**CURRICULUM AND INSTRUCTION TEACHER EDUCATION PREPERATION COURSES**

***Education Courses (EDUC)***

**EDUC 1200 FOUNDATIONS & DEVELOPMENT OF AMERICAN EDUCATION (2)**

A professional education course that is an orientation to the field of education with emphasis on the aims, philosophies and development of the American educational system. Ten hours of field experiences required.

**EDUC 2210 TESTING SEMINAR (2)**

A professional education course designed to assist prospective teachers in their preparation to take the PRAXIS Test.

**EDUC 2309 INSTRUCTIONAL MEDIA AND TECHNOLOGY (3)**

An introductory survey of theory and practices of utilizing technology to support instruction. The course is designed to acquaint the pre-service teacher with guidelines and competencies in the selection, evaluation and creation of specific media to facilitate learning. Prerequisite: Demonstrated computer skills.

**EDUC 2312 COMPUTERS IN EDUCATION (3)**

A course designed for using computers in classroom instruction. Emphasis is placed on the development of computer operation skills, computer literacy, and computer user competency. A transitional course to enhance computer knowledge and skills.

**EDUC 3235 EDUCATION FOR CULTURAL DIVERSITY (2)**

A study of the interrelationships of the parameters of culture and how they affect human relations and the educational process.

**EDUC 3302 PSYCHOLOGY OF LEARNING & TEACHING (3)**

An in-depth study of the learning processes and the major theories of learning. Prerequisite: General Psychology 2300, admission to the School of Education and fifteen (15) hours Field Experience Required. Prerequisite: Admission to the SOE.

**EDUC 3303 CLASSROOM & BEHAVIOR MANAGEMENT (3)**

A course designed to improve skills among teachers and children in various classroom settings. Candidates will study techniques of discipline, educational teaching strategies and classroom organizational patterns. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**EDUC 3366 ASSESSING MIDDLE/SEC/LEARNERS (3)**

The course addresses the area of assessment including standardized tests and informal strategies. Emphasis are placed on test preparation and test administration and how to select tests and strategies to ensure results that are valid and unbiased, will also be examined. Additionally, tests and strategies for assessing academic achievement, specific academic achievements, specific academic areas, and learning aptitude are described. Finally, ways to interpret and use assessment data are addressed Field Experience Requirements: Fifteen (15) hours Prerequisite: Admission to the SOE.

**EDUC 4100 (1), 4200 (2), 4300 (3) WORKSHOP**

This course is designed to provide an opportunity for teacher candidates to explore areas of interest and prepare educational materials through a workshop format. Prerequisite: Consent of the instructor.

**EDUC 4600 STUDENT TEACHING: CLINICAL (6)**

This course provides for a combination of clinical and practicum activities including on-campus seminars and workshops focusing on various professional topics. These seminars and workshops are conducted at the beginning and throughout the professional semester. This course is a requirement for all education majors regardless of the area of specialization. Prerequisites: Admission to the SOE, admission to the professional semester, senior status, and be within 4 hours of completing all other required course work.

***Early Childhood Education (ECE) P-4th Grade***

The Early Childhood Education (ECE) program of the Department of Curriculum and Instruction has as its major purpose the professional preparation of candidates who are seeking initial Early Childhood school licensure. The program prepares candidates to work with children ages birth - 4th grade. The curriculum culminates in a Bachelor of Science degree in Early Childhood Education.

**ECE 1200 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (2)**

A professional education course which is an orientation to the field of Early Childhood Education with emphasis on the aims, philosophy, and development of early childhood education. Field Experience Requirements: Ten (10) hours

**ECE 3233 DIVERSITY AND YOUNG LEARNERS (2)**

This course will prepare a candidate to work with culturally, linguistically and diverse young children, birth to age eight, and their families in school and community settings. Candidates examine foundational work from the fields of early childhood education, multicultural education, second language acquisition/bilingual education and from a social justice perspective. Field Experience Requirements: Fifteen (15) hours

**ECE 3301 CHILD DEVELOPMENT (3)**

This course examines the characteristics of child development, the physical, psychological, and sociological aspects of development with emphasis on behavior. Field Experience Requirements: Fifteen (15) hours

**ECE 3303 GUIDING YOUNG CHILDREN’S BEHAVIOR (3)**

This is a study of discipline of children in early childhood settings for interaction in teaching and learning environments. The course provides an overview of developmentally appropriate, effective guidance and classroom management techniques for the teacher of young children. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**ECE 3328 DEVELOPMENTALLY APPROPRIATE PRACTICES FOR TEACHING YOUNG CHILDREN (3)**

The course is a study of developmentally appropriate practices and the teacher’s role in supporting development of young children ages birth to eight. There is an emphasis on curriculum planning, including goals, indoor and outdoor environmental design, roles of teachers and families and appropriate equipment, supplies and settings. Observation and participation in settings with infants and toddlers and young children through age 8 is required. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**ECE 3355 PSYCHOLOGY APPLIED TO TEACHING YOUNG CHILDREN (3)**

This is an in-depth study of the learning processes and how these processes foster student learning. The course emphasizes the major theories of learning related to early childhood education. Field Experience Requirements: Fifteen hours (15) Prerequisite: Admission to the SOE.

**ECE 4302 MATHEMATICS/SCIENCE IN ECE (3)**

A study of the content, the methods, and materials used in teaching mathematics and science to early childhood age children. Field Experience Requirements: Fifteen (15) hours Prerequisite: Admission to the SOE.

**ECE 4304 DEVELOPMENTALLY APPROPRIATE ASSESSMENT TECHNIQUES FOR YOUNG CHILDREN (3)**

This course investigates normative and criterion-referenced approaches to the assessment of children’s progress. Consideration will be given to traditional and alternative methods of assessing a young child and the construction of instructional objectives; lessons plans and varied assessment approaches. Research and/or clinical experiences are required. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**ECE 4305 BUILDING FAMILY AND COMMUNITY RELATIONSHIPS (3)**

This course recognizes parents as a child’s first teacher and assists candidates with developing and applying learning activities and strategies that foster parental involvement, especially for parents of young children. This course emphasizes effective communication strategies, parental activities and the roles of parents in the learning environment. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**ECE 4306 MATHEMATICS/SCIENCE IN ECE (3)**

A study of the content, the methods, and materials used in teaching mathematics and science to early childhood age children. Field Experience Requirements: Fifteen (15) hours Prerequisite: Admission to the SOE.

**ECE 4307 TEACHING SOCIAL STUDIES TO YOUNG CHILDREN (3)**

This course is designed to assist in preparing teacher candidates to teach social studies in the early childhood classroom. Course goals include acquiring knowledge and skills of social studies content and sequences. The emphasis is on the ability to select and utilize developmentally and age appropriate materials and teaching techniques. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**ECE 4355 LITERATURE FOR YOUNG CHILDREN (3)**

This course provides teacher candidates with an in-depth exploration of children’s literature to enhance and extend learning and language through literature. An emphasis will be placed on developmentally appropriate procedures for facilitating young children’s explorations in reading and writing. Evaluating and selecting quality literature will be addressed. In the process, candidates will enlarge perspectives on quality and purpose of selection as well as enrich their awareness of issues regarding trade books, reading aloud, storytelling and responses of young children to literacy as a lifelong process. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

**RECR 3231 PRIMARY AND LEAD-UP GAMES FOR CHILDREN (2)**

Emphasis on selecting primary and lead up games for children, teacher candidate designed games, and considerations when teaching games. Stresses evaluation techniques and procedures. Field Experience Requirements: Fifteen (15) hours

**HLPE 3220 FIRST AID/CPR (2)**

Prepares persons to make appropriate decisions and administer emergency first aid and cardiopulmonary resuscitation to victims of serious bleeding, poisoning, shock, fracture, and other forms of injury until emergency medical services personnel arrive at the scene.

**ART 2360 METHODS IN CHILDREN’S ART (3)**

Lectures, art activities and class discussions that focus on the methods of teaching art at early childhood levels the pre-school and elementary levels. The course explores the nature and significances of art experiences for children. No prerequisite.

**MUSI 2350 PUBLIC SCHOOL MUSIC (3)**

For early childhood education majors. Fundamentals of music, elementary beginning ear training and rhythmic skills, playing classroom instruments, performance of simple melodies on the piano, study of appropriate song literature and music terminology for grades K-6 P-4.

***Middle Childhood Education (MLED), Grades 4-8***

**MLED 2300 THE MIDDLE SCHOOL (3)**

This course identifies middle school concepts, the curricula and instructional practices specifically designed to meet the needs of young adolescents between the ages of 10 and 14, grades 4-8.

**MLED 3301 ADOLESCENT DEVELOPMENT (3)**

This course examines the stages and characteristics of adolescent development with emphasis on the physical, psychological, and sociological aspects of development. Field experiences requirements: Fifteen (15) hours.

**MLED 3302 PSYCHOLOGY OF TEACHING ADOLESCENT LEARNERS (3)**

An in-depth study of the learning processes and how these processes foster student learning. This course emphasizes the major theories of learning related to middle school and high school learners. Prerequisite: Admission to the SOE.

**MLED 3303 CLASSROOM BEHAVIOR MANAGEMENT (3)**

A course designed to improve skills among teachers and children in various middle school classroom settings. Prerequisite: Admission to the SOE.

**MLED 4301 METHODS AND MATERIALS LANGUAGE ARTS AND SOCIAL STUDIES (3)**

Content specific pedagogy for teaching the language arts and social studies in a middle school setting. Prerequisite: Admission to the SOE.

**MLED 4302 METHODS AND MATERIALS FOR TEACHING MATHEMATICS AND SCIENCE MIDDLE SCHOOL** (**3)**

A study of the content, the methods, and materials used in teaching mathematics and science in the middle school. Prerequisite: Admission to the SOE.

**MLED 4617 STUDENT TEACHING PRACTICUM (6)**

This course provides an introduction to teaching through conferences, observations, participating and supervised teaching in a public school setting. Each student teacher is guided to assume the full responsibility for teaching during a full semester experience. Admission to the SOE and the professional semester are required for enrollment in this course.

***Reading Coursework (RDNG)***

**RDNG 2314 EMERGENT LITERACY (3)**

The course is designed to explore and discuss emergent literacy research and methods. This course in emergent literacy will provide the early childhood teacher candidate with foundational knowledge of how very young and young children develop literacy. Emphasis will be placed on theories and techniques that have proven to be successful which will help teacher candidates translate principles into practice. The course introduces materials for teacher candidates to methods of teaching literacy and language for early childhood settings. Prerequisite: Admission to the SOE.

**RDNG 3326 TEACHING READING IN THE CONTENT AREAS (3)**

A study of the methods and materials used in teaching reading in the content areas. Emphasis is placed on improving the reading ability of middle school and high school students. Field Experience Requirements: Fifteen (15) hours Prerequisites: RDNG 2314 and admission to the SOE.

**RDNG 4310 TEACHING READING TO YOUNG CHILDREN (3)**

The purpose of this course is to introduce the teacher candidate to the teaching and learning processes associated with reading instruction for young children. This course in early literacy is designed to extend the teacher candidate’s knowledge of the reading, language and writing processes so candidates can make decisions relative to the use of appropriate assessment measures, learning contexts and instructional strategies for all children P-4. This course will focus and examine developmental stages of reading and writing that will provide a knowledge base needed to assist teacher candidates in making insightful decisions. Field Experience Requirements: Fifteen (15) hours Prerequisite: Admission to the SOE.

**RDNG 4315 METHODS OF TEACHING READING (3)**

The course is designed to explore and discuss reading research and methods associated with reading instruction for young children. The course integrates a constructivist/emergent literacy perspective with instructional practices. This unique focus on theories and techniques that have proven to be successful helps candidates translate principles into practice with very young and young children. Field Experience Requirements: Fifteen (15) hours. Prerequisite: Admission to the SOE.

***Special Education Coursework (SPED)***

**SPED 2200 SURVEY OF EXCEPTIONAL CHILDREN (2)**

Foundation course in special education, designed to describe the scope of the field. Minimum 10 hrs. field experience required.

**SPED 2301 SPEECH AND LANGUAGE DEVELOPMENT (3)**

Designed to promote competencies in language acquisition. Emphasis placed on the environment and the effects of imitation in the acquisition of speech and language development. Prerequisite: Admission to the SOE.

**SPED 2210 INTRODUCTION TO LEARNERS WITH SPECIAL NEEDS (3)**

This course is designed to provide candidates the foundations of early childhood special education, specifically the historical, philosophical, legal and empirical rationale for providing early intervention services to young children with disabilities. Ten (10) hours of field experience in a special education classroom is required.

**SPED 2320 SPEECH AND LANGUAGE ACQUISITION (3)**

Designed to promote competencies in language acquisition. Emphasis placed on the environment and the effects of imitation in the acquisition of speech and language development. Prerequisite: Admission to the SOE.

**SPED 4358 EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3)**

Rationale, educational programming and instructional procedures for educating mildly disabled individuals in the regular classroom. Minimum 15 hours of field experience required. Prerequisite: Admission to the SOE.

***Secondary Education***

The Secondary Education teacher preparation programs offer a course of study preparing candidates to become competent teachers. Secondary candidates have in-depth knowledge in a selected academic discipline, as well as knowledge and skills regarding adolescent learners, secondary school environment and the teaching-learning process.

Candidates planning to teach at the secondary level will complete a program of study with integrated academic area courses, teacher education curriculum and field experiences. Students seeking secondary teacher licensure will be jointly advised in the Department of Curriculum and Instruction and the department offering the academic area of specialization.

Secondary Education (grades 7-12):

* Art Education, grades P-12
* Business Technology Education
* English/Education
* Health & Physical Education, Wellness & Leisure Education
* Human Sciences
* Music Education (Vocal OR Instrumental), grades P-12
* Mathematics Education
* Science Education: Life & Physical/ Earth Science
* Social Studies Education

***Secondary Education Courses***

**EDUC 4304 GENERAL METHODS FOR SECONDARY EDUCATION (3)**

This course is primarily for secondary education majors in Art Education, Life/Earth Science Education, Physical/Earth Science Education, English Education and Mathematics Education. It is designed to develop candidate skills in planning, application and delivery of techniques necessary for teaching within the respective discipline in grades 7-12. Field Experience Requirements: Fifteen (15) hours Prerequisite: Admission to the SOE.

**METHODS AND MATERIALS IN TEACHING VOCATIONAL EDUCATION IN AGRICULTURE (See VOED 3220 and VOED 4301)**

**HOME ECONOMICS METHODS (See VOED 3220 and VOED 4301)**

**MUSIC METHODS FOR EARLY CHILDHOOD, MIDDLE CHILDHOOD AND SECONDARY STUDENTS (See MUSI 3310)**

**METHODS AND MATERIALS OF INDUSTRIAL EDUCATION (See VOED 4320)**

**VOED 4601 STUDENT TEACHING: AGRICULTURE EDUCATION PRACTICUM (6)**

Introduction to teaching Agriculture Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester and senior status.

**SEED 4602 STUDENT TEACHING: ART EDUCATION PRACTICUM (6)**

Introduction to teaching Art Education through conferences, observation, participation and supervised teaching in a public school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester and senior status.

**VOED 4609 STUDENT TEACHING: HUMAN SCIENCES EDUCATION PRACTICUM (6)**

Introduction to teaching Human Sciences Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester and senior status.

**EDUC 4610 STUDENT TEACHING: MATHEMATICAL EDUCATION PRACTICUM (6)**

Introduction to teaching Mathematics Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester, and senior status.

**EDUC 4612 STUDENT TEACHING: MUSIC EDUCATION PRACTICUM (6)**

Introduction to teaching Music Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester, and senior status.

**EDUC 4614 STUDENT TEACHING: SECONDARY PHYSICAL EDUCATION PRACTICUM (6)**

Introduction to teaching Secondary Physical Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester, and senior status.

**EDUC 4615 STUDENT TEACHING: SOCIAL STUDIES EDUCATION PRACTICUM (6)**

Introduction to teaching Social Studies Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester, and senior status.

**VOED 4616 STUDENT TEACHING: TRADES AND INDUSTRIAL EDUCATION PRACTICUM (6)**

Introduction to teaching Trades and Industrial Education through conferences, observation, participation and supervised teaching in a secondary school setting in grades 7-12. Each student is guided to assume the full responsibility for teaching during this full semester experience. Prerequisites: Admission to the SOE, the professional semester, and senior status.