

Education (ED)

Courses

ED 102 Foundations of Education: 2 semester hours

A basic historical, philosophical, and sociological orientation to the whole field of American education, including a study of contemporary issues and problems; a field experience of thirty hours in an elementary or secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50 (Spring semester, freshman year or fall or spring semester, sophomore year).

ED 106 An Invitation to Teaching: 1 semester hour

This course provides an orientation to the Teacher Education Program (TEP) at Mount Mercy. Required training in mandatory reporting and blood borne pathogens is included. This course is required for all education majors. Enrollment along with the first education course at Mount Mercy is recommended. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50.

ED 117 Instructional Programs and Methods in Early Childhood Education: 3 semester hours

A basic course for early childhood teachers designed to present the history, philosophy and purposes of early childhood education; introduction to procedures in observing, recording, and interpreting behavior of young children; study of various contemporary programs including comparison of theoretical foundations, methods of implementation, and evaluative data; a broad overview of all aspects of setting up and managing a program for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 107: Foundations in Early Childhood. (Fall semester, sophomore year). Prerequisite: Cumulative grade point average of 2.50.

ED 132 Children's Literature: 3 semester hours

This course provides a broad survey of children's literature (birth-12 years). Students will be exposed to a wide variety of genres, authors, illustrators, teaching techniques, and literature response appropriate to the elementary school. This course must be completed with a minimum grade of C (2.00). Prerequisite: minimum cumulative grade point average of 2.50. (Fall or spring semester, sophomore year).

ED 135 Storytelling: 3 semester hours

This course will investigate the history and universal nature of storytelling. Throughout a wide variety reading, the students will explore contemporary and traditional literature and a variety of ways to share stories. Students will refine their skills in storytelling and oral interpretation by sharing stories and poetry in area schools/libraries. Prerequisite: Cumulative grade point average of 2.50.

ED 143 Child and Family Nutrition: 3 semester hours

Examination of the function of nutrition in the child's development and in maintaining good health; study of factors influencing family eating patterns and the formation of eating habits of the young child; review of government funded nutrition programs affecting young children and their families; exploring techniques for planning group eating experiences and nutrition education for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 133: Child Health, Safety and Nutrition the fall semester of freshman, sophomore or junior year. Prerequisite: Cumulative grade point average of 2.50.

ED 164 Health Awareness and PE Methods: 3 semester hours

This course will focus on the importance of health, wellness, and physical education for children and those who work with children and families. This course focuses on the research and theories of physical education, wellness, and movement with an analysis of the teaching and learning processes involved. It will provide students with the necessary knowledge to teach fundamental and developmentally appropriate lessons for elementary children in the areas of physical education and wellness. A specific focus will be given to promoting healthy lifestyles in self and others.

ED 165 Art Methods K-8 for Classroom Teachers: 1.5 semester hour

A course for the elementary teacher providing a study of the basic theories of child art as well as opportunities to experience the various media and concepts appropriate for use at the elementary level. Students meet one day a week for two hours. Recommended for elementary education majors of sophomore standing or above. This course must be completed with a minimum grade of C (2.00). (\$20 lab fee).

ED 166 Art Methods Majors K-8 with reading: 2 semester hours

This is a course for art majors who wish to teach art in the elementary school. Special emphasis will be on planning the program, setting up the classroom, and examining current methods of teaching. A field experience in an elementary art classroom is required. This course is open to art minors with the permission of the instructor. The course includes one hour of lecture, two hours of laboratory experience and three hours of school observations each week. This course is required for art majors seeking K-8 teaching certification for art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 232.

ED 232 Principles of Elementary Education: 2 semester hours

This introductory methods course provides teacher education students with principles related to curriculum, assessment, instructional design, differentiation and classroom management. This course must be taken at Mount Mercy. This course must be completed with a minimum grade of C (2.00). Corequisite: ED 402. Prerequisites: ED 102, ED 253, ED 263, and a cumulative grade point average of 2.70.

ED 237 Language Development and Learning Experiences for Young Children: 3 semester hours

An examination of current research and theories related to speech and language development and relationship of language and thought processes, consideration of children's conceptual development in relation to their direct experiences; exploration of current programs and curricula designed to foster language acquisition and cognitive development; emphasis on creating an environment where language is encouraged, including design and implementation of language stimulation activities. This course must be completed with a minimum grade of C (2.00) prior to early childhood student teaching. Prerequisites: PS 224 or equivalent. Cumulative GPA of 2.50. (Spring semester, sophomore or junior year).

ED 253 Educational Psychology: 3 semester hours

This course examines the psychological conditions and research underlying educational practice, especially in the school setting. Current research, contextual examples and class discussion will be used to focus on the characteristics of the learner, the teacher and the teaching/learning process. Study will include theories of learning, motivation, student variability, assessment, and classroom management. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 224, and a cumulative grade point average of 2.50.

ED 263 Educating the Exceptional Person: 3 semester hours

This course will introduce pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. Historical foundations, models, theories, and legislation, as well as contemporary approaches to inclusive classroom practices, will be explored. This course must be completed with a minimum grade of C (2.00). Corequisite: ED 401 or ED 421. Prerequisites: PS 101, PS 224, and a cumulative GPA of 2.50.

ED 268 Music Methods Majors K-8 with reading: 2 semester hours

This course will study procedures, materials, and methods in teaching music in the elementary school. Lesson planning and practical teaching demonstrations by students. A widely-used textbook series will be surveyed, and music appreciation material suitable for children will be presented. This course includes a field experience in an elementary music classroom. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Spring semester). Prerequisites: Music major, junior standing and ED 232.

ED 269 Music Methods K-8 Classroom Teachers: 1.5 semester hour

This is a course for elementary school teachers who are not majoring in music. Students will be assisted in increasing their ability to sing and play classroom instruments. Methods and content appropriate for the various grades will be studied. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Fall and spring semesters).

ED 270 Care & Education of Infants & Toddlers: 3 semester hours

This course will provide students with a basic understanding of infant and toddler development and of principles for establishing appropriate programs for this age group. Emphasis will be placed on cooperation with parents, the caregiver's role, use of routines, and developmental issues as key elements in effective home and group-based programs. The class will include a field experience component. This course can be taken at Kirkwood Community College as ECE 221: Infant /Toddler Care and Education. This course must be completed with a minimum grade of C (2.00). (Winter term, sophomore or junior year).

ED 272 Creative Experiences for Young Children: 4 semester hours

A review of young children's physical, intellectual, social, emotional, and spiritual growth with implications for instructional procedures, assessments, and guidance practices; Study of the value of play and creative activities in facilitating children's development; using evidence based practice in planning, implementing, managing and evaluation learning experiences to meet individual and group needs of children ages three through six with emphasis on Iowa Early Learning Standards 7,8,9, and 12. Weekly field experience in a prekindergarten setting. This course must be completed with a minimum grade of C (2.00). Cumulative GPA of 2.50.(spring semester, Sophomore or Junior year).

ED 290 Education Travel Abroad: 1 semester hour

This course will allow students in Education to explore, compare, and contrast the education system and teacher preparation programs in the United Kingdom with that of the United States. Students will attend classes at Christ Church in Canterbury in Education. Additionally, they will visit local schools to examine curricula and routines/policies. Students will finally visit London and experience cultural exhibits to determine the value these exhibits might bring to their classrooms here in the Midwest.

ED 305 Adolescent Literature: 3 semester hours

This course emphasizes the role of the classroom teacher in the selection of appropriate literature for middle and high school learners. Students will be exposed to a variety of teaching techniques for reading and responding to literature. Class assignments will provide the opportunity to read and evaluate contemporary as well as classical literature for adolescents. (Alternating spring semesters). Prerequisite: Cumulative grade point average of 2.50.

ED 306 Learning Environments for Young Children: 3 semester hours

A review of history, theory, research, policies, organizational practices, and contemporary curriculum models impacting preschool and kindergarten programs; employing developmentally appropriate assessments and early learning standards to plan and implement challenging learning experiences with application to literacy, mathematics, and science for children ages three to six (Iowa Early Learning Standards 8,10, and 11); supporting key cognitive skills and positive approaches to learning that acknowledge individual differences, support competence, and promote school success of young children. Emphasis on evidence-based practice as a foundation for professional decision making and on identified dispositional qualities on effective educator this course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisites: PS 224, ED 117 required, ED 237 recommended. Cumulative GPA of 2.50.

ED 307 Language, Culture, & Schooling: 3 semester hours

Language is the primary means by which we represent the world to ourselves and to others. This course will examine some of the ways in which growth in language reflects and enables cognitive development. Topics covered in this course include a sociolinguistic perspective of language, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English, and the impact language has on children's success in our communities and schools. Prerequisite: EN 122, SP 205.

ED 308 Assessment in Teaching English as a Second Language: 3 semester hours

This course takes an in-depth look at assessment of bilingual/ESL learners and programs. It includes individual as well as large-scale standardized assessments, alternative assessments, and social justice issues involved in the assessment of English language learners. Prerequisites: EN 122 and SP 205.

ED 309 Reading and Language Arts in the Primary Classroom: 3 semester hours

This course is designed to offer the prospective elementary teacher a developmental overview of methods, assessments and instructional techniques to support and develop early literacy and the teaching of reading and language arts in an integrated manner. Emphasis is given to both theoretical and practical development as students work in a primary classroom applying various methods and instructional techniques. This course must be completed with a minimum grade of a C (2.00) prior to student teaching. Corequisites: ED 232 and ED 402. Prerequisites: ED 132 and a cumulative GPA of 2.70.

ED 311 Reading and Language Arts in the Intermediate Classroom: 3 semester hours

This course provides an overview of assessments, methods, strategies, and theoretical models for teaching content area reading and the language arts. Lesson planning and practical experiences provide students with opportunities to deliver appropriate reading and writing instruction. This course must be completed with a minimum grade of C (2.0). Corequisite: ED 403. Prerequisites: ED 232, ED 309, acceptance into the Teacher Education Program, and a cumulative grade point average of 2.70.

ED 313 Prescriptive Reading Instruction: 4 semester hours

This course deals with the nature and cause of reading disability and remedial treatment of reading difficulties. Current techniques as well as research in the field will be discussed. Students will use remedial reading techniques in tutoring children in the schools. A field experience in an elementary reading classroom is required. This course must be completed with a minimum grade of a C (2.00) Prerequisites: ED 237, ED 309, ED 311 prerequisites or corequisite; ED 314 recommended. Cumulative GPA of 2.70 (Spring semester Junior or Senior year).

ED 314 Diagnostic Reading: 3 semester hours

The major emphasis in this course is on diagnosis of reading difficulties. Tests, testing procedures, and informal diagnostic techniques are examined and discussed. Students will have practice administering and interpreting test results. Current research in the area of diagnostic reading will be studied. This course must be completed with a minimum grade of a C (2.00). Prerequisites: ED 237, ED 309, and a cumulative grade point average of 2.70.

ED 315 Middle School Methods: 3 semester hours

The middle school educational philosophy focuses on meeting the unique developmental needs of the early adolescent. This course will prepare the student to implement the middle school philosophy through the study of innovative curricula design and appropriate teaching methods and strategies. This course includes a middle school field experience. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 232 or permission of the instructor. Recommend PS 214, characteristics unique to the middle school student, prior to ED 315. (Every other winter term). Prerequisite: Cumulative grade point average of 2.70.

ED 316 ESL Methods for Teaching Academic Content: 3 semester hours

This course covers methods and strategies for making math, science, and social studies accessible to ELs in grades K-12. Students will learn how to promote L2 language development so ELs can successfully engage in academic content learning. A 10-hour field experience is required in an ESL classroom or in a classroom with a significant number of ELL students. Prerequisite: ED 106.

ED 317 ESL Reading & Language Arts Methods & Practicum: 3 semester hours

The content of this course includes research-based ESL listening, speaking, reading, and writing strategies on which to build a solid foundation for success with second language learners. A field experience of 12 hours of tutoring ESL students is required. Prerequisite: ED 106.

ED 319 Social Studies Methods for Elementary Teachers: 2 semester hours

This course explores objectives, concepts, and procedures of teaching social studies in the elementary and middle school. Emphasis is given to inquiry-based instruction, critical thinking, and civil discourse. Content strands include geography, history, civics/government, and economics. Best practices for implementing a social studies program and recent trends in social studies education will be discussed. This course must be completed with a minimum of a C (2.00). Co or prerequisite: ED 232 and a cumulative grade point average of 2.70.

ED 321 Secondary Spanish Methods: 3 semester hours

This course provides prospective secondary school Spanish teachers with instruction in recommended methods and content standards pertinent to Secondary Spanish Education. This course must be completed with a minimum grade of C (2.0). Prerequisite: Acceptance to Level 2 of the Teacher Education Program. Co-requisites: ED322, ED422.

ED 322 Content-Area Reading: 2 semester hours

This course is designed to prepare preservice candidates in the instructional methods and issues related to teaching their content fields for middle and high school populations. Important goals focus on the teaching of content area reading. Prerequisite: ED 422, secondary methods course (ED 323, ED 325, ED 326, ED 327, ED 328, or ED 329), and cumulative grade point average of 2.70.

ED 323 Art Methods Majors 5-12 (with Reading): 2 semester hours

This course provides a study and practicum in current theories and methods for teaching art in the secondary classroom. This course includes one hour of lecture, two hours of laboratory experience and field experience. Content area reading component included. This course is required for art majors seeking teacher certification 5-12 in art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 234. \$30 lab fee. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

ED 324 Music Methods Music Majors 5-12 (with Reading): 2 semester hours

This course provides a study and practicum in current theories and methods for teaching music in the secondary classroom. This course includes a field experience. Content area reading component included. This course is required for music majors seeking teacher certification 5-12. This course must be completed with a minimum grade of C (2.00). Prerequisites: music major, junior standing and ED 234. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

ED 325 Methods 5-12 Business (with Reading): 3 semester hours

This course provides prospective secondary school business teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and cumulative grade point average of 2.70.

ED 326 Methods 5-12 English/LA (with Reading): 3 semester hours

This course provides prospective secondary school English/Language Arts teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and cumulative grade point average of 2.70.

ED 327 Methods 5-12 Mathematics (with Reading): 3 semester hours

This course provides prospective secondary school mathematics teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and cumulative grade point average of 2.70.

ED 328 Methods 5-12 Science (with Reading): 3 semester hours

This course provides prospective secondary school science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and cumulative grade point average of 2.70.

ED 329 Methods 5-12 Social Science (with Reading): 3 semester hours

This course provides prospective secondary school social science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and cumulative grade point average of 2.70.

ED 332 Parent-School Relationships: 3 semester hours

Study of factors within the home setting which may influence a child's development and behavior with an emphasis on the importance of parent involvement in early childhood and elementary programs; a study of factors affecting parent-school interaction and the need for cooperative effort in encouraging and guiding the learning experiences of children with and without disabilities; examination of techniques for parent involvement and methods of working with home and community resources to enhance development of the child's potential. Required for the Teacher-Prekindergarten through Grade 3 including Special Education endorsement and for the Teacher - Prekindergarten endorsement. Includes a field experience. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 224, senior status or consent of instructor and cumulative GPA of 2.70. (Spring semester, senior year).

ED 334 Principles of Secondary Education: 3 semester hours

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. Major course topics will focus on student achievement through unit planning, instructional strategies and techniques, management, and assessment. This course must be completed with a minimum grade of C (2.00).

ED 340 Educational Internship: Non-Licensure: 6 semester hours

This course is a supervised internship in school or community agency working in an education capacity with children. This option does not lead to Iowa teaching license.

ED 341 Educational Internship: Non-Licensure: 12 semester hours

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

ED 342 Educational Internship: Non-Licensure: 3 semester hours

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

ED 343 Student Teaching - Instructional Strategist II K-8 for ID: 5 semester hours

Strategist II Student Teaching K-8 for ID.

ED 344 Student Teaching - Instructional Strategist II 5-12 for ID: 5 semester hours

Strategist II Student Teaching 5-12 for ID; 6 hours.

ED 345 Math Methods for Elementary Teachers I: 3 semester hours

This course is designed to offer elementary teachers an introduction to what it means to teach math for understanding including the essential skills and characteristics this entails. Emphasis will be placed on the pedagogical content knowledge necessary for the elementary teacher within the following mathematical strands: number and operation (including early number concept development, building meaning for the operations, place value concepts and rational numbers and measurement.) This course must be completed with a minimum grade of C (2.0) prior to student teaching. Corequisites: ED 232 and ED 402. Prerequisite: MA 125 or math competency and a cumulative grade point average of 2.70.

ED 346 Math Methods for Elementary Teachers II: 3 semester hours

This course is designed to offer elementary teachers a continuation of the work completed in Math Methods for Elementary Teachers I, to further develop the principles of mathematics education within the strands of algebra, geometry, and data analysis & probability. Focus will be upon integration of the content, teaching strategies and unique content knowledge for teaching necessary for the elementary teacher. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Corequisite: ED 403. Prerequisite: C (2.0) minimum in ED 345, ED 232, and a cumulative grade point average of 2.70.

ED 347 Science Methods for Elementary Teachers: 2 semester hours

This course examines the instructional methods and associated science content, skills, and attitudes needed in the elementary classroom across the content strands of STEM, life, physics and earth/space science. Students will use inquiry-based instruction to guide student thinking and exploration. This course must be completed with a minimum grade of C (2.00) prior to student teaching. Co or prerequisite: ED 232 and a cumulative grade point average of 2.70.

ED 350 Classroom Management: Behavior Strategies: 2 semester hours

This course will introduce the process of conducting a Functional Behavior Assessment, developing and implementing a Behavior Intervention Plan, and strategies for behavioral interventions. Classroom management theories, models, and techniques for use in general and special education classrooms will be explored. Classroom observations will be required. This course must be completed with a minimum of a C (2.00). Co or prerequisites: ED 263 and a cumulative GPA of 2.50.

ED 351 Student Teaching - Art K-8: 5 semester hours

Student teaching.

ED 352 Student Teaching in the Elementary School: 5 semester hours

Student teaching.

ED 353 Student Teaching in the Elementary School: 10 semester hours

Student teaching.

ED 354 Student Teaching in the Secondary School: 5 semester hours

Student teaching.

ED 355 Student Teaching in the Secondary School: 10 semester hours

Student teaching.

ED 356 Student Teaching - Art 5-12: 5 semester hours

Student teaching. Prerequisite: Cumulative grade point average of 2.70.

ED 357 Student Teaching - Music K-8: 5 semester hours

Student teaching.

ED 358 Student Teaching - Music 5-12: 5 semester hours

Student teaching.

ED 359 Student Teaching in Kindergarten: 5 semester hours

Student teaching.

ED 360 Student Teaching in Pre-Kindergarten: 3 semester hours

Student teaching.

ED 361 Student Teaching - Instructional Strategist I K-8: 5 semester hours

Student teaching.

ED 362 Student Teaching - Instructional Strategist I 5-12: 5 semester hours

Student teaching.

ED 363 Student Teaching in Pre-Kindergarten: 5 semester hours

Student teaching.

ED 364 Student Teaching - Art K-8: 10 semester hours

Student teaching.

ED 365 Student Teaching - Art 5-12: 10 semester hours

Student teaching.

ED 366 Student Teaching in Music K-8: 10 semester hours

Student teaching.

ED 367 Student Teaching in Music 5-12: 10 semester hours

Student teaching.

ED 368 Student Teaching - Instructional Strategist II K-8 BD/LD: 5 semester hours

Student teaching BD/LD.

ED 369 Student Teaching - Instructional Strategist II 5-12 for BD/LD: 5 semester hours

Student teaching BD/LD.

ED 370 Education Leadership Seminar: 2 semester hours

This course focuses on topics of special importance to students culminating their undergraduate preparation and assuming leadership roles in classroom and school settings. Key topics include: classroom management techniques; professional communication across contexts; assuming leadership in the classroom for both students and adults; conducting parent conferences; interviewing and resume development; addressing factors impacting the current educational climate; and understanding professional contracts and licensure. This is the senior seminar in the Teacher Education program and is required in conjunction with the appropriate student teaching course(s). Prerequisites: ED 232/ED 234 and ED methods courses with at least a grade of C (2.00) in each, acceptance into student teaching, and a cumulative grade point average of 2.70.

ED 371 Special Education Foundations: 3 semester hours

This course introduces foundational issues and practices in special and inclusive education. Emphases will include: historical and legal implication, communication and collaborative practices with professionals and parents, and professional advocacy. Prerequisite: ED 263.

ED 375 Classroom Management for Education Majors: 1 semester hour

This course is designed to provide students with a basic understanding of the principles and techniques for establishing a positive learning environment that encourages positive social interaction, active engagement, and self-regulation for all students. In addition, this course will provide pre-service teachers a variety of techniques for implementing classroom procedures and routines that supports safety, high learning expectations and effective use of instructional time. Course must be completed with a minimum grade of C (2.00). Co-requisite: Student Teaching.

ED 376 Methods for Instructional Strategist I K-8: 3 semester hours

Intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8 will be introduced. Environmental and instructional considerations will be considered. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, ED 232, and cumulative grade point average of 2.70.

ED 377 Methods for Instructional Strategist I 5-12: 3 semester hours

Intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades 5-12 will be introduced. Environmental and instructional considerations will be considered. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, and a cumulative grade point average of 2.70.

ED 378 Transition: 2 semester hours

This course will explore various models used for training students with special needs as they move from school to adulthood. Career assessment, transition planning, supported employment, and interagency services will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 371. Prerequisite: Cumulative grade point average of 2.50.

ED 379 Human Relations: 3 semester hours

This course develops an awareness of diverse perspectives and provides opportunities for self-examination of personal beliefs for the purpose of understanding oneself and others. A review of educational policies arising from specific historical as well as current events and their impact on how American public schools deliver education are discussed. Engaging in critical thinking, practicing effective ways to communicate, and gaining a respect for diversity provide opportunities for developing effective human relations. This course must be completed with a minimum grade of C (2.0). Prerequisites: ED 102 and a cumulative grade point average of 2.50.

ED 380 Characteristics of Learners with Mild/Moderate Disabilities: 3 semester hours

This course will introduce common traits and characteristics of individuals with mild and moderate disabilities. A significant focus will be placed on learning disabilities and dyslexia. Etiologies of high incident disabilities, current trends in educational programming, and instructional techniques for use in general and special education will be emphasized. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and a cumulative grade point average of 2.50.

ED 382 Methods for Instructional Strategist II K-12: 3 semester hours

Curriculum and instructional techniques for working with students in Instructional Strategist II programs will be studied. Environmental considerations, teaching methods, management, and instructional variables will be considered during this course. In addition, ways in which to adapt curriculum, implement instruction at the Level II setting, and materials available to use at this level will be examined. Students will be exposed to a functional curriculum. A field experience component is required. This course must be completed with a minimum grade of C (2.0). Prerequisites: ED 263, ED 232/ED 234, and ED 371, cumulative GPA of 2.70.

ED 383 Methods for Teaching BD & LD Students: 3 semester hours

This course is designed for the study of those characteristics of students with learning disabilities and/or behavior disorders. Study will include strategies for teaching those with these disabilities. Students will participate in projects, discussions, and activities that will require they apply this knowledge. Students will complete a field experience in a Level II or III Special Education classroom. Co-requisites: ED 232/ED 234, ED 263, ED 371 and cumulative GPA of 2.70.

ED 384 Methods For Teaching ID Students: 3 semester hours

This course will provide students with an overview of the various characteristics, current trends in educational programming, educational alternatives and related services needed for individuals with intellectual disabilities from K-12, as well as the importance of the multidisciplinary team in providing appropriate educational programming. Additionally, this course will provide students with the methods, strategies, and models for providing curriculum and instruction to include sources of curriculum materials for the development of cognitive, academic, social, language. Functional life skills for individuals with intellectual disabilities, as well as the related instructional and remedial methods and techniques will be discussed and explored. Note: A 20-hour practicum with students with moderate to severe intellectual disabilities is included in this course.

ED 385 Assessment and Measurement in Special Education: 3 semester hours

This course will introduce formal and informal methods of assessment for identification, eligibility and progress monitoring used in special education. Evaluation of academic and behavioral skills, including curriculum-based measurement and functional behavioral assessment, will be emphasized. Prerequisites: ED 263, ED 371, and a cumulative grade point average of 2.50.

ED 391 Student Teaching - Instructional Strategist II K-8 BD/LD: 3 semester hours

Student teaching BD/LD.

ED 392 Student Teaching - Instructional Strategist II 5-12 for BD/LD: 3 semester hours

Student teaching for BD/LD.

ED 393 Student Teaching - Art (K-8): 3 semester hours

Student teaching.

ED 394 Student Teaching - Art 5-12: 3 semester hours

Student teaching.

ED 395 Student Teaching - Music K-8: 3 semester hours

Student teaching.

ED 396 Student Teaching - Music 5-12: 3 semester hours

Student teaching.

ED 397 Student Teaching - Instructional Strategist II K-8 for ID: 3 semester hours

Strategist II Student Teaching K-8 for ID.

ED 398 Student Teaching - Instructional Strategist II 5-12 for ID: 3 semester hours

Strategist II Student Teaching 5-12 ID; 3 hours.

ED 400 Level I General Education Field (Elem): 1 semester hour

This course is designed to provide elementary education students with an early experience in the general education classroom. Students enrolling in this class will receive a placement to work in a local community elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Pre or Co-Requisite: ED 106.

ED 401 Level I Special Education Field (Elem): 1 semester hour

This course is designed to provide elementary education students with an early experience in the special education classroom. Students enrolling in this class will receive a placement to work in a elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Pre-Requisite: ED 106; Co-Requisite: ED 263.

ED 402 Level II Field (Elem): 2 semester hours

This course is designed to provide elementary education students with a more advanced field experience combining Literacy, Math and General methods. Students enrolling in this class will be placed in a Professional Development School (PDS). During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level II of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level III. Corequisites ED 232, ED 309, ED 345, and a cumulative grade point average of 2.70.

ED 403 Level III Field (Elem): 2 semester hours

The course is designed to provide elementary education students with a field experience and accompanying seminar that focus on content-area and general methods just prior to student teaching in an elementary setting. Within the field placement, students will have the opportunity to demonstrate InTASC standards appropriate to Level III of the Teacher Education Program across multiple lessons. The demonstration of these Level III competencies is a prerequisite to promotion to Level IV. Corequisites: ED 311 and ED 346. Prerequisites: Admittance to the Teacher Education Program and a cumulative grade point average of 2.70.

ED 417 Field Experience for Education: 1 semester hour

This course is designed primarily for students who may wish to complete a field experience in a term when they are not placed in the field in association with another education course. Students may also be advised/required to complete this course when taking ED 232 - Principles of Early Childhood and Elementary Education) not in conjunction with another course requiring a field placement. Students enrolling in this course will be placed in an early childhood, elementary, middle or high school classroom. Prerequisite: Cumulative grade point average of 2.50.

ED 420 Level I General Education Field (Sec): 1 semester hour

This course is designed to provide secondary education students with an early experience in the general education classroom. Students enrolling in this class will receive a placement to work in a local high school or middle school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Pre or Co-Requisite: ED 106.

ED 421 Level I Special Education Field (Sec): 1 semester hour

This course is designed to provide secondary education students with an early experience in the special education classroom. Students enrolling in this class will receive a placement to work in a high school or middle school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Pre or Co-Requisite: ED 106.

ED 422 Level II Field (Sec): 1 semester hour

This course is designed to provide secondary education students with a more advanced field experience specifically focused on the content-area methods of their endorsement with an overall focus on writing objectives and lesson plans. Students enrolling in this class will complete a 40-hour field experience. During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level II of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level III. Corequisite: Secondary methods (ED 323, ED 325, ED 326, ED 327, ED 328, or ED 329). Prerequisite: ED 106 and cumulative grade point average of 2.70.

ED 423 Level III Field (Sec): 1 semester hour

This course is designed to provide secondary education students with a capstone field experience focused on general methods just prior to student teaching. Students enrolling in this class will complete a 40-hour field experience. During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level III of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level IV. Corequisite: ED 334. Prerequisite: ED 422, secondary methods course (ED 323, ED 325, ED 326, ED 327, ED 328, or ED 329), and cumulative grade point average of 2.70.

ED 430 Special Topics: 3 semester hours

This course will focus on important topics and issues in education.

ED 441 Independent Study: 1 semester hour

Study topics will be designed by the student in consultation with the instructor.

ED 442 Independent Study: 2 semester hours

Study topics will be designed by the student in consultation with the instructor.

ED 443 Independent Study: 3 semester hours

Study topics will be designed by the student in consultation with the instructor.

ED 498 BOEE Recertification: 0 semester hours

1 - 2 day workshop or conference that can be used for BOEE recertification.