

EDUCATION

All education programs have been approved by the state of Indiana, the Indiana Division of Professional Standards (DPS) and the National Council for the Accreditation of Teacher Education (NCATE). The Education Department offers programs which lead to licensure in elementary, middle, and high school settings. Areas and requirements are listed below. Please consult the Teacher Education Program Handbook for complete information on requirements and policies. All candidates are required to pass state-mandated basic skills exams prior to formal entrance to the Teacher Education Program, and pass the specialty area exams prior to Student Teaching.

Licenses (Generalist level) available under the Elementary Education major:

Early Childhood/Middle Childhood Generalist (grades K-6)

Licenses (Specific Content) available under the Education minor:

Early Adolescence/Young Adulthood (middle/junior high/high school)

Language Arts

Mathematics

Science (Life Sciences, Chemistry)

Social Studies (Economics, Government, History)

All Level

Fine Arts (Vocal & General Music, Instrumental & General Music, Theatre Arts)

Health/Physical Education

Visual Arts

Dual license in Exceptional Needs

MAJOR IN ELEMENTARY EDUCATION (61 credits)

REQUIRED: 16 courses (61 credits)

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| EDC 111 Human Devel & Except Needs | EDC 370 Science Methods |
| EDC 121 Literacy in Learning Environments | EDC 411 Student Teaching |
| EDC 201 Math Content for Elem Teachers | EDC 421 Reflection & Profess Dev |
| EDC 211 Interdisciplinary Inquiry | EDC 422 Community of Teachers |
| EDC 221 Strategies for Diverse Classrooms | ART 248 Elem Art Curr & Method |
| EDC 301 Educational Technology | NUR 208 Comm/Family Health Theory |
| EDC 302 Methods of Teaching Math | PE 224 First Aid |
| EDC 311 Measurement Theory & Asmt | MUS 172 Music for Elem Teachers |
| EDC 322 Curriculum Theory & Research | |

REQUIRED:

- 18-credit minor to be selected from Exceptional Needs or from a department outside education, excluding the Early Childhood minor under Psychology
- 2.750 cumulative GPA prior to official acceptance into the Teacher Education Program, prior to Student Teaching, and as a graduation requirement

MINOR IN EDUCATION (30 credits)

(Specific Content licenses)

REQUIRED: 6 courses (30 credits)

EDC 111 Human Devel & Exceptional Needs

EDC 221 Strategies for Diverse Classrooms

EDC 311 Measurement Theory & Assessment

EDC 322 Curriculum Theory & Research

EDC 411 Student Teaching

EDC 421 Reflect & Prof Devel

PE 224 First Aid

REQUIRED:

Major in a department other than education

2.750 cumulative GPA prior to official acceptance into Teacher Education Program, prior to Student Teaching, and as a graduation requirement

MINOR IN MATHEMATICS FOR ELEMENTARY EDUCATION (18 credits)

REQUIRED:

MTH 111 Math as a Human Pursuit MTH 125 Calculus I

MTH 122 Discrete Math MTH 126 Calculus II

Choose remaining 6 credits from mathematics courses numbered above MTH 111.

Only Elementary Education Majors may elect this minor.

MINOR IN EXCEPTIONAL NEEDS**Dual License in Exceptional Needs**

Teacher Candidates in any of the above programs can opt to gain dual licensure in Exceptional Needs. This 24 credit-hour option can fulfill the minor requirement for Elementary Education majors. Candidates must meet all Education requirements for GPA, testing, and field experience.

REQUIRED: 6 courses (24 credits)

EDC 213 Introduction to Exceptionality

EDC 214 Differentiated Methods for Exceptional Needs

EDC 313 Assessment in Exceptional Needs

EDC 314 Law and Documentation for Exceptional Needs

EDC 413 Intensive Field Placement in Exceptional Needs

EDC 414 Capstone Field Placement in Exceptional Needs

COURSE DESCRIPTIONS

Each education course except Science Methods has a required developmental level discussion session and field experience component. Discussion section and field placement will depend on license or license combination sought.

Professional Field Experience will be a structured, intensive weekly experience in public and private school settings.

111. Human Development and Exceptional Needs **3-4 credits**

Aspects of human development are explored emphasizing recognized theorists with particular reference to diverse populations, technological applications, and positive professional dispositions. Includes Professional Field Experience. **Fee**

121. Literacy in Learning Environments **5 credits**

This course will emphasize the analysis of reading and writing processes for diverse populations in K-6 classroom settings. Emphasis on current methodologies and strategies to address varying literacy needs through group and individualized instruction. Field application will focus on assessment of students in order to plan and implement multiple language arts lessons. **Fee**

201. Math Content for Elementary Teachers **3 credits**

This course is designed to give candidates a review of the basic math skills needed in teaching. An emphasis will be on understanding the mathematical concepts. Topics covered in this course include: number sense, fractions, decimals, percents, ratios, simple algebra, simple geometry, probability, statistics, and general problem-solving strategies. Candidates may be exempted from this course with a passing PRAXIS I math score and approval from the education department. Students may not receive credit for both EDC 201 and MTH 017.

211. Interdisciplinary Inquiry **4 credits**

Candidates will plan, implement, and assess an interdisciplinary thematic unit plan with a focus on integrated Social Studies and Language Arts curriculum. Focus is on current best practice research in classroom instruction. **Fee**

213. Introduction to Exceptionality **3 credits**

This course will include thorough consideration of students with Exceptional Needs. The candidates will explore societal attitudes, school practices and procedures, diagnosis and classification of exceptionalities, and current challenges in special education. **Fee**

214. Differentiated Methods for Exceptional Needs **3 credits**

This course will focus on the use of assessment to drive instruction in the academic curriculum. Curriculum development, technology applications, instructional strategies, and evaluation of students with diverse needs in both general and special education settings will be addressed. **Fee**

221. Strategies for the Diverse Classroom **3-4 credits**

Candidates will increase their knowledge and skill in effective instructional practices for the needs of all learners. Emphasis will be placed on meeting the needs of students, providing a supportive classroom environment, and differentiated instructional practices. Includes Professional Field Experience. **Fee**

255. Independent Study **1-3 credits**

291. Professional Laboratory Experience: Secondary **1 credit**

This is a field-based course of approximately 30 hours. Teacher candidates are placed in a middle or high school setting. It is designed for candidates who transfer into the Teacher Education program. It can also be an option for those education minors needing additional field experience prior to student teaching. **Fee.**

301. Educational Technology **3 credits**

This course investigates the role of technology in the elementary classroom, and aims to develop in the candidate an appreciation and understanding of these learning tools. Candidates will be exposed to several current technology tools, learn how to utilize these tools in both lesson planning and classroom projects, and gain experience seeking out new ways to enhance learning and develop student interest. This course is taught in conjunction with EDC 370.

302. Methods of Teaching Mathematics **3 credits**

Teacher candidates taking this course will use the Indiana State Standards as a primary resource as they continue to develop their mathematical skills and practice teaching math lessons appropriate for grades K-6. Emphasis will be on making math an exciting, interesting and fun subject for both the teacher and the student. **Prerequisite: EDC 301.**

311. Measurement Theory and Assessment **3-4 credits**

Teacher candidates will gain practical experience in the knowledge base, construction, and application of formal and informal assessments. Emphasis is placed on the documentation and analysis of student outcomes. Includes Professional Field Experience. **Fee**

313. Assessment for Exceptional Needs **3 credits**

This course will focus on the interpretation and analysis of assessment data for the teacher of students with Exceptional Needs. Topics include the construction and/or application of formal and informal assessment for intervention and instructional planning.

314. Law and Documentation for Exceptional Needs **3 credits**

This course examines the history and current status of legislation in providing special education services to students with Exceptional Needs. Relevant federal, state, and local procedures and policies will be examined in the context of implementing effective programs for all learners.

322. Curriculum Theory and Research **3-4 credits**

The focus of this course is the examination and implementation of theories of curriculum and assessment, course design, professional standards, and action research including technology, special needs, and reading. There is an increased emphasis on professional development and positive dispositions. The Professional Field Experience for this course will include implementing curriculum theory and conducting action research. **Fee**

370. Science in the Elementary Classroom **3 credits**

Techniques and methods of teaching elementary science to all learners are developed. Curriculum development, field and laboratory methodology, individual and group assessment in science education are emphasized.

411. Student Teaching **12 credits**

This course provides supervised practical application of knowledge, skills, and dispositions in actual school settings. Student Teaching is in one of seven school corporations contiguous to the campus for a full semester. **Fee**

413. Intensive Field Placement in Exceptional Needs **6 credits**

This course provides the candidate with initial supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. These courses will be offered during the May term following the junior year. **Fee**

414. Capstone Field Placement in Exceptional Needs **6 credits**

This course provides the candidate with advanced supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. Prerequisite: Successful completion of EDC 413. This course will be offered during the May term. **Fee**

421. Reflections and Professional Development **3 credits**

This seminar is a synthesis and assessment of student teaching, development of professional portfolio, and integration of theory, philosophy and practice. Special emphasis will be placed on demonstrating and improving professional practice.

422. Community of Teachers **3 credits**

This course provides experienced seniors with opportunities to explore the larger community of education. Students will be exposed to the large scale political, social, and global issues related to future career choices. Through mentoring, students will also guide the professional development and commitment of freshmen and sophomore education majors while refining and solidifying their own beliefs and dispositions.

450. Transition to Teaching Internship **6 credits**

This internship is the capstone experience for qualified students in the Transition to Teaching program. The Teacher Education Advisory Committee determines eligibility and entrance. The full-semester field experience takes place in one of seven school corporations. **Fee**

480. Mentor/Intern Certification Program **3 credits**

This course is a state-approved mentor-training program for the development of quality support to beginning teachers. Emphasis will be placed on the objectives and essential elements in training mentors to understand best practices in Standards-based teaching, portfolio development and reflection. This course is taught on location in schools of the Diocese of Lafayette-in-Indiana and open to licensed teachers.