

EDUCATION

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Asbury College has a variety of teaching majors leading to either the Bachelor of Science in Education or the Bachelor of Arts degree. The goal of the Education Department is to provide a strong academic program and prepare quality educators who are committed to professional excellence and who positively impact P-12 student learning. This commitment is embodied in the Education Department's model: "Facilitators of Student Success," which seeks to prepare educators in response to the Kentucky Teacher Standards who will be able to:

- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Demonstrate implementation of technology
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success while fostering professional community

An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses offer opportunities for working with school-age young people. Cooperating officials of nearby school systems, as well as the Kentucky Education Professional Standards Board (EPSB), provide the Department staff and students access to practical educational experiences.

TEACHER EDUCATION PROGRAM

The Teacher Education Program is administered through a Performance Assessment System built on a continuous improvement cycle which includes four progress check points or "Gates":

Gate 1 - Program Entry; complete Form 1 (sophomore standing)

Gate 2 - Admission to Teacher Education; admission to upper level courses

Gate 3 - Admission to Student Teaching; complete Form 2

Gate 4 - Program Exit; recommendation for certification

Each Gate consists of an interview and a portfolio review. A student must complete each Gate successfully (proficient rating) on both the interview and portfolio review before moving to the next Gate. Candidates in education use an e-portfolio process for each of the Gate assessments.

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (Gate 2) in order to complete required professional courses (300 or above). Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification. Student teaching, which is considered to be a full semester of course work, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district. A minimum grade point average of 2.75 must be maintained for all education major programs.

Admission to Teacher Education (Gate 2)

In order to seek admission to the Teacher Education Program at Asbury College, a student must:

1. obtain sophomore standing (minimum of 30 semester hours).
Achieve – 39 credit hours plus the first semester in the Elementary Achieve Program
2. obtain a minimum cumulative GPA of 2.75 on a 4.0 scale.
Achieve – 14 credit hours from the first semester – minimum of 2.75
3. submit a formal application (Form 1) for admission into teacher education
4. obtained a grade of "C" or above in each of these courses:
 - ENG 110 or 151 (or ENG equivalent)
(May be met by ACT/SAT English score of 27/660 and satisfactory completion of a writing test administered by the Department of English.)
 - COM 150 or 351 (or its equivalent)
 - MAT 120 or 162 (or math equivalent).
(May be met by ACT/SAT Math score of 26/600.)
Achieve is MAT 162 (or math equivalent).
5. complete the ACT with a composite score of 21 or above or obtain passing scores on the PPST.
6. obtain a grade of “C” or above in ED 200 Introduction to Education
7. complete an 82-clock hour practicum (ED 210 component) that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings. Achieve has a 12 hour diversity experience in a school with ethnicity.
8. obtain clearance from the Office of Student Development concerning moral, social, and ethical behavior. Achieve candidates sign off on the Community Life Form.

9. obtain 5 positive recommendations with disposition ratings for admission into teacher education. Achieve – two of the five recommendations come from application to the Achieve Program (one personal and one professional)
10. submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics
11. complete a successful interview with the Teacher Education Committee (Proficient ranking).
12. obtain a Proficient score on the Gate 2 portfolio which includes Standard X for dispositions.

Continuation in the program requires a 2.75 g.p.a. in all coursework (cumulative), the teaching major, and in the professional core. The professional courses are as follows: ED 320, 340, 341, 342, 350, 360, 380, 385, 393, 400, 405, 410, 420, 421, 422, 425, 430, 435, 440, 450, 455, 460, 465, 470, 999 (Student Teaching code)

Admission to Student Teaching (Gate 3)

In order to seek admission to the Student Teaching professional semester at Asbury College, a student must have:

1. filed a Supervised Student Teaching Application (**FORM 2**) with the Education Office by midterm of the semester prior to student teaching.
2. completed at least 75% of the course work for the teaching major (senior standing).
3. completed all institutional prerequisites with respect to time in residence and laboratory experiences.
4. obtained a minimum g.p.a. of 2.75 on a 4.0 scale in the professional education core, the teaching major, and the cumulative g.p.a. (Middle school majors must obtain a minimum g.p.a. of 2.75 on a 4.0 scale in the professional education core, each of the two teaching minors, and the cumulative g.p.a.)
5. been admitted to and retained good standing in the Teacher Education Program (Gate 2).
6. received the recommendation of his/her major department.
7. received the recommendation of the Department of Education.
8. submitted a current physical examination report (to be done immediately prior to student teaching.)
9. completed the Gate 3 (Admission to Student Teaching) interview with proficient rating, completed field components with a proficient rating, presented a proficient e-portfolio, and demonstrated a proficient rating on Standard X regarding dispositions.

Certification Examinations

All education majors are *required to take* the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT) prior to graduation.

Certification (Gate 4)

The Teacher Education Program at Asbury College is accredited by the Kentucky Education Professional Standards Board and the National Council for the Accreditation of Teacher

Education (NCATE). Requirements for each teaching area at Asbury College are in compliance with the minimum regulations set forth by the Kentucky Education Professional Standards Board and are subject to change. Each program curricular design responds to the specific NCATE specialty professional associations (SPA).

Applicants for a Kentucky teaching certificate must complete state approved program requirements and all graduation requirements which provide for meeting the initial academic certification standards. To be recommended for certification, a candidate must pass the Gate 4 interview and the portfolio review with a proficient rating, which includes a rating on candidate dispositions. For certification the candidate must also receive scores that meet or exceed the Kentucky established minimums on the PRAXIS II Specialty Area Assessment(s) and Principles of Learning and Teaching.

When the approved teacher education program and Kentucky certification testing requirements have been met and when an application for Kentucky certification has been completed, a Statement of Eligibility may be requested from the Kentucky Education Professional Standards Board. Upon securing a teaching contract in Kentucky, the beginning teacher must participate in the Kentucky Teacher Internship Program (KTIP) during the first year of teaching in Kentucky.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact. (When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed.) Graduates can contact a state's Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury College for assistance in interpreting individual state certification requirements.

Student Teaching Overseas

Asbury is affiliated with Interaction International/CCTECC (Christian College Teacher Education Coordinating Council) and SEND International. These organizations provide Asbury with an accredited framework to offer overseas student teaching. Dual placement is necessary, with candidates teaching stateside in a local school district with supervision by Education faculty during the first half of the semester. Student teaching overseas occurs during the last half of the professional semester. Careful consideration needs to take place by anyone desiring to student teach overseas. There is an application and stateside training fee. **Candidates must apply at least one full calendar year in advance of student teaching placement.** Contact the Director of Field and Clinical Experiences in the Education Department for details and application specifications.

MAJOR REQUIREMENTS

The Kentucky Education Professional Standards Board mandates four levels of certification requirements which include Elementary (P-5), Middle School (5-9), Secondary (8-12), and all grade levels (P-12) Education. Students must meet the requirements of one of the prescribed certification programs.

Fifty percent of the major must be taken at Asbury College to receive a degree, and student teaching must be completed in a school district with which Asbury has a contractual

agreement. All program requirements are in response to Kentucky Education Professional Standards Board regulations and subject to change.

ELEMENTARY SCHOOL GRADES (P-5) (83 hour major + general education + electives)

ED 200, 210, 220, 230, 274, 276, 320, 341, 342, 350, 360, 380, 400, 405, 410, 430/435 or 440; ENG 240, 360; GEO 211; MAT 162, 261, 262; PSY 100

Academic Emphasis—12 hours from one of the following areas (general education and other courses required above may not be included):

English (12);

English as a Second Language (12 hours from ED 418, ENG 200, 331, 335, 336);

Mathematics (12 hours from MAT 131 or higher; not 162, 261, 262);

Science (12 hours from BIO, CHE, ESC, and/or PHY);

Social Studies (12 hours from HIS, PS, PSY, and/or SOC);

World Language (12 hours in one language);

Fine Arts (12 hours from Music and/or ART with 3 hour limit on independent studies, ensembles, private lessons);

Cross-Cultural (12 hours as follows: SOC 212, 323 or ED 393, SOC 353; 3 hours from COM 311, ENG 200, 362, MIS 201, 312, 322, 323, 330).

Learning and Behavior Disorders (P-12) (12 hours from ED 225, 330, 332, 334, 338, 415, and 416; completion of all 18 hours provides dual certification in elementary and special education)

Interdisciplinary Emphasis (12 hours from Humanities [Fine Arts, Literature, Philosophy], English, Mathematics, Science, Social Science, Communications, and World Languages; not ENG 100 or MAT 100)

MIDDLE SCHOOL GRADES (5-9) (79-89 hour major + general education + electives)

Professional Courses (37): ED 200, 210, 220, 240, 320, 385, 405, 410, 425, 450 and 455.

Middle School Education Minors (48): Select two from the following five emphasizes:

English & Communication Middle School Education Emphasis (24): ENG 230, 231, 232, 250, 261, 262, 331, 361

Mathematics Middle School Education Emphasis (25): Track A: MAT 162, 261, 262, 371; 12 hours from CSC 113, 121, MAT 152, 181, 232, 241, 271, 342, 362, 462

Track B: MAT 152, 232, 362, 371, 462; 8 hours from CSC 113, 121, MAT 262, 181, 241, 271, 342

Science Middle School Education Emphasis (25): BIO 161, 163, 221, 223, 341; CHE 121, 122; ESC 202, PHY 201

Social Studies Middle School Education Emphasis (27): ECN 100; GEO 211; HIS 301, 302, 350; HIS 351 or 352, 3 hours from HIS 320-327; PS 101 or 300; PSY 100 or SOC 100

Learning and Behavior Disorders (P-12) (18): ED 225, 330, 332, 334, 338, 415, 416

SECONDARY EDUCATION (8-12)

Students preparing to teach at the secondary level must follow the curriculum as outlined by the departments offering majors in education. These majors have the following components: general education 39-48 hours; professional courses 37 hours; and teaching

major 42-56 hours. Major Fields: Biological Science, Chemistry, English, Mathematics, Psychology, and Social Studies.

P-12 EDUCATION (All grade levels)

Students preparing to teach at all levels must follow the curriculum as outlined by the departments offering P-12 majors. These majors have the following components: general education 46.5-48 hours; professional courses 28-34 hours; P-12 teaching major 39-61.5 hours.

Major Fields: Art, French, Health and Physical Education, Music, and Spanish.

The Department of Education also offers a degree completion program with a major in **ELEMENTARY EDUCATION GRADE P-5** through the Achieve program of the college. For information on that program see ACHIEVE in the index.

PRE-EDUCATION (21-22 hour minor)

ED 200, 210, 220, 320; Choose one track--Elementary Track: ED 230; MAT 162; 5 hours from ART 200; ENG 240, 360; HED 322; MAT 261; or MED 301; Middle/Secondary Track: ED 240; 8-9 hours in content area; P-12 Track: ED 230; 8-9 hours in content area.

ENDORSEMENTS

(see the Department of Education for details]

ENGLISH AS A SECOND LANGUAGE P –12 (15 hour endorsement; education majors only) ENG 200, 331, 335, 336; ED 418

LEARNING AND BEHAVIOR DISORDERS (P-12) DUAL CERTIFICATION WITH ELEMENTARY/MIDDLE SCHOOL (19 hour endorsement) ED 225, 330, 332, 334, 338, 415, 416

LEARNING AND BEHAVIOR DISORDERS (8-12) ENDORSEMENT DUAL CERTIFICATION WITH SECONDARY (15 hour endorsement)
ED 225, 330, 332, 338, 415, 416.

MIDDLE SCHOOL GRADES 5-9 EXTENSION (27-30 hour extension)

ED 425; plus one of the Middle School Education Minors. The middle school certification extension may be added to the secondary education or elementary major. Elementary Education (P-5) majors may add a Middle School extension by completing one of the four Middle school minors. Note: Secondary majors may obtain a middle school extension by taking the additional methods course for middle school.

MODERATE AND SEVERE DISABILITIES (MSD) CERTIFICATION

Undergraduate: Aligns with the LBD Dual Certification P-12 and Endorsement 8-12 Moderate and Severe Disabilities P-12 certification (may only be attached to the LBD certification—it is not a standalone certification) 19 hours

UK Courses: EDS 530, 546, 548, and 549 (total of 13 hours) and Asbury's Course in Student Teaching for 6 hours [see course descriptions in Graduate section of this Bulletin.]

EDUCATION COURSES

ED 200 (3) Introduction to Education—An introduction to the historical and contemporary dynamics of education in America. Topics of study include the philosophies and theories of education, legal implications, teacher organizations, career opportunities, learning styles relevant to varying cultures, and the significance of participatory democracy. This introductory course includes opportunities for working with experienced teachers in school classrooms in the area of intended major. Students enrolled in this course are required to enroll in ED 210 Introduction to Education Practicum concurrently.

ED 210 (1) Practicum: Level I Field Component—This field experience component is designed to enhance ED 200 Introduction to Education by giving prospective teacher education candidates an opportunity for in-depth observation in the public schools. Students will spend 90 clinical/field experience hours in the actual classroom environment working extensively with teachers and students. A significant portion of this field component occurs in urban schools with high populations of P-12 diverse students. A bi-weekly seminar on campus will be required. Students enrolled in this practicum experience are *required* to enroll in ED 200 Introduction to Education concurrently. Credit/no credit.

ED 220 (3) Technology for Education—Introduction to the concepts of computer usage, productivity tools, and application of the computer for the classroom setting. Within the course, the student will acquire competency in using productivity tools which include word processing, data base, powerpoint, multimedia (authoring), gradebook applications, and web pages; and will evaluate software and utilize the internet. Instruction of other technologies including television and camcorders for designing and creating instructional materials will be incorporated. Fee

ED 225 (1) Assistive Technologies for Special Populations—An array of basic technology skills will be included to facilitate the education of students with disabilities. Technological experiences will include: authoring software, interactive electronic presentation device/software and an assistive technology workshop.

ED 230 (3) Human Growth and Development—A study of the physical, emotional, social, cognitive, and moral aspects of human development through the life span including birth, childhood, adolescence, and adulthood, and their interaction with environmental and cultural influences pertaining to elementary and secondary school teachers. Includes Level I Field Component.

ED 240 (3) Adolescent Learner—A study of the physical, emotional, social, cognitive, and moral aspects of human development through the life span focusing on the adolescent. Special emphasis is placed on helping the adolescent meet the challenges of the modern

world the applying developmental theory to the secondary school setting. Includes Level I Field Component.

ED 274 (3) Social Studies and Science Content in the Elementary Classroom—Provides an overview of the content in science and social studies that elementary teachers need in order to deliver the instruction and assess that content in the K-5 grades. Candidates will be presented this content through the Kentucky Core Content for Assessment. This core content will be view as a part of the curriculum of an elementary school program.

ED 276 (3) Arts and Humanities and Practical Living/Vocational in the Elementary Classroom--Provides an overview of the content in arts, humanities, and practical living/vocational that teachers need in order to deliver the instruction and assess that content needed in the K-5 grades. Some of the content included in these areas are music, drama, visual arts, dance, safety, careers, and health. Candidates will be presented this content through the Kentucky Core content for Assessment in the areas of arts and humanities and practical living/vocational and learn the methodology in these content areas for instructional design and assessment. This core content will be view as a part of the curriculum of an elementary school program.

ED 320 (3) Exceptional Learner in the General Education Classroom—An introduction to the field of special education dealing with the learning needs of exceptional children - those who are gifted and those who have intellectual, emotional, physical, or sensory disabilities. Course emphasis is on principles and procedures for adapting educational programs to accommodate the needs of these children in the general education classrooms. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

****NOTE**** The following courses all require admission to the Teacher Education Program.

ED 330 (2) Behavioral Intervention of Students with Learning and Behavior Disabilities—Offers principles and techniques for managing the behavior of children and youth with disabilities. Preventive, supportive, and corrective techniques are included. The course focuses on the development of management plans that provide positive behavior supports for P-12 students. Level II Field component required. Prerequisite: ED 320

ED 332 (3) Collaboration and Advocacy for Special Populations—Focuses on collaborative models and appropriate techniques for cooperative working relationships in the school setting. Pertinent legislation and issues of advocacy for the student, parent, and teacher will be explored and applied to current principles for the development of educational programming for students with disabilities. Prerequisite: ED 320.

ED 334 (3) Early Childhood Education of Special Populations—Overview of the special needs of young children including the discussions of historical and empirical support for providing early intervention services; assessment, instructional methodologies, family involvement and including children with and without disabilities. Attention will be given to

assessing and assisting achievement of cognitive, language, social, and motor skills.
Prerequisite: ED 320.

ED 338 (3) Introduction to Students with Learning and Behavior Disabilities—The learning, behavioral, and emotional problems of children and youth are explored in the context of theory, etiology, assessment, and practice. Issues of educational programming and community agency support are considered. Level II Field Component Prerequisite: ED 320.

ED 341 (2) Reading and Language Arts Methods and Materials (P-5)—First course of the two-course reading/language arts sequence. A study of current methods and materials useful in teaching children to read, write, and develop proper language skills. The development of reading and language arts programs and appropriate teaching strategies for the primary school students will be emphasized. Time will be given to unit and lesson plans. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

ED 342 (2) Teaching of Reading (P-5)—Direct approaches to the teaching of reading, including phonics and other word identification techniques as well as comprehension strategies. Includes Level II Field Component.

ED 350 (3) Literacy Assessment (P-5)—An introduction for prospective teachers to methods of language arts assessment. The reading interests and needs of average and exceptional readers are considered, and primary emphasis will focus on the study of current methods and materials useful in analyzing and treating the problems of disabled readers. Time is given to actual in-school diagnosis and remediation of a problem reader that focuses on impact on student learning and culminates in a literacy work sample. Prerequisites: Admission to the Teacher Education Program and ED 341. Includes Level II Field Component.

ED 360 (2) Social Studies Methods and Materials (P-5)—Exploration of methods, materials, and motivational techniques in teaching social studies at the elementary level. Social studies instructional skills are developed through laboratory experiences. Time is given to unit and lesson plans. Prerequisites: Admission to the Teacher Education Program. To be taken concurrently with ED 370. Includes Level II Field Component.

ED 380 (3) Elementary Math and Science Methods—Equips the future elementary teacher with appropriate methods, materials, and motivational techniques for the teaching of math and science. Students will begin to understand what is the nature of mathematics and science, what are appropriate expectations for learning in elementary math and science, what are exemplary teaching and assessment practices that support math and science programs, and what are available materials and resources for the teaching of math and science. Pre-requisites include: Admission to Teacher Education, MAT 162 & 261. Includes Level II Field Component

ED 385 (3) Reading and Writing Across the Curriculum (Middle School and Secondary Education majors)—Establishes methods and techniques for utilization by Middle and Secondary School Teachers to enhance the reading, composition, and writing skills of their students in whatever discipline they teach. Includes an overview of the various aspects of the reading process and discusses the specialized demands of reading and portfolio development in the content areas. Prerequisites: admission to the Teacher Education Program. Includes Level II Field Component.

ED 393 (3) Seminar—Seminars and special extended field experiences supervised by faculty, with appropriate reading and assessment.

ED 395 Extended Field Experiences (Variable Credit 1-3) (Pass/Fail) – This course extends the field experiences currently integrated within each of the education majors. It will (a) assist the student to connect theory & practice; (b) provide a sense of flow and schedule for a typical school day; (c) enable in-depth and extended interaction with classroom teachers and students, and (d) help the student apply content from methods classes in lesson planning & teaching. Students are involved in planning for and implementing lessons for both small and whole group instruction. This course also enables candidates who desire additional experiences in urban settings or with students who have diverse learning needs to have those opportunities.

ED 400 (1) Practicum: Level II Field component (For Elementary Only)—Course intends to (a) help the student connect theory & practice; (b) provide a sense of flow for a typical school day; (c) enable in-depth interaction with classroom teachers and students, and (d) help the student apply content from methods classes in lesson planning & teaching. Students are involved in planning for and implementing instructions for both small group and whole class lessons. Co-requisite with Elementary Methods Block courses. Level II Field Component for elementary only.

ED 405 (3) Learning Performance and Assessment—Designed to examine classical learning theories of motivation and cognitive development of human behavior. Future teachers will be trained to interpret the results of standardized achievement tests, create performance-based assessment items, develop teacher-made tests which take into account a student's individual approaches to learning, and analyze the impact on student learning. An assessment work sample which incorporates a skill set of instructional design, standard-based, unit planning, integration of formative and summative assessment measuring analysis of student learning is a requirement for the course. Prerequisites: Admission to the Teacher Education Program.

ED 410 (3) Classroom Management—Examination of basic discipline technologies for students. Course emphases will include practical application of effective classroom environments, appropriate selection of management technologies for behavioral remediation, effective teaching styles and teacher behavior, efficient observation and conferencing skills. Prerequisites: Admission to the Teacher Education Program and ED 405. Course to be taken prior to student teaching. Note: The fall semester course focuses on

management in the Elementary school, and the spring semester course focuses on management in the middle and secondary school.

ED 415 (3) Assessment for Special Education—This course provides instruction on the various forms of assessment used by a special educator including; administration of standardized individual achievement assessments, techniques for monitoring student progress and IEP benchmarks and various forms of curriculum-based measures. To demonstrate test administration, interpretation and data analysis of curriculum-based measures, candidates will complete a clinical work sample. Level II Field Component. Prerequisites: ED 320, 330, 338

ED 416 (3) Methods for Special Populations—This course focuses on direct instruction and student-oriented methodologies for students with mild disabilities. Emphasis will be placed on metacognitive strategies, appropriate and non-intrusive accommodations, and seamless transitions for collaborative and inclusive settings. Instructional methodologies that support student achievement in the general core knowledge will be included. An instructional work sample will provide evidence of the candidate's competence in designing and accommodating instruction. Level II Field Component Prerequisites: ED 320, 330, 338.

ED 418 (3) Teaching English as a Second Language Methods and Culture—Addresses current methods and materials for teaching English as a Second Language with a particular emphasis on culturally responsive instruction. Focuses on theory made practical with a strong emphasis on ethical and intercultural sensitivity. Includes practicum experiences to ensure classroom confidence and success. Includes Level II Field Component.

ED 420 (3) Secondary/P-12 Methods Courses by Subject: Biological Science, Chemistry, English, World Language, Mathematics, and Social Studies—The study of methods and materials used in current education and to develop skills in relating these to the teaching-learning process. Aims and objectives for teaching a specific discipline are included as well as courses of study, unit and lesson plans, assessment, and use of equipment. Prerequisites: Admission to the Teacher Education Program, ED 385, FRN 410, LAT 410, or SPN 410. Includes Level II Field Component.

ED 421 (3) Art Methods and Materials (P-12)—A study of visual art for elementary and secondary students. This course includes art fundamentals review, planning for students development in cognitive skills, processes and avenues to art appreciation, and hands-on experience working with various media, methods and materials. Each student presents two lessons with lesson plans; also classroom visitation to area schools for observation and participation is part of the criteria. Learning of classroom management, such as ordering supplies and equipment, is dealt with. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component. (alternate years) Fee.

ED 422 (3) Instruction for Teaching Physical Education and Health(P-12)—An introduction to methods and materials used in current education and to develop skills in

relating these to the teaching-learning process. Aims and objectives for teaching each discipline include unit and lesson plans, assessment, and use of equipment. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

ED 425 (3) Middle School Curriculum and Methodologies—Focuses on curriculum concepts and teaching strategies for students in the middle grades. Attention will be given to the philosophy and educational structure appropriate for the middle grades. Methods and materials related to particular academic emphases will be provided. Time is given to unit and lesson plans. Prerequisites: Admission to the Teacher Education Program and ED 385. Includes Level II Field Component.

Prerequisite for following student teaching courses: Admission to the Teacher Education program and completion of Gate 3 requirements (Admission to Student Teaching). Student must have a minimum 2.75 g.p.a. in all coursework (cumulative), the teaching major, and in the professional core.

ED 430, 435, 440, 450, 455, 460, 465, 470, 475, 480 Student Teaching: Level III Clinical Component—Within the professional semester, there will be four components to support and guide the beginning educator. The first component, “Leadership for Family/School/Community Relations,” focuses on culturally-responsive leadership to embrace the richness of the diverse multicultural heritage of today’s society. The second component, “Student Teaching Camp,” focuses on teaching objectives, classroom procedures, motivation techniques and legal implications for classroom teachers. Successful completion of Components I and II is a prerequisite for the full-time assignment of student teaching. Component III, “Integration and Reflection Forums,” are bi-weekly seminars to focus on practical insights gained through authentic learning during student teaching. The student teaching portion (Component IV) of this professional semester involves 13 weeks of full-time assignment in a local school to observe, to participate, and to teach in classroom settings with a special emphasis on the impact of student learning. Successful completion of all components is necessary for degree completion.

ED 430, 435 (6 each) Student Teaching Elementary: Level III Clinical Component—During the first two weeks of the semester, students will meet in a seminar to focus on teaching objectives, classroom procedures, motivation techniques, and legal implications for classroom teachers. Opportunities will be given for pre-placement conferences with cooperating teachers and observation. Each student will then be assigned full time for 13 weeks in a local school to observe, to participate, and to teach in classroom activities, which will include assessment, counseling, organizing materials, and participating in other professional activities. Placements will be made in two non-adjacent grade levels (grades P-5); each will be six weeks in length.

ED 440 (12) Student Teaching Elementary: Level III Clinical Component—During the first two weeks of the semester, students will meet in a full-day seminar to focus on teaching objectives, classroom procedures, motivation techniques, and legal implications for classroom teachers. Opportunities will be given for pre-placement conferences with

cooperating teachers and observation. Each student will then be assigned full time for twelve weeks in a local school to observe, to participate, and to teach in classroom activities, which will include assessment, counseling, organizing materials, and participating in other professional activities. Placements will be made in a primary block setting, primary levels P1-P4, which includes the grade levels of P-3. Placements will be made in one setting grades P-5.

ED 450, 455 (6 each) Student Teaching Middle School: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement may be a twelve-week continuous placement in two subject areas or two six-week single subject placements (5-9). Prerequisites: same as ED 430.

ED 460, 465 (6 each) Student Teaching P - 12: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement will be two six-week subject placements (P-5 and 5-12). Prerequisites: same as ED 430.

ED 470 (12) Student Teaching Secondary: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement will be a twelve-week continuous placement in a high school (8-12). Prerequisites: same as ED 430.

ED 475 (6) Student Teaching Special Education: Level III Clinical Component—Course descriptions and requirements are the same as for ED 430 with the exception that the placement will be a six-week experience in special education. Prerequisites: same as ED 430

ED 480 (6) Student Teaching Special Education: Level III Clinical Component—Placement will be a six week placement in special education. The other six-week placement will occur in elementary, middle, or secondary.

ED 999 (12) Supervised Student Teaching—Used as a code for advance registration for the professional semester.

GEOGRAPHY COURSE

GEO 211 (3) Principles of Geography—A study of geography using primarily a balanced approach between physical and cultural geography, designed primarily for the elementary and middle school teacher and for the concentration in the social studies emphasis.