECG monitored graded exercise test. (F)

PET 4401 Administration of Fitness Operations (3). An analysis of the organizational and administrative aspects of interscholastic & intercollegiate physical education and sport programs. (F)

PET 4442 Physical Education in the Secondary School (3). Methods, philosophy, and curriculum for physical education in the urban, culturally diverse secondary school. Field experiences required in addition to class work. (F)

PET 4510 Evaluation in Kinesiology (3). Students will be introduced to methods central to the evaluation of kinesiology. Content includes but is not limited to: motor skill testing, fitness testing, analysis, statistical concepts and norms. (SS)

PET 4550 Evaluation in Exercise Physiology (3). Prepares students to utilize and select or construct appropriate instruments for the assessment of fitness. Prerequisite: APK 3110. (F)

PET 4554 Comprehensive Conditioning of Elite Athletes (3). The course prepares a student to develop a comprehensive conditioning program including metabolic, speed, flexibility, plyometric and resistance training. Current practices of strength and conditioning coaches will be examined.

PET 4622 Athletic Injuries (3). Students will demonstrate knowledge of the proper care and prevention of athletic injuries through the application of acceptable training techniques. (F,S,SS)

PET 4622L Athletic Injuries Lab (1). The practical skill of athletic injury taping for prevention and management of athletic injuries. Corequisite: PET 4622. (F,S,SS)

PET 4644 Therapeutic Applications of Martial Arts (3). Provides an understanding of the therapeutic applications of Martial Arts for the enhancement of an individual's wellbeing and pro-social behavior. Prerequisites: PET 4711 Teaching Martial Arts, PET 3403 Introduction to Martial Arts, PEM 1405 Judo Self-Defense and PEM 1404 Aikido.

PET 4691 Exercise Testing and Prescription of Special Populations (3). The course prepares a student to test and prescribe exercise programs for selected populations groups.

PET 4929 Senior Seminar in Physical Education (3). Required of undergraduate physical education majors in the K-12 programs while student teaching. Provides discussion of current issues and topics related to teaching physical education. Prerequisite: Successful completion of all program requirements. Corequisites: PET 4945 or PET 4944 or PET 4943 or PET 4946. (F,S)

PET 4940 Practicum in Personal Training (1-15). Supervised clinical experience designed to offer the student experience in graded exercise testing and exercise leadership.

PET 4943 Student Teaching Grades K-12 (9). Supervised teaching in an elementary and high school. Nine weeks of the student teaching experience will be in area of concentration.

PET 4945 Student Teaching: Grades 6-12 (9). Supervised teaching in a middle or secondary school. Corequisite: PET 4929. (F,S)

PET 4946 Sport and Fitness Internship (3-9). Supervised field experience in an approved sport or recreational setting. Prerequisites: Completion of required program and elective courses. (F,S,SS)

RED 3313 Language and Literacy Development (3). Introduces linguistic elements of English, language development, emergent literacy, and their impact on L1 and L2 students. Part of Block I.

RED 4100 Emergent Literacy (3). Focuses on young children's process of constructing meaning through literacy from a variety of disciplinary perspectives (Psychology, Linguistics, Education) and analyzes the significant implications for classroom practices. Prerequisite: RED 3313.

RED 4110 Content and Methods of Teaching Literacy in Schools (3). Provides content and methods needed to understand and teach a quality literacy program that meets the needs of all children. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, RED 3313, RED 4150, RED 4311.

RED 4150 Content and Methods of Teaching Beginning Literacy (3). Provides content and methods needed to understand and teach beginning literacy to elementary students of diverse backgrounds and abilities. Prerequisites: RED 3313 or SPA 3000 Field work required. (F,S,SS)

RED 4311 Content and Methods of Teaching Intermediate Literacy (3). Provides content and methods needed to understand and teach transitional literacy to elementary students of diverse backgrounds and abilities. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, RED 3313 or SPA 3000, RED 4150.

RED 4325 Subject Area Reading (3). Skills, techniques and strategies for reading in content areas. Field work required. (F,S,SS)

SCE 4194 Perspectives in Science and Math Education – GL (3). This course will help students to develop understanding of theoretical frameworks and multiple perspectives underpinning mathematics and science education.

SCE 4310 Content and Methods of Teaching Elementary Science (3). Provides content and methods needed to understand and teach science and technology to elementary students of diverse backgrounds. Prerequisite: Three lower-division science courses, one with a lab. Lab fee required.

SCE 4311 Advanced Content and Methods of Teaching Elementary Science (3). Provides advanced development of knowledge, skills and dispositions necessary to prepare education majors to be effective science teachers of upper elementary grades through middle school grade 6. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, SCE 4310. Corequisite: Field School Placement.

SCE 4330 Secondary Science Teaching Methods (3). Development of instructional skills, techniques and strategies for teaching biological and physical sciences in senior high schools. Field experience required. Minimum prerequisite or corequisite of 16-20 hours in subject matter specialization.

SCE 4894 Nature of Math and Science (3). Students in this course will consider how the practices, problems, and purposes of math and science are intrinsically social and the implications of teaching.

SCE 4931 Senior Seminar in Science Education (2). This course will address reflection on teaching; assessing based on established learning theory; and expertise with the legal and ethical standards of secondary schools.

SCE 4944 Student Teaching (6-9). Supervised teaching in a middle school or senior high school. Prerequisites: Appropriate Special Teaching Laboratory, and appropriate number of hours in subject matter specialization. (F,S)

SDS 4340 Career Development (1-3). Topics include career planning and needed skill enhancement, understanding job growth and development, and decision-making about career aspirations. Repeatable.

SMT 2044 Combined STEP 1 & 2: Inquiry-Based Approaches and Lesson Design for Teaching Mathematics and Science (2). Explore teaching in an middle school setting and become familiar with writing and teaching inquiry-based mathematics or science lessons using exemplary resources. Prerequisites: Junior/senior status.

SMT 2661 Step 1: Inquiry Approaches to Teaching Mathematics and Science (1). Students who want to explore teaching careers become familiar with writing and teaching inquiry-based mathematics or science lessons using exemplary resources in an elementary school setting. Prerequisite: Interest in exploring science or mathematics teaching as a career. Prerequisite: Interest in exploring science or mathematics teaching as a career.

SMT 2662 Step 2: Inquiry-Based Lesson Design in Mathematics and Science (1). Students who want to explore teaching careers become familiar with writing and teaching inquiry-based mathematics or science lessons using exemplary resources in an elementary school setting. Prerequisite: SMT 2661. Corequisite: Interest in exploring science or mathematics teaching as a career.

SMT 3100 Knowing and Learning in Mathematics and Science (3). Focus on knowing and learning in secondary mathematics and science as understood from a multi-disciplinary perspective. Students identify theories and employ theories to guide their own practice.

SMT 3931 Learning Assistant Seminar: Evidence-based STEM Instruction (3). Evidence-based instructional theory and practice for undergraduate Learning Assistants. Covers effective pedagogical strategies, collaborative learning, and assessment across the STEM disciplines.

SMT 4301 Classroom Interactions in Mathematics and Science Teaching (3). Focuses on examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep understanding of the mathematics and science ideas. Prerequisite: SMT 3100.

SMT 4664 Problem-Based Instruction (PBI) in Mathematics and Science (3). Focus on exploring authentic, important, and meaningful questions and developing a PBI science/mathematics unit, employing processes/technologies that scientists, mathematicians, and engineers use. Prerequisite: SMT 4301 or Program permission.

SMT 4943 Learning Assistant Mentor Internship (0). Available for those who have completed LA Intern and LA Advanced Internships and have a recommendation from a faculty member. May be repeated up to 6 semesters. Permission of instructor is required. Prerequisite: SMT4944. Corequisite: Students must be employed as LAs during the semester they registered.

SMT 4944 Advanced Learning Assistant Internship (0). Available to those with 1-3 semesters of LA Intern experience. Serves as LA team leader; works with faculty in weekly LA planning sessions. May be repeated. Permission of instructor required. Prerequisites: SMT4946. Corequisite: Students must be employed as LAs during the semester they registered.

SMT 4946 Learning Assistant Internship (0). LA internship 1-Introductory. Supervised, practical experience in a teaching a college STEM course or laboratory. Permission of instructor is required. May be repeated up to 3 semesters. Prerequisites: PHY 3012, MAE 3893, CHM 3945 and ESC 3050 or SCE 3813. Corequisite: Students must be employed as LAs during the semester they register.

SPA 2612 American Sign Language for Teachers I (4). Introductory training in basic ASL signs and historical and cultural information about the "deaf culture" for teachers. Two hrs/wk of lab required. (AR)

SPA 2613 American Sign Language for Teachers II (4). Intermediate training in ASL signs and additional information about "deaf culture" for teachers. Two hrs/wk of lab required. Prerequisite: SPA 2612. (AR)

SPA 3000 Acquisition of Speech and Language Skills (3). Knowledge of normal acquisition of speech, language, and literacy. Includes overview of major speech/language delays and disorders, plus intervention strategies for teachers and parents.

SSE 3346 Social Science Content and Pedagogy (3). This course introduces students to terminology, concepts, and applications across the disciplines of the social sciences and education.

SSE 3853 Social Science Subject Area Knowledge (3). This course is a content acquisition course designed to help prepare students with the content they need to be successful in upper-level content courses, as well as in a future teaching career

SSE 4118 Social Studies and Foundations in Early Childhood Education – GL (3). Develops skills, understandings, and dispositions for teaching social studies to young children from diverse cultural backgrounds. This course has a field component. Students should apply to Office of Clinical Experiences of SOE to be placed in a school. Prerequisite: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course. (S,SS)

SSE 4304 Teaching Early Childhood Social Studies (3). Introduces preservice early childhood teachers to the changing nature of Social Studies within the early childhood curriculum. Prerequisite: Block 3.

SSE 4312 Content and Methods of Teaching Elementary Social Studies (3). Provides content and methods needed to understand and teach Social Studies from a global, multi-ethnic perspective to elementary students of diverse backgrounds.

SSE 4380 Developing a Global Perspective – GL (3). Theory, content, and practice. Introduction and utilization of learning materials and teaching strategies in Global Education for K-12. (F,SS)

SSE 4383 Perspectives in Social Science Education (3). This course explores in-depth social science content using various pedagogical methods based on an understanding of the various social science disciplines.

SSE 4384C Special Teaching Laboratory: Social Studies (3). Development of instructional skills, techniques, and strategies for teaching social studies in the middle school and senior high school. (F)

SSE 4936 Social Science Education for Reflective Practice (1). Using students' experiences interning in the secondary social studies classroom. This course will help beginning teachers meet the various challenges of a classroom teacher. Prerequisites: SSE 3346, SSE 4383.

SSE 4942 Student Teaching (6). Supervised teaching in a middle school or senior high school. Prerequisites: Appropriate Special Teaching Laboratory, appropriate number of hours in subject matter specialization, and admission to the program. (S)

TSL 3080 ESOL Principles and Practices I – GL (3). Introduces issues, principles and practices of TESOL to develop cultural underpinnings that form foundation necessary to meet needs of linguistically diverse students. Prerequisite: Completion of block I. For all elementary, early childhood, special education, and English education majors.

TSL 4081 ESOL Issues: Principles and Practices II – GL (3). Provides understandings, skills, and dispositions needed to select, evaluate, and apply TESOL strategies in elementary classrooms. Prerequisites: Students must be program admitted into a School of Education Initial Teacher Education Program prior to registering for this course, TSL 3080. For all elementary, early childhood, special education, and English education majors.

TSL 4140 Curriculum and Materials Development in ESOL (3). Applications of ESOL theories, principles, and current research in the development of curriculum and materials; required for area of concentration in TESOL and for the Florida Add-on ESOL Endorsement. (S)

TSL 4324 ESOL Issues and Strategies for Content Area Teachers – GL (3). Analysis, application and adaptation of ESOL methods and materials to enhance instruction for linguistically and culturally diverse students. Fulfills META requirements.

TSL 4340 ESOL Methods for Grades K-12 – GL (3). Development of instructional skills, techniques, and strategies for teaching English to non-native speakers in grades K-12. Prerequisite: Students must be admitted into a School of Education Initial Teacher Education Program prior to registering for this course. (F,S)

TSL 4441 Testing and Evaluation in ESOL (3). Develops the knowledge necessary to select, adapt and design assessment instructions and testing techniques appropriate for language minority students in the ESOL classroom.