**PHYS 5645 — Physics for Secondary School Teachers** .................................................. 3(3-0)

This course is designed to both refresh and enlarge the high school teacher's knowledge of general physics.

**PHYS 5646 — Modern Physics for Secondary Teachers I** ........................................... 3(3-0)

This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. Prerequisite: general physics.

**PHYS 5647 — Modern Physics for Secondary Teachers II** ........................................... 3(3-0)

This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid-state physics, nuclear structure and nuclear reactions. Prerequisite: PHYS 5646

**PHYS 5660 — Classical Mechanics I** ................................................................. 3(3-0)

This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system of particles, rigid bodies, gravitational and coordinate systems.

**PHYS 5661 — Classical Mechanics II** ................................................................. 3(3-0)

This course will emphasize mechanics of continuous media, Lagrange's equations, tensor algebra, inertia and stress tensors, rotation of a rigid body and theory of small vibrations. Prerequisite: consent of instructor.

**PHYS 5670 — Electricity and Magnetism I** ......................................................... 3(3-0)

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

**PHYS 5671 — Electricity and Magnetism II** ......................................................... 3(3-0)

This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. Prerequisite: consent of instructor.

**PHYS 5681 — Introduction to Quantum Mechanics** ............................................ 3(3-0)

This course will emphasize Schröedinger's theory of quantum mechanics; solutions of Schröedinger's equation; perturbation theory; one-electron atoms; magnetic moments, spin and relativistic effects; identical particles and multi-electron atoms.

**PHYS 5685 — Seminar in the Teaching of Physics** ............................................. 3(3-0)

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

**SPECIAL EDUCATION**

The M.Ed. degree programs in Special Education lead to LEVEL 5 certification in Interrelated Special Education (mildly disabled) and Intellectual Disabilities (MR). Any person who has L-4 certification in a teaching field, or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria, may pursue the master's level programs. A degree in intellectual disabilities leads to certification in mental retardation. (Add-on certification requires a passing score on Praxis I for admission and a passing score on Praxis II prior to the practicum.)

**Degree Program Requirements**

**I. Interrelated**

**Area A - Nature of the Learner**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEC 5500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5555</td>
<td>Clinical Approach to Classroom Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5509</td>
<td>Introduction to Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5515</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5520</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5555</td>
<td>Conditions of Learning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5542</td>
<td>Behavior Modification for Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Area B - Programs and Problems  
EDUC 5504  History of American Education  
EDUC 5509  Philosophy of Education  
EDUC 5512  Sociology of Inner City Child (or equivalent)  
EDUC 5538  Curriculum Planning  
EDUC 5540  Curriculum Principles  
*Required course.

Area C - Teaching Field  
READ 5555**  Diagnosis and Remediation in Reading (or equivalent)  
SPED 5501**  Exceptional Child  
SPED 5512**  Characteristics of Children and Youth with Mild Learning, Intellectual and/or Behavioral Disabilities  
SPED 5524*  Instructional Strategies for Teaching the Mildly Disabled  
SPED 5530  Counseling Parents of Exceptional Children  
SPED 5545*  Educational Assessment of Exceptional Children  
SPED 5563  Issues in Interrelated Special Education  
SPED 5580  Directed Studies in Research and Readings in Special Education  
SPED 5590  Teaching of Reading and Math to Exceptional Learners  
SPED 5570*  Practicum in Interrelated Special Education  
*Required course.  
**Required unless previously fulfilled.

Area D - Research  
EDUC 5501  Educational Research  
*Required course.

Area E - Minimum of three semester hours required  
EDUC 5500  Educational Statistics (or equivalent)  
Total Required Hours 36 hrs.

II. Intellectual Disabilities (MR)

Area A - Nature of the Learner  
ECCEC 5500  Child Development  
EDUC 5555  Clinical Approach to Classroom Analysis  
PSYC 5509  Introduction to Behavior Modification  
PSYC 5515  Educational Psychology  
PSYC 5520  Developmental Psychology  
PSYC 5555  Conditions of Learning  
SPED 5542  Behavior Modification for Special Education

Area B - Programs and Problems of the School  
EDUC 5504  History of American Education  
EDUC 5509  Philosophy of Education  
EDUC 5512  Sociology of Inner City Child (or equivalent)  
EDUC 5538  Curriculum Planning  
EDUC 5540  Curriculum Principles

Area C - Teaching Field  
READ 5555  Diagnosis and Remediation Reading (or equivalent)  
SPED 5501*  Exceptional Child  
SPED 5515  Nature and Characteristics of Intellectual Disabilities  
SPED 5525*  Instructional Strategies for Intellectual Disabilities  
SPED 5530  Counseling Parents of Exceptional Children  
SPED 5545*  Educational Assessment of Exceptional Children  
SPED 5563*  Issues in Interrelated Special Education  
SPED 5573  Practicum in Intellectual Disabilities  
SPED 5580  Directed Studies in Research and Reading in Special Education  
SPED 5590  Teaching of Reading and Math to Exceptional Learners  
*Required course.

Area D - Research  
EDUC 5501  Educational Research
Area E - Minimum of three semester hours required

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EDUC 5500</td>
<td>Educational Statistics (or equivalent)</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Total Required Hours: 36 hrs

COURSE DESCRIPTIONS

**SPED 5501—Exceptional Child** 3(3-0)

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence and programming of exceptionality areas for which children and youth may obtain special educational services.

**SPED 5512—Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Disabilities** 3(3-0)

A study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems. Prerequisites: SPED 5501 or SPED 2230.

**SPED 5515—Nature and Characteristics of Intellectual Disabilities** 3(3-0)

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. Prerequisites: SPED 5501 or SPED 2280.

**SPED 5522—Teaching the Preschool Exceptional Child** 3(3-0)

This course emphasizes the methods, modes of evaluating and other skills required for the teaching of preschool handicapped infants and toddlers. The areas to be covered include stimulation training, readiness programming, academic and social awareness and services delivery systems.

**SPED 5524—Instructional Strategies for Teaching the Mildly Disabled** 3(3-0)

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems. Prerequisites SPED 5501 or SPED 2230.

**SPED 5525—Instructional Strategies for Intellectual Disabilities** 3(3-0)

The cyclical process of assessment, planning, implementation and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction are highlighted.

**SPED 5530—Counseling Parents of Exceptional Children** 3(3-0)

A study of parent involvement in the delivery of services to handicapped children focuses on individualized educational programming, counseling approaches and agency involvement.

**SPED 5542—Behavior Modification for Special Education Students** 3(3-0)

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

**SPED 5545—Educational Assessment of Exceptional Children** 3(3-0)

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

**SPED 5547—Behavior Management of Exceptional Children** 3(3-0)

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles are the primary theoretical systems that are explored.

**SPED 5563—Issues in Interrelated Special Education** 3(3-0)

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.
SPED 5570 — Practicum in Interrelated Special Education ........................................ 3(3-0)

Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings.

SPED 5573 — Practicum in Intellectual Disabilities .................................................. 3(3-0)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of intellectual disabilities.

SPED 5580 — Directed Studies in Research and Readings in Special Education .......... 3(3-0)

Intensive study in selected areas in the field of special education with application of knowledge in written format, such as, a grant proposal, research article or journal publication. Advisor’s permission is required.

SPED 5590 — Teaching of Reading and Math to Exceptional Learners ..................... 3(3-0)

A study of specialized reading and math techniques and strategies for use with students with learning disorders. Includes diagnostic, remediation, determination of readability levels, error analysis and corrective strategies.

SCHOOL COUNSELING

Albany State University’s College of Education, Department of Counseling, Educational Leadership, and Foundations, offers a Master of Education degree in School Counseling. Developmental counseling provides the knowledge and application base for the program. It emphasizes a realistic approach to helping all school children on all grade levels. The underlying conviction of the developmental guidance and counseling program is that the school counselor is a professional who demonstrates humanness, provides motivation, facilitates problem solving, values diversity and provides multicultural leadership and effectively utilizes counseling competencies with children and adolescents. The program encompasses a comprehensive overview of the many roles and professional activities of contemporary school counseling.

The 36-semester hour program consists of five areas of study, including: 1) nature of the learners; 2) foundation of education; 3) professional studies; 4) research; and 5) electives. Any graduate student pursuing School Counseling Certification or a Master of Education Degree in School Counseling must successfully satisfy the following course requirements before taking any other courses listed under Professional Studies Area C:

(1) EDUC 5501 Educational Research
(2) SECD 5505 Developmental Guidance and Counseling, Principles, Organization and Administration

Advisement

After the student has been admitted to the M.Ed. in School Counseling Program, the advisor will assist the student in developing an individual planned program of study consistent with the student’s professional experiences, objectives, and the requirements of the degree program.

Clinical Experience

A series of supervised clinical experiences in the public school setting is provided to all students in the program. All prerequisites listed below must be met before any graduate student can register for any clinical experience.

Prerequisites for M.Ed. Degree Candidates

All of the following must be satisfied before registering for SECD 5570, SECD 5571 or SECD 5595:

1. SECD 5505 Fundamentals and Theories of Counseling.
2. Praxis I Examination (for initial certification candidates only).
3. Advisor’s approval.

Prerequisites for Certification Candidates only

1. All required graduate course work listed under Area C on the Planned Program of study, minimally 24 semester hours.
2. Praxis II in School Counseling.
3. All school counseling program requirements satisfied.

PROOF OF PROFESSIONAL LIABILITY INSURANCE COVERAGE IS REQUIRED IN ADVANCE OF REGISTERING FOR SECD 5595, SECD 5570 AND SECD 5571.