Elementary Education

EED 299 Teaching Diverse Populations (3)
Introduces students to teaching diverse populations, including cultural, socioeconomic, learning styles, disabilities, and other variability aspects of current classroom cultures. This course may be taken prior to Teacher Education Program eligibility.

EED 310 Foundations of Effective Teaching (3)
This course investigates techniques, strategies, and curriculum design in the elementary grades. Students learn how to integrate content areas, effective teaching and learning strategies, and methods for problem-solving/critical thinking. This course may be taken prior to Teacher Education Program eligibility.

EED 339 Integrating Theory/Practice (3)
Corequisite(s): ECE 407, EED 344 and RDG 342.
Provides prospective teachers an opportunity to observe, analyze, and apply concepts and theories in schools and classrooms. Requires Teacher Education Program eligibility.

EED 340 Practicum in Content Area Block (3)
Prerequisite(s): All core math, science, and social studies courses and the Literacy Block (EED 339, EED 344, RDG 312, and RDG 342).
Corequisite(s): EED 341, 343, and 362.
Provides preservice elementary teachers an opportunity to observe, analyze, and apply math, science, and social studies concepts and theories in schools and classrooms. Requires Teacher Education program eligibility. This block should be taken after completion of the Literacy Block.

EED 341 Mathematics for Children (3)
Prerequisite(s): Math 112 and three additional core math courses.
Corequisite(s): EED 340, EED 343 and 362.
Materials and methods in the teaching of elementary mathematics concepts and processes. Requires Teacher Education Program eligibility.

EED 343 Curriculum Integration in Teaching Social Studies (3)
Prerequisite(s): All core social sciences and Literacy Block (EED 339, EED 344, RDG 312 and RDG 342).
Corequisite(s): EED 341, 343, and 340.
Methods and materials of teaching social studies in the elementary grades. Requires Teacher Education Program eligibility.

EED 344 Developing Language Skills (3)
Corequisite(s): ECE 407, EED 339 and RDG 342.
Techniques and strategies for promoting communication skills among young learners, with emphasis on the interrelatedness of the language modes. Requires Teacher Education Program eligibility.

EED 362 Science for Children (3)
Prerequisite(s): 12 hours of core science courses.
Corequisite(s): EED 340, 341 and 343.
Methods, materials, laboratory demonstration, and organization of science concepts and processes taught in the elementary grades. Requires Teacher Education Program eligibility.

EED 409 21st Century Teaching and Learning Part II (3)
Prerequisite(s): ECE 309.
This course is designed to extend teacher candidates’ knowledge about new literacies and multimodal pedagogies. Emphasis will be placed on interdisciplinary strategies and 21st Century skills along with project-and inquiry-based learning and common core. Requires Teacher Education eligibility.
Reading

RDG 298 Literature and Language for Children (3)
A survey course of children's literature and language development, this course explores genres of children's literature. Vocabulary and comprehension strategies for early childhood and elementary teaching are introduced. Upon completion students will be able to support a literature and language rich classroom environment. This course may be taken prior to Teacher Education Program eligibility.

RDG 304 Early Literacy (3)
Corequisite(s): ECE 303, ECE 306, and ECE 309.
Materials and methods of teaching literacy in early childhood. Foundations of literacy development including reading, writing, listening, spelling, and speaking will be emphasized. Requires Teacher Education Program eligibility.

RDG 311 Early Childhood Reading and Literature for the Twenty-First Century (3)
Prerequisite(s): Teacher Education Program eligibility and successful completion of the ECE block. Methods, materials and research findings on beginning reading instruction in P-3 classrooms. Emphasis will be placed on teaching phonics and integrating children's literature in early childhood literacy programs.

RDG 312 Children's Literature (3)
Evaluation of books for children, selection criteria, and the interests, needs and abilities of children emphasized. Requires Teacher Education Program eligibility.

RDG 342 Teaching Reading (3)
Prerequisite(s): RDG 304.
Corequisite(s): ECE 407, EED 339 and EED 344.
Methods, materials, and research findings concerned with beginning reading instruction and literacy development for the elementary grades. Requires Teacher Education Program eligibility.

RDG 343 Collaborative Reading (3)
Corequisite(s): SPE 331, SPE 340 and SPE 348.
The purpose of this course is to provide information regarding methods, materials, and research findings concerned with beginning reading instruction for the elementary grades. Requires Teacher Education Program eligibility.

RDG 354 Reading Diagnosis (3)
Prerequisite(s): RDG 342 or RDG 343.
Methods and materials in reading and literacy development in elementary grades with emphasis on diagnostic, remediation, and enrichment strategies along with progress monitoring of reading progress. Requires Teacher Education Program eligibility.

Special Education

SPE 300 Survey of Exceptional Children and Youth (3)
An introductory course to the field of exceptional children and youth.

SPE 330 Assessment of Teaching and Learning (3)
Corequisite(s): SPE 334, SPE 338 and SPE 341.
Introduction to assessment, techniques appropriate in evaluating teaching/learning of exceptional students, legal considerations and development of Individualized Educational Programs. Requires Teacher Education Program eligibility.

SPE 331 Special Education Administrative Processes (3)
Corequisite(s): SPE 340, SPE 348, and RDG 343.
Administrative processes for special education including Mastering the Maze, planning for classroom, Individualized Education Planning, Lesson Planning, SETS training, Introduction of Behavior Intervention Plans and Transition Plans. Requires Teacher Education Program eligibility.

SPE 332 Medical, Legal, & Ethical Issues (3)
This course will cover federal laws, rules, and regulations governing and/or impacting on programs for exceptional students, litigation cases that have impact on individual with exceptionalities, interdisciplinary collaboration with health care professionals and other agencies, the role other disciplines and agencies play in meeting the needs of children with exceptionalities, the needs and management techniques for students who have communicable diseases and medical diagnosis or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning, medications, administration of medications, and school healthcare procedures, and professionalism and ethics in teaching individuals with exceptionalities. May be taken prior to achieving Teacher Education Program eligibility.

SPE 334 Educational and Assistive Technologies (3)
Corequisite(s): SPE 330, SPE 338, and SPE 341.
This course is designed to examine the many accessibility features within a computer as well as hand held devices. This course will also cover how to utilize accessibility features and applications to meet individual student needs within the school setting. Requires Teacher Education Program eligibility.

SPE 335 Diversity and Culturally Responsive Teaching (3)
This course will center on the necessity of culturally responsive teaching beginning with the preparation of the prospective teacher. Students will determine the importance of including students' cultural references in all aspects of teaching while continually examining their own. There will be an emphasis on cultural and linguistic diversity and exceptionally. May be taken prior to Teacher Education Program eligibility.

SPE 336 Clinical Observation of Special Education K-12 (1)
Prerequisite(s): SPE 300.
Corequisite(s): SPE 334, SPE 338, SPE 339, and SPE 341.
Clinical Observation. In school observation of special education classrooms and inclusive general education classrooms for students with mild and severe disabilities. Requires Teacher Education Program eligibility.

SPE 337 Collaboration Process for the Elementary Inclusive Classroom (3)
Prerequisite(s): SPE 300.
Corequisite(s): RDG 343, SPE 330, SPE 331, and SPE 340.
Strategies for meeting educational needs of students with mild disabilities in elementary inclusive general education classrooms or special education classrooms. Includes collaboration, co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.

SPE 338 Collaborative Math (3)
Corequisite(s): SPE 330, SPE 334, and SPE 341.
This course focuses on strategies for math instruction for students with disabilities in K-12 general education and special education classrooms. Requires Teacher Education Program eligibility.
SPE 339 Collaborative Processes in the Secondary Classroom (3)
Prerequisite(s): SPE 300.
Corequisite(s): SPE 334, SPE 336, SPE 338, and SPE 341.
This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards and how to plan neurodiversity within the inclusive secondary classroom. Requires Teacher Education Program eligibility.

SPE 340 Practicum in Mild Disabilities K-6 (3)
Corequisite(s): SPE 331, SPE 348, and RDG 343.
Directed experiences in observation and participation in special education classrooms and general education classrooms (K-6) with students with mild disabilities. Requires Teacher Education Program eligibility.

SPE 341 Practicum in Mild Disabilities 6-12 (3)
Prerequisite(s): SPE 340.
Corequisite(s): SPE 330, SPE 334, and SPE 338.
Directed experiences in observation and participation in special education classrooms and inclusive general education classrooms (6-12) with students with mild disabilities. Requires Teacher Education Program eligibility.

SPE 348 Collaboration in Elementary and Secondary (3)
Prerequisite(s): SPE 300.
Corequisite(s): RDG 343, SPE 331 and SPE 340.
Strategies for meeting the educational needs of students with mild disabilities in elementary and secondary inclusive general education classrooms or special education classrooms. Includes collaboration, co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.

SPE 349 Collaboration in the Secondary Classroom (3)
This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards and how to plan for neurodiversity within the inclusive secondary classroom.

SPE 387 Sign Language and Deafness I (3)
Introduces major sign systems used by the deaf. Students acquire basic sign vocabulary of 750 words and idiomatic expressions.

SPE 388 Sign Language and Deafness II (3)
Prerequisite(s): SPE 387 or approval of instructor.
Continues acquisition of sign vocabulary and focuses on development of ASL and Pidgin skills.

SPE 423 Methods for Severe Disabilities (3)
Corequisite(s): SPE 426, SPE 427, and SPE 442.
This course will include accommodations and modifications to the instructional program to assist students with severe disabilities to succeed. Topics covered will include assistive technology, self-contained and resource room models, extended standards, task analysis, physical management, lifting, wheel chair maintenance, ambulation, positioning, and communication skill development, including AAC. Requires Teacher Education Program eligibility.

SPE 425 Methods for Autism Spectrum Disorder (3)
Prerequisite(s): SPE 300.
This is a weekly seminar that focuses on Autism Spectrum Disorder. It consists of a series of seminars on major topics related to ASD such as: historical timeline, diagnosis and assessment, advocacy, current research and statistics, behavioral interventions, classroom supports and services, transition and it covers the lifespan. Requires Teacher Education Program eligibility.

SPE 426 Augmentative and Alternative Communication (3)
Co-Requisites: SPE 423, SPE 427, and SPE 442. Instruction of classroom strategies for teaching communication skills to students with low-incidence disabilities. Included will be how to assess existing communication abilities of students with severe disabilities, and instruction on how to integrate use of aided and unaided augmentative and alternative communication (AAC) to include finger spelling, sign language, gestures, body language (total communication), augmentative and alternative communication systems and voice output communication aids (VOCAS), both low-tech and high-tech. Requires Teacher Education Program eligibility.

SPE 427 Behavior and Classroom Management (3)
Corequisite(s): SPE 423, SPE 426, and SPE 442.
Examines inclusive teaching, planning for neurodiversity in the classroom, behavior management, applied behavioral analysis, functional assessment, positive behavioral support and behavior intervention. Requires Teacher Education Program eligibility.

SPE 440 Practicum in Severe Disabilities K-6 (2)
Prerequisite(s): SPE 300 and Requires Teacher Education Program eligibility.
Corequisite(s): SPE 423, SPE 426, SPE 427 and SPE 441.
Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities. Seminars will be held in conjunction with this course.

SPE 441 Practicum in Severe Disabilities 6-12 (2)
Corequisite(s): SPE 423, SPE 426, SPE 427, and SPE 440.
Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities in secondary school settings. Seminars will be held in conjunction with this course. Requires Teacher Education Program eligibility.

SPE 442 Practicum in Severe Disabilities K-12 (3)
Corequisite(s): SPE 423, SPE 426, SPE 427.
Directed experiences with K-12 students in self-contained special education classrooms designed for severe disabilities. Requires Teacher Education Program eligibility.

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