

EDUCATION

FACULTY

David S. McLaughlin, Ph.D., Associate Professor of Education, department head

Valerie A. Allison, Ph.D., Associate Professor of Education

Sarah Edwards Moore, Ph.D., Associate Professor of Education

Leigh Ann Kurz, Ph.D., Assistant Professor of Education

Susan Welteroth, D.Ed., Lecturer Education

Christine Tiday, M.Ed., Director of Teacher Interns and Auxiliary Programs

Hilario Lomeli, Ph.D., Visiting Assistant Professor of Education

Since 1904, Susquehanna University has prepared liberal arts students for careers in teaching and education related fields. Students enrolled in education majors that lead to teacher certification master the professional knowledge and skills necessary for state certification and for developing successful and rewarding careers in education.

Upon completion of an education program, students will have learned to:

- Design instruction and prepare for all aspects of managing a learning environment;
- Instruct students and assess their learning;
- Maintain a learning environment that is welcoming, respectful and productive; and
- Fulfill other professional responsibilities.

LEARNING GOALS:

- Understand how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- Create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Prepare and plan instruction based on knowledge of subject matter, students, curriculum goals, and formal and informal assessment strategies.
- Include every student — accommodating, adapting and/or differentiating instruction as appropriate, considering readiness, history, interests, achievement and learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities.
- Use effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
- Function effectively within community-wide systems of education.
- Evaluate the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) through ongoing reflective practice and actively seek opportunities to grow professionally.

REQUIREMENTS FOR ADMISSION TO A TEACHER CERTIFICATION PROGRAM

- Completion of at least 48 semester hours of coursework, including three semester hours of English composition, three semester hours of English/American literature and six semester hours of college-level mathematics;
- Successful completion of EDUC-101 Introduction to Education and Society;
- A cumulative GPA of 3.00;
- Passing PAPA or CORE examinations scores or being exempt through sufficient SAT or ACT scores;
- Completion of one 40-hour externship (see below), with completed forms returned to the education department;

- Current Act 24, Act 34, Act 114, Act 126 and Act 151 clearances, and negative Tuberculosis (TB) results;
- Two reference forms completed by Susquehanna University faculty; and
- A completed application form.

Teacher Certification. The Susquehanna University Department of Education offers the following programs for teacher certification approved by the Pennsylvania Department of Education:

- Early childhood education (preK-4)
- Special Education PK-12
- Secondary (7-12) and (K-12) in areas listed below under Majors Approved for Teaching Certification
- Music education (PK-12). See the music department for information about this program.

The Elementary Education Major. Students taking the course of studies necessary to gain one of the Pennsylvania teaching certificates for the elementary grades will major in elementary education. This major combines courses in various disciplines with teacher education courses, including student teaching.

Early Childhood Certification. Students who enter SU's elementary education program will earn a bachelor's degree in elementary education and prepare for preK-4 certification.

Middle Grades Certification. At this time, SU does not offer a program for middle-grades certification (grades 4-8).

Secondary Certification. Students who earn certification in secondary education must major in the subject they will teach. They earn a teaching certification in grades 7-12 by completing the teacher education program, which includes student teaching in the spring semester of the senior year. Courses required for the secondary teacher education program are listed below.

The Teacher Intern Program is a route to certification for those who have a bachelor's degree in an approved major. It is an option for students who do not complete certification requirements as undergraduates, including those who decide to pursue teaching late in their undergraduate program. For information about the program, contact the director of the Teacher Intern Program in the Susquehanna education department office or visit www.susqu.edu/education.

MAJORS APPROVED FOR TEACHING CERTIFICATION:

<i>Major</i>	<i>Teaching Certification</i>
Elementary Education	Early Childhood (preK-4)
English	English (7-12)
Creative Writing	English (7-12)
Spanish	Spanish (K-12)
French	French (K-12)
German	German (K-12)
Mathematics	Mathematics (7-12)
Music Education	Music Education (7-12)
Biology	Biology, General Science (7-12)
Chemistry	Chemistry, General Science (7-12)
Physics	Physics, General Science (7-12)
Biochemistry	General Science (7-12)
Psychology	Social Studies (7-12)
Sociology/Anthropology	Social Studies (7-12)
History	Citizenship Education, Social Studies (7-12)
Political Science	Citizenship Education, Social Studies (7-12)

(Some certifications, such as social studies, and some majors, such as biology, may require extra coursework because of state or university requirements.)

Certification Requirements. To qualify for teaching certification in Pennsylvania, students must complete a bachelor's degree in the appropriate major with a grade point average of 3.00 or higher. They must also complete an accredited teacher education program, such as that offered by Susquehanna University, and pass the PAPA, PECT and/or Praxis tests required by the Pennsylvania Department of Education (PDE). More detailed information about these and other certification requirements is available on the PDE website <http://www.pde.state.pa.us>.

Declaring Interest in Teacher Certification. Students who wish to pursue early childhood, K-12 or secondary education certification should notify their academic adviser and the head of the education department when they make that decision. They should also inform the Office of the Registrar by completing the Declaration of Academic Program form, available in that office.

Externship. An externship consists of 40 hours in a school for observing and aiding in classrooms and other areas of the school, conducting staff interviews, etc. Applicants must complete an externship prior to admission to the education program. Externship information and forms can be obtained from the education department office or the education department website <http://www.susqu.edu/education/>.

Applying to a Teacher Certification Program. The Pennsylvania Department of Education requires that education students apply and be admitted to a teacher education program before completing senior level courses and student teaching. The application packet is available through the education department's website and in the education department office in Seibert Hall. Students may apply for admission to the teacher education program as early as the spring semester of their sophomore year if all requirements have been met. Students must apply and be admitted no later than the first semester of their junior year.

Student Teaching. Student teaching usually occurs in the spring semester of the senior year. To participate in student teaching, students must already be admitted to the teacher education program. Students must also have current TB test results and clearances through Act 24, Act 34, Act 151 and Act 114. Student teachers must have completed all courses required for the major and all education courses except the student teaching block. Students should not take any additional courses during student teaching without written permission from the head of the education department.

Professional Conduct. The education department faculty reserves the right to make a judgment on the suitability of students for professional teaching practice. Practicum students (those in the schools observing and/or aiding a teacher) and student teachers must follow the policies of the host school district. Practicum students and student teachers are held to a professional standard of behavior as specified by the Pennsylvania Code of Professional Practice and Conduct for Educators and will be removed from a school site by a building administrator for unprofessional conduct. A student asked to leave a school site may be assigned academic work outside of student teaching to complete the credits needed for graduation. Grades will be assigned by the education department faculty based on the work completed and evaluations from Susquehanna faculty and the cooperating teachers.

Departmental Honors. Departmental honors may be awarded to elementary education majors who meet the following criteria:

- Overall GPA of 3.50 and GPA of 3.50 or higher in education courses;
- Completion of early childhood education program for graduation;
- Submission of a formal application for honors to the education faculty by the second Friday of September of the senior academic year and before implementation of the research project;
- Acceptance of the application by the education faculty committee;
- Selection of an honors adviser from the education faculty;
- Development, in consultation with the selected adviser, of a proposal to execute, interpret and report on the individual research project;
- Approval by the education faculty committee of the project proposal;
- Enrollment in EDUC-601 Independent Study (1-4 semester hours);
- Completion of the research project and a public presentation of results;
- Submission of a final written report on the project to the honors adviser on or before the last day of classes for the semester of graduation; and
- Determination of honors status by the education faculty based on student performance.

Education Honor Society. Susquehanna University has a chapter of the international education honor society, Kappa Delta Pi. Education students with a GPA of 3.40 or higher who qualify for admittance to the teacher education program will be invited to apply for membership.

EDUCATION COURSE REQUIREMENTS

Please note: Elementary, K-12 and secondary education students are required to include the following courses in their certification program:

- EDUC-260 Introduction to Special Education (4 SH)
- EDUC-270 Instruction of Exceptional Students (4 SH)
- EDUC-350 English Language Learners: Theory and Instruction (4 SH)

The exception to this rule is that music education students must follow requirements of the music education curriculum, which may allocate this content to different courses. EDUC-290 will be taken in place of EDUC-270 by Elementary (ECE) students who elect to complete the Special Education Dual Certification.

EARLY CHILDHOOD EMPHASIS

Early Childhood (preK-4) Course Requirements. Candidates for an early childhood (preK-4) teaching certificate must complete university Central Curriculum requirements plus the following required courses for a Bachelor of Science in elementary education:

- 12 Coursework required by PDE for admission to the teacher education program:
 - 3 semester hours of English composition
 - 3 semester hours of English/American literature
 - 6 semester hours of college-level mathematics (100 level or higher)

(Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

- 68 Education courses taken before student teaching:
 - 2 EDUC-101 Introduction to Education and Society
 - 2 EDUC-102 Historical and Philosophical Foundations of Education
 - 4 EDUC-240 Cognition and Classroom Learning: Early Childhood
 - 4 EDUC-260 Introduction to Special Education
 - 4 EDUC-270 Instruction of Exceptional Children
 - 4 EDUC-300 Arts in Education
 - 4 EDUC-310 Math Methods: Pre-school
 - 4 EDUC-311 Math Foundations: Primary Grades
 - 4 EDUC-330 Technology in Education
 - 4 EDUC-350 English Language Learners: Theory and Instruction
 - 4 EDUC-365 Pre-school Language and Emergent Literacy
 - 4 EDUC-366 Primary Literacy Development
 - 4 EDUC-367 Literacy Assessment and Interventions
 - 4 EDUC-380 Instructional Design
 - 2 EDUC-389 Assessment
 - 4 EDUC-400 Social Studies Methods: Early Childhood
 - 2 EDUC-410 Family and Community
 - 4 EDUC-430 Science Methods: Early Childhood
 - 4 EDUC-490 Pedagogy and Classroom Environment
- 16 Cognate courses (some may also satisfy university Central Curriculum requirements):
 - 4 PSYC-101 Principles of Psychology
 - 4 PSYC-238 Developmental Psychology: Conception Through Childhood

- 4 United States History (HIST-111, HIST-112 or HIST-115)
- 4 INTD-320 The Sciences
- 14 Student teaching courses taken during the spring semester of the senior year
(students may not enroll in other courses during this semester without written permission from the head of the Department of Education):
 - 4 EDUC-501 Preparation and Planning
 - 4 EDUC-502 Classroom Teaching
 - 4 EDUC-503 Classroom Management
 - 4 EDUC-600 Seminar

STUDIES IN EARLY EDUCATION

The Studies in Early Education major is designed for students who have an interest in early childhood education, the development of young learners, and the structures of instruction and schools. With a degree in Studies in Early Education, graduates have the credentials and experiences for employment in education settings where teacher certification is not required, such as non-traditional and private schools and preschools, youth camps, children’s museums, and educational consulting organizations. Holders of the degree may be eligible for admission into education graduate and teacher intern programs. In combination with a minor or major in Psychology, the degree is a path toward graduate studies in school counseling.

The Studies in Early Education major includes many but not all the components for eligibility for the Pennsylvania PreK-4 teacher certification. As second semester sophomores or first semester juniors, students in the Studies in Early Education major may make application to the Early Childhood Education major that includes all the criteria for teacher certification articulated by the Pennsylvania Department of Education. All courses for the Studies in Early Education major, with the exception of EDUC-530 Education Policy, are requirements of the Early Childhood Education major.

Studies in Early Education Requirements. Students in the Studies in Early Education (BA) major must complete the 44 semester hours in required courses with grades of C- or better.

- 4 EDUC-101 Introduction to Education and Society AND EDUC-102 Historical & Philosophical Foundations of Ed.
- 4 EDUC-240 Cognition and Classroom Learning: Early Childhood
- 4 EDUC-260 Introduction to Special Education
- 2 EDUC-330 Technology in Education
- 4 EDUC-310 Math Methods: Pre-school
- 4 EDUC-350 English Language Learners: Theory and Instruction
- 4 EDUC-365 Pre-school Language and Emergent Literacy
- 2 EDUC-380 Instructional Design
- 4 INTD-320 The Sciences
- 4 PSYC-101 Principles of Psychology
- 4 PSYC-238 Developmental Psychology: Conception Through Childhood
- 4 EDUC-530 Education Policy

* In addition to the coursework outlined above, students must complete a 40-hour education related externship.

SPECIAL EDUCATION PK-12 (BS)

The B.S. Special Education PK-12 program is designed for students who have an interest in teaching special education across the PK-12 continuum. Candidates will demonstrate knowledge and competencies in the areas of academic, behavioral, social, and emotional growth, and methods to maximize a student’s capabilities. Utilizing research-based effective instructional strategies and diagnostic tools, candidates will develop a thorough understanding of child and adolescent development and appropriate diagnostic and instructionally adaptive strategies for all learners, as well as

competence in applying appropriate instructional practices to meet the diverse needs of all early, middle level, and high school level students. In addition to the B.S. degree, this program makes students eligible for the Special Education Grades PK-12 certificate in Pennsylvania, acknowledging that candidates have the skills, knowledge, and competencies necessary for meeting the needs of students with disabilities in multiple settings.

Please note: All education students seeking PDE certification are required to include the following courses in their certification program:

EDUC-260 Introduction to Special Education (4 SH)

EDUC-290 Instruction: Mild Disabilities (Special Education majors only) or EDUC 270 Instruction of Exceptional Children (4SH)

EDUC-350 English Language Learners: Theory and Instruction (4 SH)

SPECIAL EDUCATION COURSE REQUIREMENTS

Candidates for the Special Education PK-12 teaching certificate must complete university Central Curriculum requirements plus the following required courses for a Bachelor of Science in Special Education:

12 Coursework required by PDE for admission to the teacher education program:

3 semester hours of English composition

3 semester hours of English/American literature

6 semester hours of college-level mathematics (100 level or higher)

(Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

74 Education courses taken by Special Education majors before student teaching:

2 EDUC-101 Introduction to Education and Society

2 EDUC-102 Historical and Philosophical Foundations of Education

4 EDUC-240 Cognition and Classroom Learning: Early Childhood

Or 4 EDUC-250 Educational Psychology: Secondary

4 EDUC-260 Introduction to Special Education

4 EDUC-290 Instruction: Mild Disabilities

4 EDUC-300 Arts in Education

4 EDUC-310 Math Methods: Pre-school

4 EDUC-311 Math Foundations: Primary Grades

4 EDUC-320 Instruction: Moderate & Severe Disabilities

4 EDUC-330 Technology in Education

4 EDUC-340 Behavioral Interventions*

4 EDUC-350 English Language Learners: Theory and Instruction

4 EDUC-365 Pre-school Language and Emergent Literacy

4 EDUC-366 Primary Literacy Development

4 EDUC-367 Literacy Assessment and Interventions

2 EDUC-380 Instructional Design

4 EDUC-415 Assessment in Special Ed

4 EDUC-400 Social Studies Methods: Early Childhood

4 EDUC-430 Science Methods: Early Childhood

4 EDUC-490 Pedagogy and Classroom Environment

12 certificate:

16 Cognate courses (some may also satisfy university Central Curriculum requirements):

4 PSYC-101 Principles of Psychology

- 4 PSYC-238 Developmental Psychology: Conception Through Childhood
Or PSYC-239 Developmental Psychology: Adolescent
 - 4 INTD-320 The Sciences
 - 4 (HIST-111, HIST-112 or HIST-115) United States History
- 14 Student teaching courses taken during the spring semester of the senior year
(students may not enroll in other courses during this semester without written permission from the head of the Education Department):
- 4 EDUC-501 Preparation and Planning
 - 4 EDUC-502 Classroom Teaching
 - 4 EDUC-503 Classroom Management
 - 2 EDUC-600 Seminar

MINOR IN ESL PROGRAM SPECIALIST

This four-course program consisting of EDUC-440/740, EDUC-441/741, EDUC-442/742, and EDUC 443/743 (or LANG-360), is only open to students enrolled in an Education program (e.g., PreK-4, Secondary, or Music Education). EDUC-350 should be taken first and the remaining coursework can be completed in any order beginning in spring of sophomore year. Course numbers beginning with "7" indicate the 4+1 master's level option for eligible undergraduates. Upon successful completion of the courses and their integrated field experiences (60 hours), teacher candidates will be eligible for the dual certification and potential employment as ESL Program Specialists in PreK - 12 settings. The ESL program prepares teachers to address the learning needs of English Language Learners (ELLs) in inclusive settings, as well as coach and support classroom teachers who are not similarly trained but have ELLs in their classrooms. Students must submit a program application available through the Education Department in order to enroll in ESL certification courses.

SECONDARY EDUCATION EMPHASIS

Secondary Education (7-12) Course Requirements. Candidates for a secondary teaching credential must major in an approved subject, meet all of the university's requirements for a bachelor's degree in that subject (see that department's section of the catalog) and complete the required courses listed below. All courses required for secondary teacher certification must be completed with a grade of C- or higher.

- 12 Coursework required by PDE for admission to the teacher education program:
- 3 semester hours of English composition
 - 3 semester hours of English/American literature
 - 6 semester hours of college-level mathematics

(Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

- 24 Education courses taken before the senior year:
- 2 EDUC-101 Introduction to Education and Society
 - 2 EDUC-102 Historical and Philosophical Foundations of Education
 - 4 EDUC-250 Educational Psychology
 - 4 EDUC-260 Introduction to Special Education
 - 4 EDUC-270 Instruction of Exceptional Children
 - 4 EDUC-350 English Language Learners: Theory and Instruction
 - 2 EDUC-380 Instructional Design
 - 2 EDUC-330 Technology in Education

- 8 Education courses taken during the fall semester of the senior year (the secondary methods block):
- 4 EDUC-479 Principles of Learning and Teaching in Secondary Education
 - 2 EDUC-421-427 Methods of Curriculum, Instruction and Management
 - 2 EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education
- 14 Student teaching courses taken during the spring semester of the senior year (students may not enroll in other courses during this semester):
- 4 EDUC-501 Preparation and Planning
 - 4 EDUC-502 Classroom Teaching
 - 4 EDUC-503 Classroom Management
 - 2 EDUC-600 Seminar

EDUCATION COURSES

EDUC-101 Introduction to Education and Society

Introductory study of education. Emphasizes teaching as a profession and current educational practice. Requires school-based practicum. This course requires the submission of PA Department of Education Clearances. 2 SH.

EDUC-102 Historical and Philosophical Foundations of Education

The role of education in American society and the historical, cultural and philosophical forces that have influenced the school. 2 SH.

EDUC-103 Introduction to Teaching

This course is an introductory study of education. The emphasis is on teaching as a profession and current educational practices. Highlighted in this course is the role of education in American society and the historical, cultural, and philosophical forces that have influenced the school. Particular attention will be paid to the changing needs of society which underlie the institution of the school. This course will examine a variety of practical ethical issues and educational problems using the tools of philosophical analysis and moral theory. This is a four credit course that includes a 5-hour field experience. All Education Department clearances must be obtained by the beginning of this course. 4 SH.

EDUC-205 Topics in Education

Studies of current and past issues in education. Topics vary according to instructor preference. 2-4 SH.

EDUC-240 Cognition and Classroom Learning: Early Childhood

An overview of educational principles, theories and strategies that positively influence student development and learning focusing on early childhood through middle school ages. Approaches to teaching and learning are based on the understanding of children as individuals and as members of a group. Includes required school-based field experiences. Prerequisite: EDUC-101. 4 SH. CC: Social Interactions, Writing Intensive.

EDUC-250 Educational Psychology

An overview of psychological and educational principles as they apply to the classroom. Topics include instructional planning, developmental characteristics of students and learning theories. Also covers evaluation, discipline and classroom management. Prerequisite: EDUC-101 or MUED-200. 4 SH. CC: Social Interactions, Writing Intensive.

EDUC-260 Introduction to Special Education

An overview of the needs of students with disabilities in multiple settings, examining both typical and atypical development, as well as all major areas of exceptionality and instructional strategies that support student success in inclusive classrooms. Additionally, legal, ethical, and professional responsibilities of teachers working with children with disabilities, including those with multicultural and multilingual backgrounds are emphasized. Includes required special education school-based field experiences. Prerequisite: EDUC-101. 4 SH. CC: Diversity Intensive.

EDUC-270 Instruction of Exceptional Children

Explores methods of designing and delivering effective instruction for individuals with special learning requirements. Prerequisites: EDUC-260 and either EDUC-240 or EDUC-250. 4 SH.

EDUC-290 Instruction: Mild Disabilities

This course emphasizes experiential learning and builds upon students' understanding of the diverse needs of children who are struggling and those with identified mild disabilities, particularly in terms of research-based approaches to provide effective instruction in inclusive and special education classrooms. Students will specifically learn how to develop and implement appropriate and individualized standards-aligned instruction for learners who have Individualized Education Plans (IEPs). Students will identify and implement research-based learning/teaching strategies to promote learners' progress (focusing on both those with high incidence disabilities) as well as a range of ways in which to differentiate instruction and implement universal design for learning principles to meet individual needs in all content areas. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore class standing and successful completion of EDUC-240 and EDUC-260. 4SH.

EDUC-300 Arts in Education

Basic music and art fundamentals, methods of music and art instruction in elementary classrooms, and strategies for integrating music and art into the teaching of other elementary subjects; taught as two separate 2 SH sections (EDUC-300A and EDUC-300M). Students must complete both EDUC-300A and EDUC-300M to fulfill the Artistic Expression requirement. Prerequisites: Sophomore standing and EDUC-101. 4 SH. CC: Artistic Expression.

EDUC-310 Math Methods: Pre-school

Methods of developing curriculum and instruction for pre-school children in numbers and mathematical operations. This knowledge will be applied in field experiences. Prerequisites: elementary education majors only. 4 SH.

EDUC-311 Math Foundations: Primary Grades

Methods of developing curriculum and instruction for primary-grade children in numbers and mathematical operations. This knowledge will be applied in field experiences. Prerequisites: EDUC-310, junior or senior standing, and elementary education major. 4 SH.

EDUC-320 Instruction: Moderate & Severe

This course will address knowledge and skills educators need to plan individualized programs for students with moderate and severe disabilities, including those with physical and cognitive impairments as well as autism. Emphasis will be on teaching and supporting students within both special education and regular classes/typical school activities, based on a vision of adult participation in typical community activities and settings. Associated topics of discussion include learning characteristics of students with moderate and severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills and facilitating peer relationships, and transition planning. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore class standing and successful completion of EDUC-240 and EDUC-260. 4SH.

EDUC-330 Technology in Education

The theory and practice of using educational technology in the classroom. Includes practice with computers, multimedia and telecommunications. Prerequisites: EDUC-101. 2 SH.

EDUC-340 Behavior Interventions

This course will focus on having students develop a foundational understanding of behavior modification principles and classroom management strategies in order to be able to most effectively teach any type of student in an inclusive setting. Special attention will be given to individuals with emotional and behavior disorders and a variety of techniques for implementing specific behavior intervention strategies at the school-wide and classroom levels will be discussed in addition to appropriate assessment procedures and behavior plan writing. Students will also learn evidence-based methods for providing academic instruction in core content areas for this population of students. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore class standing and successful completion of EDUC-240 and EDUC-260. 4SH.

EDUC-350 English Language Learners: Theory and Instruction

Using knowledge of language systems, language acquisition and sociocultural influences on learning and communication to design instruction and assessment for students whose home language is not English. Includes field experiences. Prerequisites: Either MUED-200 or both EDUC-101 and EDUC-102. 4 SH. CC: Diversity.

EDUC-365 Pre-school Language and Emergent Literacy

An overview of research on and theories of young children's language development and methods of assessing and guiding the development of language skills in very young children, including skills that facilitate later learning of reading and writing. Includes field experiences at early childhood sites. Prerequisites: EDUC-101. 4 SH.

EDUC-366 Primary Literacy Development

Methods of designing and delivering explicit instruction in reading, writing and the related language arts to children in grades K-4. Includes field experiences at school sites. Prerequisite: EDUC-365. 4 SH.

EDUC-367 Literacy Assessment and Interventions

Methods of assessing young children's literacy development and providing interventions suited to the needs of each child. Includes field experiences at school sites. Prerequisites: EDUC-365 and EDUC-366. 4 SH. CC: Writing Intensive.

EDUC-370 The Theory and Practice of Peer Education

An introduction to a broad range of approaches to successful tutoring, this course focuses particularly on addressing diverse learning styles and understanding the impact of social-cultural differences on learning. Students will develop diverse peer tutoring strategies to facilitate learning and will be prepared to serve as tutors in a variety of settings. Prerequisite: GPA of 2.75 or instructor's approval. 2 SH.

EDUC-380 Instructional Design

Methods of designing instruction to enhance student learning by using clear objectives, appropriate assessment and flexible learning activities that conform to state curriculum standards. Prerequisite: EDUC-101. 2 SH.

EDUC-389 Assessment

Methods of designing and using a wide range of assessment types and assessment data to implement instructional or programmatic revisions in education. Includes field experiences at school sites. Prerequisites: A Central Curriculum Analytical Thought course, senior standing and admission to the teacher education program. 2 SH.

EDUC-400 Social Studies Methods: Early Childhood

Methods of designing and delivering effective instruction in social studies in early childhood classrooms. Includes field experiences at school sites. Prerequisites: Senior standing and elementary education major. 4 SH.

EDUC-410 Family and Community

Examines the connections among schools, families and communities and methods teachers can use to establish and maintain positive collaborative relationships with the families of their students. Includes field experiences at school or community sites. Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

EDUC-415 Assessment in Special Education

The course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. Students will take this course the semester before student teaching, in concurrence with a practicum. This course includes technical prerequisites of understanding standardized assessment and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessment for instructional and placement decisions. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Senior class standing, admission to the teacher education program, and successful completion of EDUC-240 and EDUC-260. 4 SH.

EDUC-421 Methods of Curriculum, Instruction and Assessment in Teaching English

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing and admission to teacher education program. 2 SH.

EDUC-422 Methods of Curriculum, Instruction and Assessment in Teaching Foreign Languages

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-423 Methods of Curriculum, Instruction and Assessment in Teaching Mathematics

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-424 Methods of Curriculum, Instruction and Assessment in Teaching Science

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-425 Methods of Curriculum, Instruction and Assessment in Teaching Social Studies

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-427 Methods of Curriculum, Instruction and Assessment in Teaching Citizenship

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-428 Business, Communications and IT Methods

Business, Communications and IT Methods prepares students to develop and implement instruction in the K-12 Business classroom setting. This course includes field experiences and is taken in preparation for student teaching. Prerequisites: Approval of Teacher Intern Program Director. 2 SH.

EDUC-429 Methods of Teaching Art

Methods of Teaching Art (Methods of Curriculum, Instruction and Assessment in Art) prepares students to develop and implement instruction in the pK-12 Art classroom setting. This course includes field experiences and is taken in preparation for student teaching. Prerequisites: Approval of Teacher Intern Program Director. 2 SH.

EDUC-430 Science Methods: Early Childhood

Methods of teaching scientific knowledge and the elements of scientific thinking and experimenting in developmentally appropriate ways to children through fourth grade. Includes field experiences at schools and other sites and may include one or more Saturdays. Prerequisites: INTD-320, junior or senior standing, and admission to the teacher education program. 4 SH.

EDUC-440 ELL Language & Literacy Development

This course focuses on the academic language needed for ELLs to be successful in U.S. schools. The course begins with an emphasis on foundational knowledge of language structures (i.e., English phonology, morphology, and syntax) as well as a thorough review of key theories and principles in first and second language acquisition. The course looks at the particular issues faced by students at different points in their education: elementary, middle and high school, as well as the role of literacy in content area learning. Students will understand the complexities associated with reading and writing development in more than one language. The tutoring component of the course will give students an opportunity to apply theoretical knowledge to practice and conduct hands-on analyses and diagnostic assessments. Prerequisites: EDUC-350. 4 SH.

EDUC-441 Teaching and Learning Languages

In this course, sociocultural and political dimensions of language learning and teaching are explored. Learning a language is not a politically neutral enterprise: Issues of power are related to who is encouraged to learn a language and who is prevented from accessing linguistic resources. The course emphasizes the interplay between the macro-level relations of power in society and the micro-level experiences of language learners by focusing on sociocultural, political, racial, and economic perspectives. Throughout the semester, you will be encouraged to make connections between theory and practice. As part of making connections between theory and practice, 20 hours of field experience will be a part of the course assignments and requirements. Prerequisites: EDUC-350. 4 SH. CC: Diversity.

EDUC-442 Language Teaching Foundations

The purpose of this course is to introduce students to current research-based methods, strategies, frameworks and resources in K-12 ESL education, with an emphasis on both curriculum and assessment components. The course offers a critical overview of a variety of ESL teaching methods, with the focus on recent developments in content-based, task-based, and critical pedagogies, in addition to appropriate assessment principles and techniques. Students will also explore a variety of ways to use technology for instructional purposes. The course includes a concurrent, required field experience (20 hours total; two observation hours per week) where candidates will work with an ELL in the field, identify their instructional needs through assessment and then work with the learner to meet instructional needs through different forms of curriculum. Prerequisite EDUC-350. 4 SH.

EDUC-443 Introduction to 2nd Language Acquisition for Educators

This course is designed as an introduction to how first and, in particular, second languages are learned. The hope is that students will use what they learn to teach individuals who have a second/additional language. All course topics weave in discussion on the role of language in teaching and learning, as well as stress the relevant implications for effective instruction in culturally and linguistically diverse classrooms. Students will gain an understanding of the historical development of language acquisition theories, and how they have led to modern hypotheses on language learning and classroom practices. By the end of the course, the students will write action plans that explain their understanding of language acquisition and how it applies to classroom environments. There is no required field experience for this course. 4 SH.

EDUC-479 Principles of Learning and Teaching in Secondary Education

A study of current curricular and instructional practices. Topics include components of professional practice, planning and preparation, classroom environment, classroom assessment, and professional development. (A summer section of EDUC-479 may be offered for students participating in the Teacher Intern Program. This summer section carries two semester hours of credit and is not available to undergraduate students.) This course is taken in the first semester of the senior year as part of the Secondary Education Methods Block (see secondary education in the education course requirements section on page 65.) This course includes a practicum. Prerequisites: Senior standing and admission to the teacher education program. 4 SH.

EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education

An overview of the current models of classroom management and strategies for meeting diverse needs and unique abilities of students from many different backgrounds. Topics include classroom management techniques for exceptional learners, urban and rural students, and culturally and linguistically diverse students. Includes field experiences at a school site. This course is taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

EDUC-490 Pedagogy and Classroom Environment

A course for seniors in the early childhood (preK-4) certificate program, which covers methods of early childhood teaching, including instructional planning, responsive classroom management, diversity in the classroom and professional ethics. The second half of the course is spent at the school site with the cooperating teacher to whom each senior is assigned for student teaching in the spring semester. Prerequisites: Senior standing in the elementary education major and admission to the teacher education program. 4 SH.

EDUC-501 Preparation and Planning

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisers. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH.

EDUC-502 Classroom Teaching

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisers. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH.

EDUC-503 Classroom Management

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisers. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH CC: Ethics Intensive.

EDUC-530 Education Policy

This course examines contemporary issues and challenges in public education. It explores the history of education in the United States and discusses objectives behind creating a public school system. Theories and concepts related to the policymaking process are explored, and resulting policies are analyzed and contextualized within the field of education. Finally, the course investigates recent education reforms and, where possible, seeks to analyze the consequences of these reforms. Same as PPOL-353. Prerequisites: EDUC 101, Junior or senior standing. 4 SH. CC: Writing Intensive.

EDUC-600 Seminar

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisers. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 2 SH.

EDUC-601 Independent Study

A detailed exploration of a selected educational topic or problem under faculty direction. Project may relate to the development of a significant skill in teaching. Requires approval of supervising professor and department head. 1-4 SH.

INTD-320 The Sciences

Students in this course will examine the disciplines of the natural sciences (physics, chemistry, biology, earth and space) together with related technologies. The course introduces students to science as a human activity with a long history and the following habits of mind: values and attitudes, computation and estimation, manipulation and observation, communication, and critical-response skills. Particular attention is given to the underlying themes of science: systems, models, constancy and change, and scale. Laboratories will be taught together with the lecture portion of the class. However, some laboratory experiences may be on Saturdays. Prerequisites: Sophomore standing, EDUC-102, completion of the Analytical Thought requirement, and either MUED-200 or EDUC-101. 4 SH. CC: Interdisciplinary, Scientific Explanations.