

## EDUCATION

All education programs have been approved by the state of Indiana, the Indiana Professional Standards Board (IPSB) and the National Council for the Accreditation of Teacher Education (NCATE). The Education Department offers programs which lead to licensure in preschool, 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 Generalist (preschool emphasis)
- Early Childhood Generalist (primary grades K-3)
- Early Childhood/Middle Childhood Generalist (grades K-6)
- Middle Childhood Generalist (intermediate grades 3-6)
- Early Adolescence Generalist (middle school/junior high)  
Language Arts, Mathematics, Social Studies, Science

Licenses (Specific Content) available under the Education minor:

- Early Adolescence/Young Adulthood (middle/junior high/high school)
  - Language Arts
  - Mathematics
  - Science (Life Sciences, Physical Sciences, Earth/Space Sciences)
  - Social Studies (Economics, Government, History, Psychology, Sociology)
- All Level
  - Fine Arts (Vocal & General Music, Instrumental & General Music, Theatre Arts)
  - Health/Physical Education
  - Visual Arts

### MAJOR IN ELEMENTARY EDUCATION (68 credits)

(Generalist level licenses and Exceptional Needs)

REQUIRED: 16 courses (68 credits)

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

REQUIRED:

- 18-credit minor to be selected 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



strategies. Students 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**

Analysis and application of the theory of multiple intelligence in various technological and communication modalities. Particular attention will center on populations of exceptional and diverse needs. Continued emphasis on professional development and positive dispositions. Students will plan, implement, and assess an interdisciplinary thematic unit plan including at least three communication modalities. Includes Professional Field Experience. **Fee**

**221. Instructional Strategies** **4 credits**

Synthesis and implementation of various motivation and management techniques in diverse settings. Continued emphasis on professional development and positive dispositions. Pre-service teachers must show evidence of instructional technology use and at least two other instructional strategies. Pre-service teachers will also develop a management plan. 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 40 hours. Teacher candidates are placed at middle or high school setting. It is designed for students 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. Computer Based Teaching Methods** **3 credits**

Desk work shall include the study of the use of the microcomputer for tutorials, drills, and simulations for use in the classroom. Research related to sources of instructional computing software will be done by the students working either individually or in teams. Students will work in teams to produce at least one CAI tutorial using “SuperLink” on the PC and/or “Hypercard” on the Macintosh computer. The LASER videodisk and CD ROM units controlled by these computing packages will be utilized in these activities. The student teams will write and run programs using recursive procedures with the Logo “turtle” as well as write and execute simple programs using arithmetic algorithms in Logo. The student teams will also have hands-on experience with the presentation package “PowerPoint”—using a digital camera where appropriate—and will use a spreadsheet to find numerical solutions to some algebraic exercises. This course does not count toward a major, group major, minor, or associate degree in Computer Science.

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

Students 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** **4-6 credits**

Development of individual and group curricula in conjunction with analysis of formative and summative assessment including authentic assessment, standardized testing, and special needs. Introduction to statistical methods in relation to educational settings. Increased emphasis on professional development and positive dispositions.

Includes Professional Field Experience. Must show evidence of informal assessment, planning based on assessment, planning based on Individualized Education Plan (IEP), and assistance in state standardized testing. **Fee**

**322. Curriculum Theory** **4-6 credits**

Examination and implementation of theories of curriculum and assessment, course design, professional standards, and action research including technology, special needs, and reading. Increased emphasis on professional development and positive dispositions. Includes Professional Field Experience implementing curriculum theory and conducting action research. **Fee**

**370. Methods in Science for Elementary Teachers** **2 credits**

Techniques and methods of teaching elementary science to diverse students are developed. Curriculum development, laboratory methodology, individual and group assessment, and computer-assisted instruction are emphasized.

**411. Student Teaching** **12 credits**

The professional laboratory experiences are designed to give prospective candidates an opportunity to practice their knowledge, skills, and dispositions in actual school settings. Student Teaching is in one of seven local school corporations contiguous to the campus. **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 the opportunity to mentor and guide the professional development of undergraduates. Seniors will be actively involved assisting in working portfolio development and field performance assessment.

**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 Committee determines eligibility and entrance. The full-semester field experience takes place in one of seven local 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 is only open to licensed teachers.