

Department of Education

The Department of Education, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in teaching at the undergraduate level; Early Childhood, Elementary, Middle School, Secondary, Special Education, and at the graduate level; Curriculum, School Principal, Reading Specialist, and Superintendent. Through these programs, it provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian educator—one who is dedicated to the improvement of and service to the student and local and world communities.

Department Theme. "Caring, Committed, Competent Educators Shape the Future."

Accreditation. All Teacher Education Programs at Evangel University are accredited by the Higher Learning Commission (HLC) and are approved by the Missouri State Department of Elementary and Secondary Education (DESE).

Education Program Learning Outcomes

1. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of

subject matter meaningful and engaging for all students.

2. The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
4. The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.
8. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out the opportunities to grow professionally to improve learning for all students.

9. The teacher has effective working relationships with students, parents, school colleagues, and community members.

Conceptual Framework of the Teacher Education Programs

1. **Academic Preparation:** An educator is academically prepared in the following areas:
 - A. **General Education:** The prospective educator explores new areas of interest, broadens his or her intellectual background, and integrates areas of knowledge through the understanding of similarities and differences in various fields of study.
 - B. **Pedagogy:** An effective educator demonstrates appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
 - C. **Content Area:** An effective educator has expertise in one (or more) specific content area(s).
2. **Professionalism:** An educator is a positive role model, acts in ways that respect the values of the subject matter and students he or she teaches, and demonstrates high ethical standards as a professional.
3. **Wellness:** An educator demonstrates

a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.

4. **Cultural Competence:** An educator exhibits a knowledge and an appreciation for diversity and possesses social awareness and compassion for human need.

The teacher education graduate of Evangel exhibits the following:

1. Has enthusiasm for the discipline.
2. Appreciates multiple perspectives.
3. Appreciates and respects diversity and individuality and believes that all students can learn.
4. Is prepared for class.
5. Is a thoughtful and responsive listener.
6. Recognizes professional responsibility to engage in appropriate professional practices and development.
7. Respects privacy and confidentiality
8. Is a life-long learner committed to continuous learning?
9. Is sensitive to community.
10. Is willing to give and receive help and is willing to work with others.
11. Makes others feel valued.
12. Encourages and supports colleagues.

The conceptual framework of the teacher certification program encompasses the following Missouri teacher standards:

Standard #1 - Content Knowledge

Aligned with Appropriate Instruction

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2 - Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3 - Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher implements curriculum based upon, district and state standards.

Standard #4 - Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Standard #5 - Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6 - Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry,

collaboration, and supportive interaction in the classroom.

Standard #7 - Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

Standard #8 - Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally to improve learning for all students.

Standard #9 - Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Education Department Programs

The Education Department offers teacher preparation programs leading to certification in the following areas:

Early Childhood

Education/Elementary - Birth-Grade 6 Elementary Education - Grades 1-6

Elementary/Middle School - Grades 1-6 and 5-9

Special Education/Mild Moderate Cross Categorical Disabilities - K-12 Middle School Education - Grades 5-9

Middle School/Secondary - Grades 5-12

- English Language Arts
- Mathematics
- Science
- Social Studies
- Business

Secondary Education – Grades 9-12

- Biology
- Business
- Chemistry
- Journalism
- Theatre/Speech
- English
- Mathematics
- Social Sciences

K-12 Programs

- Art Education
- French Education
- Music Education
- Physical Education
- Spanish Education
- TESOL

The Education Department offers a non-certified minor in Disability Studies.

Admission to Teacher Education

The Teacher Education Program consists of the following four benchmarks/levels of assessment:

1. Admittance to Teacher Education, Freshman & Sophomore.
2. Mid-Level Check (1), Junior & Senior.
3. Mid-Level Check (2), Approval for Student Teacher
4. Recommendation for Certification (Program Completer). Students must meet specific requirements at each level. Students are monitored before enrolling in EDUC 225 (Introduction to Curriculum and Instructional Planning) and EDUC 220, the

first field experience. During this course, application to the selected program is completed. At the end of the course, students are granted approved status to the program if they meet the criteria listed below. Full admittance to the program is not granted until all requirements are met.

Students transferring in more than 45 hours will be granted provisional status in the education department during their first semester at Evangel providing the incoming GPA meets the requirements of 3.0 in content area courses and 3.0 in professional education courses and the student has a course equivalent to EDUC 225. The transfer student will need to take the state required tests, complete and apply to the education program, and review the Education Department Handbook within the first semester of transfer to Evangel. The Education Department Committee for Standards and Approval will review the application and update the student status in the Education Department.

Entry Level - Provisional Admittance

Criteria for Approved Status to the Program. The student must:

1. Enroll in EDUC 220 & EDUC 225, WPE and Strengths Quest, register for SMSTA & FCSR and have a 20 + ACT score or pass the MoGEA.
2. According to our Standard and Approval timeline, complete

- application for acceptance.
3. Obtain a satisfactory recommendation from the cooperating teacher for EDUC 220 (field experience evaluation).
4. Have completed a plan of his or her major teaching field program(s) in cooperation with the advisor. A copy of the plan is to be kept by the applicant and by the advisor.
5. Secure satisfactory recommendations from the faculty advisor.
6. Obtain a satisfactory recommendation from the Vice President for Student Development.
7. Meet state tests requirements for entry into the program (MoGEA or qualifying ACT score).
8. Cleared status through the Family Care Safety Registry.
9. Complete the Strengths Quest Assessment.

How to Make Application.

Application for provisional admittance to teacher education is made in EDUC 225- Introduction to Curriculum and Instructional Planning. This class is Prerequisite to all teacher certification courses unless an equivalent course has been transferred from another college. Applications for admittance are available in the Education Department.

Transfer students. Transfer students who have previously completed courses equivalent to EDUC 225- Introduction to Curriculum and Instructional Planning and EDUC 220-Level I Field Experience should apply for admission immediately. Transfer students should note that a

minimum grade of B in the course EDUC 220-Level I Field Experience or its equivalent is required for admittance to the teacher education program. Junior transfers with a minimum grade point average of 3.0 content and 3.0 professional education will be permitted to enroll provisionally in teacher education courses for one semester to give the Teacher Education Committee on Standards and Approval time to process the application.

Transfer students should complete the state required tests early in the first semester of residence at Evangel.

All Education major transfer students must plan to complete at least three semesters at the University. Two semesters are required to meet the minimum 30-credit-hour residency requirement for a degree before one can enroll for the third semester, (student teaching). No more than 50 percent of the professional education courses will be accepted in transfer.

Action of the Teacher Education Committee on Standards and Approval

The Teacher Education Committee for Standards and Approval acts on the data collected about candidates relating to their qualification for admission. When the student first makes application, three statuses are possible: 1) approved, which indicates the student has met the requirements listed above; 2) provisional indicates the student may enroll in teacher education courses for one semester. 3) denied while completing requirements indicates that deficiencies exist which prevent

approval. Students may reapply after one semester when the deficiencies are removed. Deficiencies may be removed by retaking state required tests, retaking a field experience or raising the GPA. Any exceptions to these guidelines require written approval of the Education Department Chair.

Mid Program Level 1 - Admittance to Teacher Education

Upon completion of EDUC 225 and 220, candidates reviewed and considered for admittance to Teacher Education. Provisional acceptance is granted to students who have not met only one or two of the requirements. Full admittance is granted if all the following criteria are met. The Field Experience and Data Coordinator monitors denied or provisionally accepted students. Status records are updated in August, December, February and May. Status records are available to all Education advisors in the faculty portal.

A. Criteria for Continuance in Program

The student must:

1. Have been admitted to the Teacher Education Program.
2. Maintain at least a 3.0 professional education grade point average and 3.0 content grade point average.
3. Have met the English proficiency requirements.
4. Achieve a grade of A or B in all field experiences.
5. Secure a satisfactory recommendation from the faculty advisor, Education Department

Chair and the Vice President for Student Development.

6. Have satisfactory recommendations from all public school supervising teachers of field experiences (field experience evaluations).
7. Have satisfactory recommendations from all university supervisors of field experiences.
8. Meet all assessment checkpoints satisfactorily. Have passed all parts of the (MoGEA) Missouri Gateway Educator Assessment or met requirement with a 20+ ACT score.

Action of the Teacher Education Committee on Standards and Approval.

The Teacher Education Committee on Standards and Approval acts on the data collected about candidates relating to their qualification for admission. Three statuses are possible: 1) approved, which indicates that all criteria are satisfactory, 2) provisional, which indicates that some deficiencies are present. The applicant may have one additional semester to complete/correct what is lacking, (he or she may enroll in teacher education courses), or 3) denied, which indicates that three or more deficiencies prevent the student's proceeding in the program. Students may choose to reapply when deficiencies are removed by raising the GPA, retaking the state required tests, retaking a field experience, or completing or retaking the required math or composition course.

Mid Program Level 2 - Prior to Student Teaching

A. Criteria for Admittance

1. Have a 3.0 GPA in the certification content area and a 3.0 GPA in Professional Education courses, with no Education course grade lower than a C-.
2. Have removed all deficiencies if he or she was provisionally accepted into the Teacher Education Program.
3. Have maintained good character and demonstrated appropriate professional growth as evidenced by practicum evaluations and dispositions checklist.
4. Have the recommendation of the Chair of the Department of one's major.
5. Have completed a minimum of 92 semester credits.
6. Have completed all course work except student teaching (EDUC 437) and student teaching seminar (EDUC 427).
7. Have been approved for admittance to student teaching by the Teacher Education Committee on Standards and Approval.
8. Have achieved a grade of A or B in all field experiences.
9. Have passed all appropriate state required content assessments.

The student may reapply for student teaching after completing required courses and/or retaking required courses.

B. Procedure for Making Application for Student Teaching.

1. Application forms are available in the Education office. After

completion, the application forms must be turned in to the Field Placement & Data Coordinator in the Education Department.

2. Each student is required to obtain substitute certification through the Missouri Department of Elementary and Secondary Education.
3. Placement for student teaching outside of a 50-mile radius of Evangel University is not permitted. Students who believe a significant extenuating circumstance exists should contact the Field Placement Coordinator to review the process necessary to request an exception. A request must be submitted with the student teaching application.

C. Action of the Committee on Standards and Approval

Applicants for admission to student teaching are notified as to the action of the Teacher Education Committee on Standards and Approval. The applicant is either approved, provisional, or denied. In case of provisional or denied reasons, deficiencies are specified. If these are remedied, the student may re-apply when deficiencies are resolved.

An applicant who wishes to appeal the decision of the Teacher Education Committee on Standards and Approval may do so in writing. This appeal shall be filed with the Chair of the Education Department and will be presented to the Teacher Education Committee on Standards and Approval for review. Appeals to the decision may

be filed with the Vice President for Academic Affairs.

If a student is approved for student teaching, the Department of Education will assign placement and inform the student of the assignment.

A non-Evangel graduate wishing to be certified for teaching must:

1. Have graduated from an accredited college.
2. Complete an individual program of coursework identified to meet state requirements with a minimum of 30 hours completed at Evangel University.

Exit Level - Program Completion

A. Criteria for Exit Level - Program Completion - Teacher Licensure

The student must:

1. Have achieved a grade of A or B in student teaching.
2. Have completed all courses required for the degree and for teacher certification.
3. Have passed a state required content assessment.
4. Have a GPA of 3.0 or above in the certification content area and in professional education courses.
5. No grade below C- in any Education course.
6. Have completed a State of Missouri background check.
7. Have completed required assessments during student teaching.

Students are considered to have completed the program with the fulfillment of all the above criteria.

B. Criteria for Licensure

The student must

1. Have a passing score on the appropriate state required content assessments.
2. Have passed the background check administered through the Department of Elementary and Secondary Education for the State of Missouri.
3. Have been granted a bachelor's degree by the university.

Recommendation for Certification.

Final recommendation for certification in the State of Missouri is determined by satisfactory completion of college course work required for graduation and certification.

Content Assessment. All students are required to take the Missouri Content Assessment in the specialty area (see Criteria for Licensure) and achieve the mandated score before receiving recommendation for certification.

Post-Graduation Level. The following assessments are administered to graduates of an education program and their employers/supervisors one year after the students' completion of the program:

- Graduate Evaluation
- Employer Evaluation (sent to principal or employer)

Elementary Education

General Requirements for Elementary Education Majors

The **Elementary Education major** who takes the required 8 credits in natural science, 5 credits in mathematics, and 3 credits in geography automatically meets the Bachelor of Science degree requirements of Evangel University. Elementary Education majors who want the Bachelor of Arts degree must include two semesters of a foreign language (or the equivalent as demonstrated by proficiency testing) in addition to the mathematics, science, and geography requirements. The science requirements must include one course in physical or earth science and one course in a biological science with *both* courses having laboratory components. The 5 credits of mathematics are met by MATH 120 and MATH 121.

Elementary Education majors must complete English Composition at the COMM 205 level. If the student tests into COMM 205, he or she need take only COMM 205 to meet the English Composition requirement.

Other General Education (Core Curriculum) requirements are identified on the Elementary Education degree sheet.

Evangel University's degree in Elementary Education prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

Elementary Ed Professional

Courses: EDUC 225, 226, 251, 271, 329, 330, 332, 351, 370, 421, 427,

434, 451; ICST 350; MATH 121; PSYC 233 or 237.

Field and Clinical Experiences

Courses: EDUC 220, 331, 371, 453, 437.

Minor Requirements: Each

Elementary Education major must have a total of at least 18 credits in a minor program. Courses taken as part of the General Education (Core Curriculum) and basic requirements may, in some instances, be counted for this purpose. For Elementary Education majors, this program may be selected from any minor listed in the catalog.

Elementary Education majors may also complete a **Middle School Education concentration**. Middle School teaching candidates are required to complete the General Education (Core Curriculum) requirements. Specific courses are outlined in the Core Curriculum section of the catalog and on degree sheets.

Early Childhood Education

Completion of the Early Childhood Education Comprehensive Major certificates one in early childhood (Birth-Grade 3) and in elementary (grades 1-6). With this comprehensive major, a minor or area of emphasis is not required. (Refer to the section on Elementary Education for information on general requirements.) Evangel University's degree in Early Childhood Education prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

Early Childhood Education Comprehensive Major

Professional Courses: EDUC 225, 226, 251, 271, 286, 299, 329, 330, 332, 334, 337, 344, 351, 360, 370, 421, 427, 434, 451; ICST 350; MATH 121; PSYC 233 or 237.

Field and Clinical Experiences

Courses: EDUC 220, 298, 331, 335, 371, 453, 437.

Special Education

Professional Education Requirements for Special Education Majors Mild/Moderate Cross-Categorical Disabilities K-12/ Elementary Education (1-6)

Completion of the **Special Education comprehensive major** certifies one in Special Education for Mild/Moderate Cross-Categorical (K-12) and in Elementary Education grades (1-6). With this comprehensive major, a minor or area of emphasis is not required. (Refer to section on Elementary Education for information on general requirements).

All students majoring in Special Education must also major in Elementary Education. A major in Special Education consists of all required Elementary Education courses (see Elementary Education section) and all required Special Education courses.

Special Education Major Professional Course Requirements: EDUC 225, 226, 251, 271, 320, 329, 330, 333, 337, 345, 351, 370, 375, 380, 421, 427,

434, 451, 487; ICST 350; MATH 121; PSYC 233 or 237.

Special Education Major Field

Experiences Courses: EDUC 220, 321, 331, 371, 381, 453, 437.

Following graduation, students electing to major in Special Education will make application to the Missouri Department of Elementary and Secondary Education for certification in Special Education, Mild/Moderate Cross-Categorical Disabilities, grades K-12 and Elementary Education, grades 1-6.

Special Education Minor Mild/Moderate Cross-Categorical Disabilities (K-12).

Evangel University offers a Special Education Mild/Moderate Cross-Categorical Disabilities minor including Learning Disabilities, Emotional/Behavioral Disabilities, Cognitive Disabilities, and Physical and Other Health Impaired. All students minoring in Special Education must also major in Elementary Education or Secondary Education.

Special Education Minor Course Professional Requirements:

EDUC 225, 226, 251, 271, 320, 329, 330, 333, 337, 345, 351, 370, 375, 380, 421, 427, 434, 451, 487; ICST 350; MATH 121; PSYC 233 or 237.

Special Education Minor Field

Experiences: EDUC 220, 321, 331, 371, 381, 453, 437.

Following graduation, students electing to minor in Special Education will make application to the Missouri Department of Elementary and Secondary Education for

certification in Cross-Categorical Disabilities K-12.

Disability Studies / Non-Certified*

The **Disability Studies minor** is designed for professions that involve working with people with disabilities. This minor provides one with an awareness of disabilities and the available resources for families and those with a disability. Focus will be on disabilities classified under IDEA with an emphasis on Learning Disabilities, Emotional/Behavioral Disabilities, Cognitive Disabilities, and other Health Impairments.

*** This minor is not for Education Majors seeking state certification.**

Disability Studies Minor Education Department—Non-Certified Courses: PSYC 112, 223, 233 or 237; EDUC 271-2; EDUC 320, 345, 375 OR department specific-elective course OR practicum experience working with individual with disabilities. Total Credits: 8.

Middle School Education

Evangel University's degree in Middle School Education prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

Middle School certification is available at Evangel University in three program options:

(a) Elementary/Middle School

Education (Certification Grades 1-6 and 5-9)

Students majoring in Elementary/Middle School Education must complete the required professional education courses listed below as well as one of the content area options. *

(b) Middle School/Secondary Education (Certification Grades 5-12)

A student majoring in a content area and seeking middle school certification should complete his or her content area major in Business, English, Math, Science, or Social Studies, plus the required professional education courses listed below. A subject area minor is not required.

(c) Middle School Only (Certification Grades 5-9)

Students must choose two of the content area options* plus the required professional education courses.

*Content Area Options: Social Studies, Science, Language Arts, Math, Business (see concentrations listed below).

Professional Education Course Requirements for Middle School: EDUC 225, 227, 271; BUED, MATH, SSCI, GSCI or ENGL 336 for 1 course credit; EDUC 351, 352, 421, 427, 434; ICST 350; PSYC 233 or 237.

Field and Clinical Experiences Courses: EDUC 220, 354 (A-E) (course credit 1 or 2); EDUC 437.

*One of these field experiences must be completed at the middle school level. A student should choose the practicum in his or her area of middle school certification. Content area choices: (Social Studies, Science, Language Arts, Math, Business (see concentrations catalog).

General Education for Middle School Programs. Middle School teaching candidates are required to complete the General Education (Core Curriculum) requirements. Specific courses are outlined in the Core Curriculum section of the catalog and on degree sheets.

Middle School Concentrations

24-credit Social Science Concentration. HIST 111, 112, 115, 116; GOVT 170; GEOG 211; SSCI 212 or 213; Electives in GOVT, HIST, ANTH, PSYC, or SOC1.

24-credit Science Concentration. BIOL 101; BIOL 341, 342 or 343 for 4 credits; GSCI 111, 115; Lab electives in BIOL, CHEM, GSCI, or PHYS for 8 credits.

24-credit Math Concentration. MATH 120, 121, 129, 210, 212, 231, 232, 334, and 490.

24-credit Language Arts Concentration. ENGL 123, 222, 272, 298, and 445; Choice of ENGL 111, 112, 236, 341, 436, COMM 205 for 9 credits.

21-credit Business Concentration. BUED 111 or 112; BUED 335, 337, 496; ACCT 239; ECON 212; FIN 138; MGMT 235; MRKT 239. ***A student seeking grades 5-12 certification must**

complete the major in that area (Social Studies, English, Math, Biology, Chemistry, or Business).

Secondary Education

Secondary school teaching candidates are required to complete the General Education (Core Curriculum) requirements. Specific courses are outlined in the Core Curriculum section of the catalog and on degree sheets.

Secondary Education students are required to major in an academic field taught in the public schools and certified by the State of Missouri (biology, chemistry, English, social sciences, journalism, mathematics, French, Spanish, speech/theatre, business, and physical education). Evangel's Secondary Education graduates are prepared for certification within the State of Missouri. requirements may differ from state to state. Consult professional requirements within a state of planned practice. Such majors are also required to have a minor in a related field and completion of the following professional Education courses.

Secondary Education Course Professional Requirements: EDUC 225, 228, 271, 351-2; 352 421, 427*, 434; BUED, MATH, SSCI, GSCI, or ENGL 336 Instructional Methods in Business, or Math, or Social Science, or Science or English; PSYC 233 or 237.

Field and Clinical Experiences Courses: EDUC 220, 397, 437*, 497.

*Courses taken during professional semester.

Note: Education programs in Art, Music, P.E. and Foreign Language lead to K-12 certification.

Education majors may earn **a minor in Teaching English as a Second Language** by completing the following courses.

English Language Learners, K-12, Professional Course

Requirements: EDUC 271, 351, 251 or 352; TESL 336, 433, 436, 439, 445, and 455.

Field and Clinical Experience Course:

TESL 497 (3 course credit).

Please refer to Humanities for a complete listing of TESL course descriptions. This minor requires the following coursework.

Education Courses

EDUC 100: University Seminar (1 cr.) Acclimatizes new Evangel students to the University. Encourages the intellectual and practical orientation to the challenges and opportunities of University life and learning. Students learn about the mission of the University and EU20 themes while learning to build relationships within the department, and by attending campus-wide events.

EDUC 220: Level I Field Experience (1 cr.) Must be taken concurrently with EDUC 225. Includes classroom observation in the public schools. Must have minimum cumulative GPA of 2.75.

Must complete field experience placement form.

EDUC 225: Introduction to Curriculum and Instructional Planning (3 cr.)

Introduces the American public school system. Topics include the legal, philosophical, and sociological foundations of education; individual evaluation and suitability for membership in the profession; lesson planning aligned with state and local curriculum requirements; strategies involved in the effective engagement of learners, development of critical thinking skills, and classroom management. Required: All EDUC majors. Corequisite: EDUC 220. Take concurrently with EDUC 220 Level 1 Field Experience the first semester of the sophomore year. Must have cumulative GPA of 2.75.

EDUC 226: Instructional Strategies and Techniques in Elementary Ed (3 cr.)

Provides an overview of the elementary instructional process. Topics include using instructional strategies to create and facilitate effective and engaging experiences for diverse learners. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 227: Instructional Strategies and Techniques in Middle Grades Ed (3 cr.)

Explores middle grades philosophy, organization, and instructional processes. Topics include key components of school organization and instructional strategies to create and facilitate effective and engaging experiences for diverse learners in the middle grades. Admission to teacher education program required. Offered fall semester only.

Prerequisites: EDUC 220 and EDUC 225.

EDUC 228: Instructional Strategies and Techniques in Secondary Content (3 cr.)

Provides an overview of the secondary instructional process. Emphasis is placed on using instructional strategies to create and facilitate effective and engaging experiences for diverse learners. The course will be differentiated to address specific content area specialties. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225. Corequisite: EDUC 397.

EDUC 251: Foundations of Language and Literacy (3 cr.)

Introduces the area of literacy instruction in elementary and middle level schools. Includes early literacy instruction including reading, writing, speaking, and listening. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 271: Education of the Exceptional and English Language Learner (3 cr.)

Required for state certification. Discusses disabilities covered under IDEA, the culturally diverse, the gifted, and the English Language Learner. Topics include teaching diverse individuals in elementary, middle, and secondary school settings. Required for all education majors.

EDUC 286: Curriculum Methods/Materials in Early Childhood Education (3 cr.)

Explores historical perspectives, philosophies, and specific curriculum methods relating to the education of children ages birth through age 8. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 298: Level I Field Experience in Infant/Toddler Care (1 cr.)

Covers the characteristics, needs, and development of children ages birth to 24 months. Students are assigned to an infant/toddler program for 3 hours per week and gain practical experience through observation and direct involvement. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225. Must complete Field Experience Placement form.

EDUC 299: Administration of Early childhood Programs (3 cr.)

Examines the types and functions of various early childhood programs. Topics include the mechanics of setting up a high-quality childcare or preschool program in compliance with state licensing regulations. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 320: Introduction to Disabilities I/ Cross-Categorical (3 cr.)

Examines current trends and theoretical approaches to teaching students with learning disabilities, behavior/emotional disabilities, autism, developmental disabilities, and physical and health impairments. Topics include characteristics, etiology, student

diversity, legislation, and educational needs of students. In addition to class, Education majors are enrolled in EDUC 321 and are assigned an internship with a minimum of 6 hours per week in an elementary Special Education environment to work with students with disabilities. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 321: Professional Internship Disabilities I/ Cross-Categorical (2 cr.) Students are assigned to work with students with disabilities a minimum of 6 hours per week in a public school classroom. This course is taken concurrently with EDUC 320. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 329: Interdisciplinary Learning (3 cr.) Provides Elementary and Early Childhood Education majors with methods and materials for the integration of art, music, health and physical education into core subject area instruction. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 330: Children's Literature (3 cr.) Explores children's literature with applications for the various grade levels. Admission to teacher education program required.

EDUC 331: Level II Field Experience (Mathematics) (1 cr.) Provides 3 hours per week of practicum experience in the public schools.

Prerequisites: EDUC 220 and EDUC 225, MATH 120 and MATH 121.

EDUC 332: Methods of Teaching Elementary School Mathematics (3 cr.) Stresses appropriate strategies and materials for teaching basic math concepts, operations, and problem solving. Topics include the proper use of manipulative materials and remediation procedures in teaching math to student's pre-K through grade 6. Corequisite: EDUC 331, Level 2 Field Experience (Mathematics). Admission to teacher education program required.

EDUC 333: Remediation and Methods of Teaching Elementary Mathematics (4 cr.) Discusses methods for special education minors. Topics include effective teaching techniques and strategies of the basic math operations, concepts, and problem solving and the proper use of manipulative materials in teaching math. Course is taken concurrently with the math practicum, EDUC 331. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 334: Individualizing Instruction in the Regular Classroom (2 cr.) Assists the prospective early childhood teacher in developing the skills necessary for screening, diagnosing, and prescribing for special needs among children ages birth through 8 years. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 335: Level II Field Experience in Early Childhood Special Education (1 cr.)

Explores the characteristics, growth and development of young children with special needs. Students are assigned to an inclusive early childhood special education program for 4 hours per week and gain practical experience through observation and direct involvement. Taken concurrently with EDUC 334. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 337: Language Development of Exceptional Children (3 cr.)

Develops understanding of language development and language reproduction from 0-18 years. The unique needs of English Language Learners are also considered. Proficiency in planning and implementing developmentally appropriate lessons and activities is emphasized as well as assessment strategies. Required for Early Childhood majors and Special Education minors. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 344: Utilizing Family and Community Resources (2 cr.)

Examines various types of community agencies that provide services for children with physical, emotional, social, and educational needs. Training and practice in developing interaction skills with families and service delivery systems are included. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 345: Special Education Resources and Family Engagement (2 cr.)

Provides Special Education minors the skills in conferencing and collaborating with community resources, parents, teachers, and students. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 351: Analysis and Correction of Reading Difficulties (3 cr.)

Discusses methods for focusing on the special literacy needs of students. Topics include reading difficulties, corrective and remedial procedures and techniques. Demonstrates materials to assess and aid the disabled and under-achieving reader. Section 1- Prerequisite: EDUC 251. Section 2- Middle (5-9) and High School (9-12) Certification only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 352: Content and Literacy (3 cr.)

Prepares the prospective teacher in methods for developing students' reading skills in conjunction with knowledge in subjects other than reading. Topics include instruction in the reading needs of the student in content areas, readability of textbooks, study skills for each content, comprehension skills, and writing in the content area classroom. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 354: Level II Field Experience—Middle School (1 cr.)

Provides field experiences for a student

of at least junior status in his or her major specialty area of middle school education emphasis. Field experience of 4 hours per week at an assigned school is required. Must be taken concurrently with BUED, MATH, SSCI, GSCI, or ENGL 336 Instructional Methods in Content Area (or equivalent course). Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225. Must be taken concurrently with EDUC 421--preferably the semester before student teaching.

EDUC 360: Perceptual Motor Development (2 or 3 cr.) Develops a knowledge base in the development of children ages birth through 8 years. Admission to teacher education program required. Offered spring semester.

EDUC 370: Science and Social Studies for Elementary Teachers (3 cr.) Prepares the prospective teacher in the basic concepts and the methods and procedures for effective presentation of science and social studies. Topics include methods, content, and materials to meet the needs of all students. Admission to teacher education program required. Take concurrently with EDUC 371. Prerequisites: EDUC 220 and EDUC 225.

EDUC 371: Level II Field Experience (Teaching) (1 cr.) Provides a clinical experience in which students are assigned to the school for 4 hours per week. Experience is at the appropriate level and subject area specialty. The course can be taken concurrently with EDUC 370 Science and Social Studies for Elementary

Teachers. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 375: Special Education Transition Processes and Career Readiness (2 cr.) Emphasizes legislation and processes pertaining to transition services for individuals with disabilities. Topics include vocational service delivery models, transition plans, and life skill programming throughout the lifespan. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 380: Methods for Teaching Disabilities I/Cross-Categorical (3 cr.) Discusses research-based strategies and materials for teaching students with specific learning disabilities, behavior/emotional disabilities, developmental/intellectual disabilities, autism, and ADD/ADHD. Topics include the educator as collaborator, advocate, and specialist in program planning, evaluation, and curriculum modification. Prerequisite: EDUC 320. Taken concurrently with EDUC 381. Offered spring semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 381: Professional Internship Disabilities II/Cross-Categorical (2 cr.) Provides students with field experiences a minimum of 6 hours per week in a public school classroom. Taken concurrently with EDUC 380. Offered spring semester only. Admission to teacher education program

required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 397: Level II Field Experience—Mid-Level Secondary (1 cr.)

Provides students with a mid-level experience for secondary education students. Students are assigned to a school for 4 hours per week in the subject area specialty. Must be taken concurrently with EDUC 228. Prerequisites: EDUC 220 and EDUC 225, minimum cumulative GPA of 2.75. Admission to teacher education program required.

EDUC 421: Effective Engagement of the Learner (3 cr.) Examines learning theories and their application in the classroom. Topics include the effects which developmental stages, individual differences, motivation, personality, and attitudinal systems have on the learning and educational experience of children and adolescents. Provides practical ideas for engaging the learner to reduce classroom discipline issues and create a positive classroom climate. Prerequisite: Admission to Teacher Ed. Recommended semester before student teaching. Must be taken concurrently with EDUC 453, EDUC 497, EDUC 354.

EDUC 427: Seminar in Student Teaching (2 cr.) Discusses current issues in education. Conducted by University supervisors for all student teachers. Must be taken concurrently with student teaching, EDUC 437. The following sections are offered in

EDUC 427: Elementary and Secondary Education (2 cr.) (Special Education, Early Childhood

and Middle School majors must enroll in the Elementary section). (K-12 majors must enroll in the secondary section). Admission to teacher education program required.

EDUC 434: Assessment and Data-Based Decision Making (2-3 cr.)

Covers the development, grading, and interpretation of cognitive, performance, and authentic assessments. Topics include interpretation of standardized test results along with their use in making educational decisions, elementary statistics including descriptive statistics, normal probability distributions, and hypothesis testing. Satisfies the Math Proficiency requirement for Education students. Prerequisite: EDUC 226, or EDUC 227, or EDUC 228. Recommended semester before student teaching. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225. Admission to teacher education program required.

EDUC 437: Supervised Student Teaching (12 cr.) To enroll, a student must be formally admitted by the Teacher Education Committee for Standards and Approval. The student observes and then teaches under the direction of the cooperating teacher and University supervisor. Must be taken concurrently with EDUC 427. Sections are offered for all levels of student teaching. Fee: \$220.

EDUC 451: English Language Arts Methods for Elementary Educators (3 cr.)

Discusses current trends, issues, materials and methods of literacy instruction in the pre-K and elementary classrooms. Prerequisite: EDUC 251,

and preferably EDUC 351, but can be taken concurrently with EDUC 453. Recommended semester before student teaching. Fee: \$220.

EDUC 453: Level II Field Experience—English Language Arts (1 or 3 cr.) Provides students with a field experience for 4 hours per week or 3 days each week for year-long internship. The experience will be in English Language Arts subject area. Taken concurrently with EDUC 451 and EDUC 421: English Language Arts Methods for Elementary majors. Recommended semester before student teaching. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225. Must complete Field Experience Placement form.

EDUC 487: Special Education Evaluation of Abilities and Achievement (3 cr.) Discusses the role of the Special Education teacher as a member of the multidisciplinary team. Topics include professional ethics, administration and interpretation of individualized, formative, and summative assessments, evaluation reports, eligibility procedures, and assessment to support evidence-based instruction. Offered fall semester only. Admission to teacher education program required. Prerequisites: EDUC 220 and EDUC 225.

EDUC 490: Readings in Education (1-2 cr.) Provides personal study in literature of one's interest or to fill in gaps in one's scope of knowledge. Prerequisite: Permission of Department Chair and supervising professor. Education majors only.

EDUC 497: Level 2 Field Experience (Subject Area Specialty) (1 or 3 cr.) Provides practicum experience for students assigned to a school for 3 hours per week or 3 days per week for year-long internship in the subject area specialty. Must be taken concurrently with EDUC 336 Methods in Secondary Teaching Specialty. Music Education majors must complete MUED 342 Music Methods in Secondary School Teaching and MUED 343 Practicum in Secondary Music Methods. Art majors must enroll in ART 341 and 336 concurrently. Recommended semester before student teaching. Admission to teacher education program required. Must complete Field Experience Placement form. Corequisite: EDUC 421.