

# Education

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The Education Department offers programs of study leading to licensure for elementary, middle school and high school teaching. Teacher candidates may also add a content area in special education (mild needs).

**Public Disclosure Information Required by Federal Law.** As required by federal law Title II, Higher Education Act, Section 207 (f)(1)) passed in October 1998, institutions of higher education with teacher preparation programs are required annually to disclose pass rate information of program completers from the previous year. Valparaiso University's teacher education program completers for the 2004-2005 academic year have pass rates as follows:

Type of Assessment	No.	Passed	VU Rate	IN Rate
Basic Skills	66	67	98%	99%
Professional Knowledge				
Elementary Education	38	37	97%	97%
Academic Content				
Area	66	64	97%	97%
Reading Specialist	38	38	100%	100%
Summary Totals and Pass Rates	66	63	95%	97%

Copies of the full disclosure report submitted to the State of Indiana in March of 2005 are available upon request in either the Office of University Relations or the Education Department Office.

**Accreditation.** Valparaiso University is accredited by the Indiana Professional Standards Board (IPSB) as a teacher education institution to meet Indiana licensure requirements, and the National Council for Accreditation of Teacher Education (NCATE) at both undergraduate and graduate levels to prepare elementary, middle school, and high school teachers. Valparaiso University also is a member of the American Association of Colleges for Teacher Education (AACTE) and the Indiana Association of Colleges for Teacher Education (IACTE).

**Licensure.** Students must meet Indiana state teacher licensure and education program requirements.

All students who expect to obtain a teaching licence and have not been admitted to the Teacher Education Program should consult the Department of Education Office by completion of their freshman year to assure that licensure requirements will be met. The mere completion of the prescribed courses outlined by the Education Department does not guarantee that the student will be recommended for licensure or a teaching position.

For a listing of all programs offered see page 51.

**Elementary and Middle School.** Students who seek licensure as an elementary or middle level teacher complete the requirements of the Bachelor of Science in Education degree with a major either in Elementary Education or Middle Level Education.

**High School.** Students seeking high school licensure declare a complementary major in Secondary Education and an academic major in another department. The academic teaching major in which students are licensed may include courses that do not apply to the academic major. The requirements of an academic major and a teaching major may be different.

A teacher education advisor is assigned to every secondary education student. See "Academic Advising" section on page 40.

Only students preparing to meet Adolescence/Young Adult (Secondary) Education licensure requirements declare complementary majors in education; the secondary education complementary major must be declared in the Registrar's Office before admission to Teacher Education. For specific requirements of a teaching minor, consult your education advisor.

## Elementary Education: Early/Middle Childhood

Completion of the degree requirements with a major in Early/Middle Childhood (elementary) education leads to the Bachelor of Science in Education degree. The General Education Requirements for this degree are found on page 48. The education and other requirements are listed below.

### Education Requirements

ED 203 Introduction to Teaching . . . . .	3 Cr.
ED 204 Educational Psychology . . . . .	3 Cr.
ED 305 Computers in Education . . . . .	2 Cr.
ED 323 Methods of Science Education	3 Cr.
ED 324 Methods of Teaching Mathematics in the Elementary School . . . . .	3 Cr.
ED 327 Methods of Teaching Social Studies in the Elementary School	3 Cr.
ED 328 Foundations of Literacy Development . . . . .	3 Cr.
ED 361 Literacy Instruction and Assessment . . . . .	4 Cr.
ED 370 Home, School, and Community Relationships . . . . .	3 Cr.
ED 466 Literacy Curriculum Design . . . . .	4 Cr.
One of:	
ED 439 Supervised Teaching in the Elementary Grades . . . . .	12 Cr.
SPED 449 Supervised Teaching in General and Special Education	12 Cr.
ED 485 Senior Seminar: Foundations of Education . . . . .	2 Cr.
Total Education Requirements . . . . .	45 Cr.

### Other course requirements:

Oral Communication . . . . .	3 Cr.
One of:	
COMM 145 Interpersonal Communication	
COMM 243 Public Communication	
Advanced Composition . . . . .	3 Cr.
One of:	
ENGL 300 Introduction to Professional Writing	
ENGL 321 Intermediate Composition	
ENGL 380 Topics in Writing	
ENGL 423 Short Story Writing	
ENGL 478 Literature for Children . . . . .	3 Cr.
Conservation . . . . .	3 Cr.
One of:	
GEO 260 Conservation of Natural Resources	
BIO 250 Human Environmental Biology	

PSY 110 General Psychology . . . . .	3 Cr.
SPED 440 Learning Exceptionalities . . . . .	3 Cr.
PE 289 Physical Education and Health Methods for Elementary Teachers	2 Cr.
ED 200 The Fine Arts Experience . . . . .	3 Cr.
Total Other Requirements . . . . .	23 Cr.

In addition to the above requirements, the student must present sufficient electives to earn the 124 credit hours required for graduation.

### Additional Teaching Content Areas.

Students who are interested in specific information about the requirements for additional content areas should contact their Education Department advisor.

**Four-Year Planning for Elementary Education.** Students should organize their four-year plans around the following blocks and sequence of professional education courses and checkpoints. Additional requirements in education and general education can be planned in other semesters and as additional courses in some of these blocks.

#### Block 1

ED 203 Introduction to Teaching . . . . .	3 Cr.
ED 204 Educational Psychology . . . . .	3 Cr.
ED 328 Foundations of Literacy Development . . . . .	3 Cr.

#### After Block 1:

Application for Admission to Teacher  
Education  
Checkpoint 1

#### Block 2 - Junior Block

ED 305 Computers in Education . . . . .	1 Cr.
ED 323 Methods of Science Education . . . . .	3 Cr.
ED 324 Methods of Teaching Mathematics in the Elementary School . . . . .	3 Cr.
ED 327 Methods of Teaching Social Studies in the Elementary School	3 Cr.
ED 361 Literacy Instruction and Assessment . . . . .	4 Cr.

#### Block 3

ED 466 Literacy Curriculum Design . . . . .	4 Cr.
SPED 440 Learning Exceptionalities	3 Cr.
Other ED courses	

#### After Block 2:

Application for Admission to the  
Professional Semester  
Checkpoint 2

**Block 4 - Professional Semester**

ED 439 or SPED 449 Student Teaching . . . . .	12 Cr.
ED 485 Senior Seminar . . . . .	2 Cr.
Checkpoint 3	

Elementary education students who would like to study a foreign language and/or attend a study abroad semester should plan their course of study in close collaboration with the Education Department advisor from the beginning of their first semester at Valparaiso University.

**Minor in Special Education.** To earn a minor in Special Education, students must earn a minimum of 17 credit hours in SPED classes for the elementary developmental level. Courses must include SPED 347, 348, 444, 445, 446, 450, and 451. Supervised teaching (SPED 449) includes one half semester in a general education classroom and the other half in a special education setting. SPED 440 does not count toward this minor because it is a required course for all pre-service teachers. Since this minor leads to licensure (content area: mild intervention) and several required standards are imbedded in additional education courses, the special education minor is open to education majors only.

**Middle Level Education:  
Middle School/Junior High  
School**

Completion of the degree requirements with a major in Middle Level Education leads to the Bachelor of Science in Education degree. For the General Education Requirements for this degree, see page 49. The education and other requirements are listed below.

**Education Requirements**

ED 203 Introduction to Teaching . . . . .	3 Cr.
ED 204 Educational Psychology . . . . .	3 Cr.
ED 305 Computers in Education . . . . .	2 Cr.
ED 370 Home, School, and Community Relationships . . . . .	3 Cr.
ED 460 Reading in the Content Areas . . . . .	3 Cr.
ED 475 Teaching and Learning for Early Adolescence Generalist Candidates	3 Cr.
ED 478 Integrated Curriculum with Special Methods for Middle Level Education	3 Cr.
One of:	
ED 479 Supervised Teaching in Middle School Grades . . . . .	12 Cr.

SPED 449 Supervised Teaching in General and Special Education	12 Cr.
ED 485 Senior Seminar: Foundations of Education . . . . .	2 Cr.
Total Education Requirements . . . . .	34 Cr.

**Content Area Concentrations**

Candidates choose two from the following four areas, each of which requires a minimum of 18 credit hours:

Language Arts . . . . .	18 Cr.
Social Studies . . . . .	18 Cr.
Science . . . . .	18 Cr.
Mathematics . . . . .	18 Cr.
Total Concentration Requirements . . . . .	36 Cr.

**Other Requirements**

Oral Communication . . . . .	3 Cr.
One of:	
COMM 145 Interpersonal Communication	
COMM 243 Public Communication	
Advanced Composition . . . . .	3 Cr.
One of:	
ENGL 300 Introduction to Professional Writing	
ENGL 321 Intermediate Composition	
ENGL 380 Topics in Writing	
ENGL 423 Short Story Writing	
MATH 211 Laboratory in Elementary Mathematics I . . . . .	0 Cr.
MATH 213 Mathematics for Elementary Teachers I . . . . .	4 Cr.
PSY 110 General Psychology . . . . .	3 Cr.
SPED 440 Learning Exceptionalities . . . . .	3 Cr.
ED 200 The Fine Arts Experience . . . . .	3 Cr.
Total Other Requirements . . . . .	19 Cr.

In addition to the above requirements, the student must present sufficient credits to earn the 124 credits required for graduation.

**Additional Teaching Content Areas.**

Students who are interested in specific information about the requirements for additional content areas should contact their Education Department advisor. Middle Level education students who would like to study a foreign language should plan their course of study in close collaboration with the Education Department advisor from the beginning of their first semester at Valparaiso University.

**Four-Year Planning for Middle Level Education.** Students should organize their four-year plans around the following blocks and sequence of professional education courses and

checkpoints. Additional requirements in education and general education can be planned in other semesters and as additional courses in some of these blocks.

### Block 1

- ED 203 Introduction to Teaching . 3 Cr.
- ED 204 Educational Psychology . 3 Cr.

#### After Block 1:

- Application for Admission to Teacher Education
- Checkpoint 1

### Block 2 - Junior Block

- ED 305 Computers in Education . 1 Cr.
- ED 460 Reading in the Content Areas . . . . . 3 Cr.
- ED 475 Teaching and Learning for Early Adolescence Generalist Candidates . . . . . 3 Cr.
- ED 478 Integrated Curriculum with Special Methods for Middle Level Education . . . . . 3 Cr.

#### After Block 2:

- Application for Admission to the Professional Semester
- Checkpoint 2

### Block 3 - Professional Semester

One of:

- ED 479 Supervised Teaching in Middle School Grades . . . . . 12 Cr.
- SPED 449 Supervised Teaching in General and Special Education 12 Cr.
- ED 485 Senior Seminar: Foundations of Education . . . . . 2 Cr.
- Checkpoint 3

**Minor in Special Education.** To earn a minor in Special Education, middle level education students must earn a minimum of 21 credit hours in SPED classes for the middle level developmental level. Courses must include SPED 347, 348, 444, 447, 450, 451, 489, and ED 466. Supervised teaching (SPED 449) includes one half semester in a general education classroom and the other half in a special education setting. SPED 440 does not count toward this minor because it is a required course for all pre-service teachers. Since this minor leads to licensure (content area: mild intervention) and several required standards are imbedded in additional education courses, the special education minor is open to education majors only.

## Secondary Education: Adolescence/Young Adult

Students seeking to teach in a high school must major in one of the content areas listed on page 51 and approved for licensure.

**Advising.** Before admission to Teacher Education, high school teacher candidates must register as a secondary education complementary major and consult with their Education Department advisor about programs leading to recommendations for teacher licensure. Students should regularly consult both their education and academic major advisors prior to registration each semester.

**Requirements.** Undergraduate students preparing to obtain a high school teaching license should complete requirements for education, appropriate degrees in their academic majors and their teaching major, and General Education requirements for their Bachelor of Arts or Bachelor of Science degree. The Education Department has the following two sets of requirements for secondary education majors:

### Education Requirements

- ED 203 Introduction to Teaching . . . . . 3 Cr.
- ED 204 Educational Psychology . . . . . 3 Cr.
- ED 305 Computers in Education . . . . . 2 Cr.
- ED 370 Home, School, and Community Relationships . . . . . 3 Cr.
- ED 457 Principles and General Methods of Teaching in Secondary Schools 3 Cr.
- ED 460 Reading in the Content Areas . 3 Cr.
- ED 489 Special Methods in the Academic Courses in Secondary Education 3 Cr.

One of:

- ED 459 Supervised Teaching in the Secondary School Subjects . . 12 Cr.
- SPED 449 Supervised Teaching in General and Special Education 12 Cr.
- ED 485 Senior Seminar: Foundations of Education . . . . . 2 Cr.
- Total Education Requirements . . . . . 34 Cr.

### Other Requirements

- Oral Communication . . . . . 3 Cr.
- One of:
  - COMM 145 Interpersonal Communication
  - COMM 243 Public Communication
- PSY 110 General Psychology . . . . . 3 Cr.
- SPED 440 Learning Exceptionalities . . 3 Cr.
- Total Other Requirements . . . . . 9 Cr.

In addition to the above requirements, the student must present sufficient credits to earn the 124 credits required for graduation.

**Scheduling Note:** ED 489, Special Content Methods courses are only offered once a year and must be completed prior to the professional semester. In addition to these methods courses, students are strongly urged to take or audit the Special Methods 489 course in the teaching minor area. If students elect to audit this course, they must meet all expectations of the instructor for attendance, assignments, and participation.

**Note for Transfer Students:** Students who transfer to Valparaiso University and do not take CORE 110 and CORE 115 must have 6 credits of composition or other writing courses and a 3-credit course in history.

**Content Area Concentration.** A content area concentration is required of all high school teacher candidates. Note that a content area concentration is not the same as an academic major in that it may have additional requirements.

**Four-Year Planning for Secondary Education.** Students should organize their four-year plans around the following sequence of professional education courses and checkpoints.

- Freshman/Sophomore Level Courses**
- ED 203 Introduction to Teaching . 3 Cr.
  - ED 204 Educational Psychology . 3 Cr.
  - ED 305 Computers in Education . 2 Cr.

*After Freshman/Sophomore Courses:*  
Application for Admission to Teacher Education  
Checkpoint 1

- Junior Level Courses**
- ED 370 Home, School, and Community Relationships . . . . . 3 Cr.
  - ED 457 Principles and General Methods of Teaching in Secondary Schools 3 Cr.
  - ED 460 Reading in the Content Areas . . . . . 3 Cr.
  - ED 489 Special Methods in the Academic Courses in Secondary Education . . . . . 3 Cr.
  - SPED 440 Learning Exceptionalities 3 Cr.

*After Junior Courses:*  
Application for Admission to the Professional Semester  
Checkpoint 2

**Senior Level Courses - Professional Semester**

- One of:
- ED 459 Supervised Teaching in the Secondary School Subjects . . . 12 Cr.
  - SPED 449 Supervised Teaching in General and Special Education 12 Cr.
  - ED 485 Senior Seminar: Foundations of Education . . . . . 2 Cr.
  - Checkpoint 3

**Minor in Special Education.** To earn a minor in Special Education, secondary education students must earn a minimum of 21 credit hours in SPED classes for the secondary developmental level. Courses must include SPED 347, 348, 444, 448, 450, 451, 489, and ED 466. Supervised teaching (SPED 449) includes one half semester in a general education classroom and the other half in a special education setting. SPED 440 does not count toward this minor because it is a required course for all pre-service teachers. Since this minor leads to licensure (content area: mild intervention) and several required standards are imbedded in additional education courses, the special education minor is open to education majors only.

**THE TEACHER EDUCATION PROGRAM**

**Admission (Checkpoint 1).** Admission to the program is the first of three checkpoints in the performance assessment process in education. Students may obtain the application packet in ED 203 or from the Professional Development and Placement Office. Students' applications must be submitted to the Placement Office of the Education Department after completion of ED 203, ED 204, and COMM 145 (or 243) and when all other admissions criteria have been fulfilled. The application process may take one semester.

The criteria for admission to education are:

1. Grade point average.

Applicants must have a minimum of 12 credit hours at Valparaiso University, a cumulative grade point average of 2.50 or higher in all course work taken at Valparaiso University, and at least 2.0 in each required course taken in the Education Department.

2. Communication grade point average. Applicants must have a grade point average of 2.50 or better in CORE 110, 115, and COMM 145 (or 243) with no

- individual course below a "C". Students are expected to maintain acceptable, professional level standards of communication. All education professors monitor, evaluate, and provide feedback to students on their communication skills in all education courses. If deficiencies in written or oral communication are noted, applicants may be required to take remedial steps under the direction of their advisor.
3. **Basic Skills Test.**  
Applicants to the Teacher Education program must pass the Praxis I test which is administered at national testing sites, including Valparaiso University, eight times during the academic year and at private companies on a more regular basis. Students are responsible for registering and paying the fees for the test and for designating that scores be sent to the Valparaiso University Education Department. Scores typically take a minimum of six weeks to arrive at Valparaiso University. Information about test registration and administration will be furnished to students at a Teacher Education information meeting and in ED 203; it is also available in the Professional Development and Placement Office. Passing scores are set by the state of Indiana and can be found on the web site of the Indiana Department of Education <<http://www.doe.state.in.us/>>.
  4. **Character/Dispositions.**  
Applicants must demonstrate in all classes the social and emotional maturity, moral character, responsibility, and professional dispositions necessary for success in the teaching profession. Students' dispositions are assessed formally at each checkpoint and informally assessed throughout the program by instructors and field experience supervisors.
  5. **Recommendations.**  
Positive recommendations need to be obtained from the student's ED 203 instructor and major advisor for Checkpoint 1. A third recommendation must also be received from a field experience cooperating teacher.
  6. **Declared Major or Complementary Major.**  
Prior to their application for admission to the Teacher Education Program, students must declare one of the following majors in the Office of the Registrar: Elementary Education, Middle Level Education, or a complementary major in Secondary Education.
  7. **Attend Portfolio Seminar.**  
Seminars are offered each semester to inform students of the portfolio assessment process.
  8. **Checkpoint 1 Portfolio.**  
Applicants need to submit artifacts and rationales correlated to INTASC standards 2, 5, and 9 to the Admission and Retention committee for evaluation. To appeal a decision of the Admission and Retention Committee, students should first direct a petition to the Committee in writing. If the committee's decision is still unfavorable and the student feels there are grounds for another appeal, that appeal should be submitted in writing to the Education Department Chair.
- Admission to the Professional Semester (Checkpoint 2).** Applications for admission to the Professional Semester must be completed and filed with the Professional Development and Placement Office before March 1 prior to the year students plan to do their student teaching. This deadline typically falls in students' junior year. For admission into the Professional Semester, the student must meet the following criteria:
1. **Official admission to the Teacher Education Program.**  
Students must have already successfully completed Checkpoint 1.
  2. **Grade Point Average.**  
Students must have a minimum cumulative grade point average of 2.50 in all courses.  
*Elementary School student teaching candidates* must have a grade point average of 2.40 or higher in all course work in education. Students should have completed all course work in education before the Professional Semester.  
*Middle School/Junior High student teaching candidates* should have

completed all coursework in education before the Professional Semester and earned a minimum grade point average of 2.40 in all ED courses completed.

*Secondary education student teaching candidates*

must have a grade point average of 2.40 or better in all secondary teacher fields. Secondary student teaching candidates must also have completed ED 203, 204, 305, 370, 457, 460, 489, SPED 440, and have earned a standing of 2.40 or higher in all education courses completed.

3. Communication. Students must demonstrate continued levels of acceptable, professional standards of oral and written communication.
4. Senior standing. The applicant must be within two semesters and one summer of graduation.
5. Character/Dispositions. Applicants must demonstrate in all classes the social and emotional maturity, moral character, responsibility and professional dispositions necessary for success in the teaching profession.
6. Checkpoint 2 Portfolio. Applicants must submit a satisfactory portfolio that includes artifacts and rationales from INTASC Standards 1, 3, 4, 6, 7, 8, and 10 as well as an essay conveying the candidate's understanding of the conceptual framework.
7. Recommendations. Secondary students must submit a written recommendation from their major advisor to take the Professional Semester. If they also intend to obtain a teaching minor, they must also obtain a written recommendation from the chair of that department.

*Licensure Note:* To be eligible for recommendation for licensure, students must maintain the above requirements through the completion of the degree and the teacher education program, including passing the appropriate Praxis II exam(s).

**Professional Semester (Checkpoint 3).** Required of all candidates who wish to be recommended for an initial teaching license, this semester includes coursework, student teaching, and submission of the summative portfolio. Artifacts for the Checkpoint 3

portfolio will be based primarily upon the student teaching experience. During this semester students may enroll only in courses approved for the Professional Semester.

**Placement in Field Experiences/ Student Teaching.** The Teacher Education Program involves coursework that requires significant amounts of field experience. The placement and direction of all practicum experiences are the responsibility of the Director of Professional Development and Placement. Teacher candidates may not receive any compensation for work done in a school while receiving university course credit for the work.

An Indiana Limited Criminal History Background Check is required annually prior to the first day of fieldwork or student teaching and may be obtained electronically through the Department Office for a small fee. Discovery of a criminal record may delay or preclude placement of the field assignment. Students are responsible for arranging their own transportation to assigned schools.

**Placement of Graduating Teachers.** The Professional Development and Placement Office assists beginning and experienced teacher candidates who have completed requirements for licensure. All candidates are encouraged to file their credentials with this office before graduation.

Students who complete their education at Valparaiso University are entitled to use the placement services at no cost until September 30 after the completion of the licensure program. A twenty dollar fee is charged per year if a teacher candidate wishes to use the placement service after this time.

### EDUCATION COURSES

**ED 103. Introduction to Teaching and Field Experience.**

Cr. 3. For qualified high school juniors and seniors in approved cadet teaching programs in Northwest Indiana school corporations who wish to explore teaching as a vocation. An introduction to the teaching profession, with field experience that will give students opportunities to observe and assist professionals teaching at various developmental levels. Coursework will orient students to various aspects, opportunities, and requirements of the profession, will introduce them to state and national standards of teaching and learning, and will look at the past as well as

the future of K-12 education. A 40 clock hour field experience in an elementary, middle, or high school, or some combination of the three, is required.

**ED 200. The Fine Arts Experience.**

Cr. 3. This course is designed to address the teaching proficiencies identified by the Indiana Professional Standards Board for early/middle childhood education generalists. Students are exposed to art, music, and theatre so that they gain an appreciation of the contributions these art forms make to culture. This course may be used by education students to fulfill the Fine Arts/ Fine Arts-Literature component of the General Education Requirements. Prerequisite: education major.

**ED 203. Introduction to Teaching and Field Experience.**

Cr. 3. For teacher education students and those who wish to explore teaching as a career. Includes an introduction to the teaching profession, what it takes to become a teacher, the role of teachers, standards that govern education, and an introduction to the summative portfolio process inherent in the department's teacher education programs. A 40 clock hour field experience in an elementary, middle, or high school is required.

**ED 204. Educational Psychology.**

Cr. 3. A study of psychological research and theory related to child and adolescent development and the learning process. Prerequisite: PSY 110.

**ED 305/505. Computers in Education.**

Cr. 2. An introductory course designed to prepare teachers to use the computer as an educational tool. Students will learn how to integrate educational technology into the classroom curriculum as they become proficient in using various media to support student learning. Will include multimedia authoring tools, presentation software, web-based instruction, and curriculum applications.

**ED 370. Home, School, and Community Relationships.**

Cr. 3. This course will focus on the relationships within K-12 schools in a diversity of school settings with emphasis on cultural and socioeconomic issues. Forty (40) hours of off-campus activities will include field experiences focusing on educators' interpersonal relationships within school communities. All students admitted to the teacher education program must take this course. May be used to fulfill the Cultural Diversity course component of the General Education Requirements. Prerequisite: ED 203. Corequisite or prerequisite: ED 204.

**Note:** No student is admitted to any course other than ED 203, ED 204, ED 305, ED 328, or ED 370 unless admitted to the Teacher Education Program or permitted to do so by the Admissions and Retention Committee of the Education Department or the Chair of the Education Department.

**ED 323. Methods of Science Education.**

Cr. 3. This course will (1) explore the basic orientations that will have survival value in our world, (2) study the philosophy of science education with an understanding of three methods used for science instruction: Discovery Model, Inquiry Model, and Experiential Model. This course includes assessment practices for science education and a field component. Prerequisite: Admission to Teacher Education.

**ED 324. Methods of Teaching Mathematics in the Elementary School.**

Cr. 3. A study of techniques and instructional materials for teaching mathematics in the elementary school. Topics include sequencing, diagnostic and remediation strategies, and appropriate use of concrete materials in planning, organizing, implementing and evaluating instructional practice. This course includes assessment practices for mathematics education and a field component. Prerequisite: Admission to Teacher Education.

**ED 327. Methods of Teaching Social Studies in the Elementary School.**

Cr. 3. This course is designed to (1) study the historical development and present trends in the subject area of social studies, (2) explore the role of social studies in school curriculum, (3) examine current methods and materials unique to social studies, and (4) plan and implement a social studies unit. This course includes assessment practices for social studies education and a field component. Prerequisite: Admission to Teacher Education.

**ED 328. Foundations of Literacy Development.**

Cr. 3. This course is the first in the three-course sequence of literacy courses for Elementary Education majors. This course is a detailed study of developmental literacy processes, including concepts about print, phonemic awareness, phonics, word identification, strategic reading, vocabulary development, and comprehension. A field component is included.

**ED 361/561. Literacy Instruction and Assessment.**

Cr. 4. This course is the second in the three-course sequence of literacy courses for Elementary Education majors. Students will learn methods of literacy assessment and instruction that meet the needs of diverse learners through a highly scaffolded tutoring experience in which the student will be coached by a faculty member

as he/she works with an individual child. In addition, students will work with elementary children in various language arts activities, including one-on-one conferencing. Course topics include literacy (reading and writing), assessment, diagnosis, individualized instruction, diverse learners, complexity of literacy development, assessment-driven decision making, effective communication with specialists and parents regarding individual student needs. Includes a field component. Prerequisites: ED 328 or equivalent 3-credit reading course and Admission to Teacher Education.

### ED 439. Supervised Teaching in the Elementary Grades.

Cr. 12. In this course each student is assigned to an elementary school classroom under the direction of a cooperating teacher and University field instructor. The field experience includes a minimum of twelve weeks during the semester of full-time classroom observations, classroom teaching and related activities. Prerequisites: senior standing and concurrent enrollment in the Professional Semester. See Admission to the Professional Semester above for conditions of eligibility. Students enrolled in this course may not carry a load of more than 15 credit hours. S/U grade. Corequisite: ED 485.

### ED 457. Principles and General Methods of Teaching in the Secondary Schools.

Cr. 3. A study of the understandings, knowledge, and skills necessary for effective secondary school teaching. Topics addressed are curriculum development, instructional planning, classroom management, the student-teacher interaction, methods and strategies of instruction. Students reflect on their own teaching and learning experiences and observations of current practices as they begin to formulate their own teaching philosophies. This course must be taken before student teaching. A field component is required. Prerequisite: Admission to Teacher Education.

### ED 459. Supervised Teaching in the Secondary School Subjects.

Cr. 12. Each student is assigned to a secondary school for laboratory experiences in teaching, which includes at least twelve (12) weeks of full-time classroom observation, teaching and related activities. Prerequisite: Admission to the Professional Semester. (See Admission to the Professional Semester above for conditions of eligibility.) Students enrolled in this course may not carry a load of more than 15 credit hours without permission from the Chair of the Education Department. S/U grade. First offered Fall 2004. Corequisite: ED 485.

### ED 460/560. Reading in the Content Areas.

Cr. 3. This course includes readings, experiences, writing opportunities, and discussions which lead to an understanding of literacy, the reading

process, and the critical role language plays in the learning process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies appropriate for helping pupils read to learn. Prerequisite: Admission to Teacher Education.

### ED 466/566. Literacy Curriculum Design.

Cr. 4. This is the third in the three-course sequence of literacy courses for Elementary Education majors. Students will use their knowledge of literacy processes, assessment, and instructional methods to plan literacy curriculum for primary and elementary students of diverse needs. In addition, students will study curriculum that integrates literacy with content areas and will design a unit that incorporates research-based literacy instruction in content areas. A fieldwork component is included. Prerequisite: Admission to Teacher Education, ED 328 and 361.

### ED 475. Teaching and Learning for Early Adolescence Generalist Candidates.

Cr. 3. A study of the human developmental characteristics of early adolescents, organization of schooling, and developmentally responsive curriculum in middle level education settings. This course is taken concurrently with ED 478 during a block semester structure. Classes will be conducted at both the University campus and on-site in a partner school setting. Prerequisite: Admission to Teacher Education. Corequisite: ED 478.

### ED 478. Integrated Curriculum with Special Methods for Middle Level Education.

Cr. 6. This course will address pedagogy and curricula unique to middle level education. Special emphasis will be on developmental needs of emerging adolescents and curricular designs within middle schools. Course content will be guided by developmental and curricular standards developed by the National Middle School Association and modeled by the Indiana Professional Standards Board. This course is taken concurrently with ED 473 within a block semester structure. Theory and cognitive knowledge will be put into practice in the required field experience component. Prerequisite: Admission to Teacher Education. Corequisite: ED 475.

### ED 479. Supervised Teaching in Middle School Grades.

Cr. 12. Each student will be assigned to a middle school under the direction of a Middle School teacher and University Field Instructor. The student teaching experience includes a minimum of 12 weeks of full-time classroom teaching, observations and related activities. Prerequisite: senior standing and concurrent enrollment in the Professional Semester. See Admission to the Professional Semester above for conditions of eligibility. S/U grade. Prerequisite: senior standing. Corequisite: ED 485.

**ED 485. Senior Seminar: Foundations of Education.**

Cr. 2. The capstone course of the teacher preparation program, Senior Seminar is taught during the Professional (Student Teaching) Semester. The primary aim of the course is to help future educators synthesize their student teaching experience with university coursework to refine their understandings of effective teaching and learning. The course interweaves coursework, case studies, and the student teaching experience; reviews some of the philosophical foundations and current issues in education in the United States; provides focused study of assessment research and practice; and supports students in the preparation of their summative portfolios and presentations for Checkpoint 3 at the end of the semester. Prerequisite: Admission to the Professional Semester (must be taken during the student's student teaching semester). Corequisite: ED 439, ED 459, ED 479, or SPED 449.

**ED 489. Special Methods in the Academic Courses in Secondary Education.**

Cr. 3. This course is administered by the Education Department. The course if offered by the various departments of the College of Arts and Sciences under the following titles:

- ART 489 The Teaching of Visual Arts
- BIO 489 The Teaching of Natural Sciences
- CHEM 489 The Teaching of Natural Sciences
- ENGL 489 The Teaching of English
- FLF 489 The Teaching of Foreign Languages - French
- FLGR 489 The Teaching of Foreign Languages - German
- FLL 489 The Teaching of Foreign Languages - Latin
- FLS 489 The Teaching of Foreign Languages - Spanish
- HIST 489 The Teaching of Social Studies
- MATH 489 The Teaching of Mathematics
- MUS 489 School Music II
- PE 489 The Teaching of Physical Education
- PHYS 489 The Teaching of Natural Sciences
- SPED 489 Teaching the Individual with Mild Disabilities (Grades 6-12)

A minimum of 20 clock hours of field experience will accompany this class. Prerequisite: Admission to Teacher Education. Must be taken prior to the professional semester.

**ED 490/590. Current Problems in Education.**

Cr. 1-3. An intensive study of an area of education. Subtitles, amount of credit and content depend on instructor's choice and student interest. Prerequisite: Admission to Teacher Education.

**ED 495. Independent Study in Education.**

Cr. 1-3. Independent work to be done in a specific area of education as agreed upon by the student and faculty advisor. Proposals must be approved by the Chair of the Department. Prerequisite: Admission to Teacher Education.

**ED 497. Honors Work in Education.**

Cr. 3. See Honors Work, page 54. Prerequisite: Admission to Teacher Education.

**ED 498. Honors Candidacy in Education.**

Cr. 3. See Honors Work, page 54. Prerequisite: ED 497.

The following courses will be phased out with the implementation of curricular changes as indicated.

**ED 321. Principles of Elementary Education.**

Cr. 2. This course is designed to (1) study the organization of instruction, classroom assessment, management and diversity, (2) consider the elementary classroom from varied perspectives and (3) reexamine the purposes of education, schooling, instruction and the role of the professional teacher. Includes a field component. Prerequisite: Admission to Teacher Education. Last offered Fall 2006.

**ED 322. Methods of Teaching Language Arts in the Elementary School.**

Cr. 2. A detailed study of the English Language Arts. Students demonstrate knowledge, understanding, and competence in the teaching of listening, speaking, reading, writing, viewing, and visually representing. Technological and information gathering resources will also be addressed. Includes and field component. Prerequisite: Admission to Teacher Education. Last offered Fall 2006.

**ED 323. Methods of Science Education.**

Cr. 2. This course will (1) explore the basic orientations that will have survival value in our world, (2) study the philosophy of science education with an understanding of three methods used for science instruction: Discovery Model, Inquiry Model, and Experiential Model. Includes a field component. Prerequisite: Admission to Teacher Education. Last offered Fall 2006.

**ED 324. Methods of Teaching Mathematics in the Elementary School.**

Cr. 2. A study of techniques and instructional materials for teaching mathematics in the elementary school. Topics include sequencing, diagnostic and remediation strategies, and appropriate use of concrete materials in planning, organizing, implementing and evaluating instructional practice. Includes a field component. Prerequisite: Admission to Teacher Education. Last offered Fall 2006.

**ED 327. Methods of Teaching Social Studies in the Elementary School.**

Cr. 2. This course is designed to (1) study the historical development and present trends in the subject area of social studies, (2) explore the role of social studies in school curriculum, (3) examine current methods and materials unique

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to social studies, and (4) plan and implement a social studies unit. Includes a field component. Prerequisite: Admission to Teacher Education. Last offered Fall 2006.

### ED 361/561. Language Processing and Phonetics.

Cr. 3. This course focuses upon the relationship between cognitive and language processing in reading. Foundations for building word identification and phonics are studied. The basic elements of reading are considered, including ontogenetic and contextual impacts. Prerequisite: ED 328 or equivalent 3 credit reading course and Admission to Teacher Education. Last offered Spring 2007.

### ED 466/566. Literacy: Diagnostic Assessment and Instruction.

Cr. 4. This course emphasizes appropriate reading curriculum based on formal and informal assessments. Included in the course are organization and planning instruction to meet the needs of all students. A field component is included. Prerequisite: ED 328 and Admission to Teacher Education. Last offered Spring 2007.

### ED 485. Senior Seminar: Foundations of Education.

Cr. 3. Taken intensively during the three weeks prior to Student Teaching. Major topics addressed include educational philosophy and the teacher, school governance and school law, and classroom management and assessment. Prerequisite: Admission to the Professional Semester (must be taken during the student's professional semester). First offered Fall 2004. Corequisites: ED 439, ED 459, ED 479, or SPED 449. Last offered Spring 2007.

## SPECIAL EDUCATION COURSES

### SPED 347/547. Characteristics of Individuals with Mild Disabilities.

Cr. 3. This course is designed to provide information on academic, cognitive, social, behavioral, and emotional characteristics of individuals with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Topics include federal and state laws governing special education since 1970; processes involved in identifying students as having one of the disabilities considered "mild"; specific characteristics of students who have mild disabilities in cognitive, academic, behavioral or social/emotional areas; characteristics of various education service delivery systems; and interventions for students with mild disabilities in grades 1-12. Corequisite: SPED 348.

### SPED 348. Observation of Individuals with Mild Disabilities.

Cr. 1. Teacher candidates will complete a series of structured observations in special education settings serving students with mild disabilities at

a particular developmental level. Teacher candidates will complete various assignments, including direct observation of students with mild disabilities, interviews with various general and special education personnel, directed reflections on special education service delivery models, and surveys of the usage of various forms of technology utilized by special education personnel and students. Teacher candidates will complete the remainder of this 40 clock hour experience tutoring students with mild disabilities under the guidance of a cooperating teacher. Corequisite: SPED 347 or consent of Chair of the Department.

### SPED 440/540. Learning Exceptionalities.

Cr. 3. A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities, the characteristics of students with disabilities, instructional and classroom practices associated with educating these students in multicultural and least restrictive environments, and basic techniques for education professionals to work together with parents and students. Prerequisite: admission to the Teacher Education Program. Required of all teacher education students.

### SPED 444. Assessment in Special Education.

Cr. 3. Course is designed to develop test administration and test interpretation skills in teacher candidates for types of tests used in the identification of various disabilities and tests used to plan instruction programs. Psychometric properties of tests are also addressed. Tests/types of assessments addressed in this course include intelligence tests, achievement tests, adaptive behavior and other behavior rating scales, psychological process tests, learning capacity and aptitude instruments, observational assessment, and curriculum-based assessment. Prerequisite or corequisite: SPED 347 or consent of Chair of the Department. Required of all special education minors.

### SPED 445. Teaching the Student with Mild Disabilities.

Cr. 3. This course provides teacher candidates with knowledge of various compensatory, corrective, and remedial instructional strategies in curriculum areas included in grades 1-6 including reading/language arts, mathematics, content areas, and social and behavioral skills. Course experiences emphasize effective, research-based teaching methods, diagnostic-prescriptive teaching techniques, and individual education planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, mental retardation) at this developmental level. Prerequisite: SPED 347. SPED 444 is either a prerequisite or corequisite. Corequisite: SPED 446, 447, or 448.

**SPED 446. Teaching Practicum with Individuals with Mild Disabilities (Grades 1-6).**

Cr. 1. This 40 clock hour practicum will give special education teacher candidates the opportunity to practice skills and performances required of special educators related to the instruction of early/middle childhood students with mild disabilities in assessment to plan instruction, developing academic goals/objectives/benchmarks, and delivery of effective instruction to early/middle childhood students with mild disabilities. Corequisite: SPED 445.

**SPED 447. Teaching Practicum with Individuals with Mild Disabilities (Grades 6-9).**

Cr. 1. This 40 clock hour practicum will give special education teacher candidates the opportunity to practice skills and performances required of special educators related to the instruction of early adolescent students with mild disabilities in assessment to plan instruction, developing academic goals/objectives/benchmarks, and delivery of effective instruction to early adolescent students with mild disabilities. Corequisite: SPED 489.

**SPED 448. Teaching Practicum with Individuals with Mild Disabilities (Grades 9-12).**

Cr. 1. This 40 clock hour practicum will give special education teacher candidates the opportunity to practice skills and performances required of special educators related to the instruction of adolescent/young adult students with mild disabilities in assessment to plan instruction, developing academic goals/objectives/benchmarks, and delivery of effective instruction to adolescent/young adult students with mild disabilities. Corequisite: SPED 489.

**SPED 449. Supervised Teaching in General and Special Education.**

Cr. 12. This course combines into one semester the experience of observation, classroom teaching, and participation in related early/middle childhood, early adolescent, adolescent/young adult special education settings. Under the direction of the cooperating teachers and University field instructors, the teacher candidate will have appropriate experiences at a particular developmental level in both general and special education setting. Prerequisites: senior standing, SPED 445 or 489, SPED 446 and admission to the professional semester. S/U grade. Corequisite: ED 485.

**SPED 450/550. Models of Collaboration and Consultation in Special Education.**

Cr. 3. The provision of effective services for students with disabilities requires school-based professionals to work with each other, external agencies, parents, and the students themselves. This course is designed to address the

knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address roadblocks to collaboration. Prerequisite or corequisite: SPED 347 or consent of the instructor.

**SPED 451/551. Applied Behavior Analysis.**

Cr. 3. Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed in order to provide the students with appropriate educational programming. This course will provide education professionals with knowledge and experiences assessing behavior through various assessment techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included. Prerequisite or corequisite: SPED 347 or consent of the instructor.

**SPED 489. Teaching the Individual with Mild Disabilities (Grades 6-12).**

Cr. 3. This course provides teacher candidates with knowledge of various compensatory, corrective, and remedial instructional strategies in curriculum areas included in grades 6-12 including language arts/reading, social studies, sciences, mathematics, social skills, study skills, vocational skills, and adaptive behaviors. Course experiences emphasize effective, research-based teaching techniques, diagnostic-prescriptive teaching techniques, and individual education/transition planning for adolescents and young adults with mild disabilities (emotional/behavior disorder, learning disabilities, and mental retardation). Prerequisite or corequisite: SPED 444; corequisite: SPED 446. Required of any student who wants to be licensed to teach middle school and/or secondary students with mild exceptional needs.

**SPED 490/590. Current Problems in Special Education.**

Cr. 1-3. An intensive study of an area of special education. Subtitles, amount of credit and content depend on instructor's choice and student interest.

**SPED 495. Independent Study in Special Education.**

Cr. 1-3. Independent work to be done in a specific area of special education as agreed upon by the student and faculty advisor. Proposals must be approved before registration by the Chair of the Department.