

Education

[Division of Education Web Site](#)

[Deaf and Hard of Hearing Teacher Education Major checklist](#)

[Elementary Education Major checklist](#)

[Physical Education Major checklist](#)

[Secondary Education Certification checklist](#)

[Spanish Education Major checklist](#)

[Special Education checklist](#)

CHAIR: S. Breese.

“Reflective Educators Transform Lives”

The Education Division is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service.

The division’s programs are accredited by the Illinois State Board of Education (ISBE). The division follows the guidelines established by ISBE and the National Council for Accreditation of Teacher Education (NCATE).

The unique strength of the education program is its integration with the college’s general education program. Both curricula are designed to develop students who can think critically and write and speak clearly and concisely, who understand the diverse values and traditions of the world and the content knowledge of their chosen discipline, and who use the skills and content of their education to transform themselves, their students, and their world. The goal is to produce educators who become reflective agents of change.

The division has a set of performance indicators to evaluate the candidates and the program, and a set of dispositions that each candidate is expected to display. The performance indicators are: assessment and evidence research, learning and practice, professional leadership and conduct, collaboration and communication, and knowledge of content. The dispositions are: effective collaboration and communication, reflective decisions based upon critical analysis and synthesis of information, models of learning as a lifelong process, and ethical professionals with high expectations of themselves, their colleagues, and their students as well as sensitivity to individual differences and diversity.

Teacher Education Program Approval

The following teacher education programs have been approved by the Illinois State Teacher Certification Board:

- * **Deaf or Hard of Hearing (Special Education, P-21);**
- * **Elementary Education (Elementary, K-9);**
- * **English Language Arts (Secondary, 6-12);**
- * **Foreign Language – Spanish (K-12);**
- * **Learning Behavior Specialist I (Special Education, P-21);**
- * **Physical Education (Special, K-12);**
- * **Science – Biology (Secondary, 6-12);**
- * **Social Science – History (Secondary, 6-12)**

Successful completion of an approved program will entitle a student to apply for an Illinois teaching certificate in that area.

All teacher certification programs have six benchmark periods for the assessment and evaluation of student progress by members of the division. Candidates who do not meet the required expectations at the designated benchmarks will not be permitted to proceed further in their programs. The performance expectations and the benchmarks for the MacMurray education candidates are as follows:

1. Completion of Freshman Year

Education 202, Introduction to Teaching

Cumulative grade point average of at least 2.0 for all college courses and grade of at least C in all Education courses

2. Completion of Sophomore Year

One successful field experience

Education 237, Technology in Teaching

Cumulative grade point average of at least 2.5 for all college courses and grade of at least C in all Education courses

Formal digital portfolio application and admission to the Education Division

Passing scores on the Illinois Basic Skills Test

3. Completion of Junior Year

Cumulative grade point average of at least 2.5 for all college courses and grade of at least C in all Education courses

4. Pre-Clinical Practice Teaching

Formal digital portfolio application and admission to Clinical Practice

Continued successful field experiences
Completion of all major and college course requirements
Cumulative grade point average of at least 2.5 for all college courses and grade of at least C in all Education courses
Passing the MacMurray junior-level writing exam
Police background check
Passing the Content Area Test
Passing the Special Education General Curriculum Test (pertains to DHH and SPED majors only)

5. Exiting Clinical Practice Teaching

Demonstration of mastery of knowledge, skills, and dispositions across Teacher Performance Expectations Areas
Cumulative grade point average of at least 2.5 for all college courses and grade of at least C in all Education courses
Completion of candidate digital portfolio with a grade of B or better

6. Completion of Program

Demonstration of mastery of knowledge, skills, and dispositions across Teacher Performance Expectations Areas
Cumulative grade point average of at least 2.5 for all college courses and grade of at least C in all Education courses
Completion of MacMurray general education requirements

7. Certification by the State of Illinois

Pass the Assessment of Professional Teaching Test

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Students who are admitted to the division are responsible for understanding and meeting these criteria for academic progress, outlined further in the current edition of the *Education Division Student Handbook*.

Requirements for teacher certification in different states vary widely. Students are responsible for informing themselves about requirements for certification in the states in which they wish to teach. While students may qualify for certification in several states, no commitment is made for certification in states other than Illinois. Illinois is, however, a member of the 38-state Interstate Certification Group providing reciprocity.

Field experiences, practicum, and clinical practice (student teaching) use community and area institutions. Transportation to and from these sites is the responsibility of the student. Additional requirements include, but are not necessarily limited to, the maintenance of malpractice

insurance and Class C CPR certification (adult, infant, and child), current immunizations, and compliance with division health regulations. These and other policies, including appeals of student assessments and disciplinary procedures, are explained in the *Education Division Student Handbook* and *The Maggie* (student handbook). All education majors are expected to be familiar with the policies in these publications. Copies of the *Education Division Student Handbook* are available at the Education Division office and online at www.mac.edu/education.

Courses

EDUC 202. INTRODUCTION TO TEACHING. (1) Introductory course to identify requirements and expectations of the division and to introduce students to the fields of education. Co-taught by members of the division. Required of all education majors. No prerequisite. Graded Pass/Fail.

EDUC 225. HISTORY AND PHILOSOPHY OF EDUCATION. (3) Introduces students to the field of education. In addition, a major emphasis will be placed on the historical and philosophical roots of American education along with an in-depth investigation of contemporary issues that are unique to American schooling. Offered each semester. No prerequisite.

EDUC 237. TECHNOLOGY IN TEACHING. (3) Emphasizes an understanding of various methods and materials for incorporating technology into the classroom. Much of this understanding will be gained through hands-on experience in developing and presenting lesson and teaching strategies using a multimedia approach. The course objectives will include proficiency in basic computer terminology, operations, concepts, data manipulation, understanding of professional and ethical issues, application to subject areas, problem solving, collaborative planning and teaching, product development, and literacy skills. No prerequisite.

EDUC 320. MIDDLE SCHOOL TEACHING. (3) Middle School philosophy, curriculum and instruction, methods, and resources for designing and teaching developmentally appropriate programs in the middle grades, including content area reading instruction. Prerequisite: Elementary major or Secondary Certification program.

Deaf and Hard of Hearing Teacher Education

FACULTY: D. Aubry (*Coordinator*), S. Humphries+, J. Purdy+, J. Williams+.

MacMurray's Deaf Education program is the oldest in Illinois. Its unique curriculum combines a rigorous liberal arts core program with a comprehensive professional training program. The

curriculum has been accredited by the Teacher Certification Board of the State of Illinois and the North Central Association of Colleges and Schools.

Successful completion of this program results in a Bachelor of Arts degree and entitles students to apply for an Illinois teaching certificate (P-21) to teach students who are deaf or hard of hearing. Students intending to teach outside Illinois should secure a list of requirements for that state so their course selection at MacMurray may be modified.

In addition to the college general education requirements, the following courses are required for the major: four semesters of American Sign Language (ASL 100, 150, 200, 250); Deaf and Hard of Hearing 201, 232, 234, 240, 377, 383, 384, and 390, and ASL 316. Students will also take a total of 15 credit hours of clinical practice (student teaching) in elementary (DHHE 494) and secondary (DHHE 495) education. Other required courses include: Special Education 223, 323, and 360; Education 202, 225, and 237; Elementary Education 232 and 325; Secondary Education 311; Psychology 201 and 242; Math 226; and Political Science 203 or History 201 or 202. Additionally, students must take one biology class and one physical science class, at least one of which includes a lab experience. The four semesters of ASL fulfill the language requirement for the B.A. degree.

All DHH majors are required to take the Sign Communication Proficiency Interview (SCPI). DHH majors are required to pass the SCPI at a Survival Plus level. Achieving a Survival Plus rating is a minimum expectation for proficiency. Some institutions serving students who are deaf or hard of hearing will expect a higher proficiency level. Students are encouraged to exceed the Survival Plus rating to provide themselves more career options.

Though achieving a Survival Plus rating is not a prerequisite for progressing through the DHH plan of study, it is a minimum requirement to be admitted to the clinical experience (student teaching) where deaf or hard of hearing students use ASL as the language of instruction and it is a requirement for graduation.

MacMurray works closely with the Illinois School for the Deaf (ISD), located less than two miles from MacMurray's campus. In addition to field experience, MacMurray has a cooperative volunteer program with ISD that provides college students with a variety of opportunities to interact with students who are deaf or hard of hearing. ISD has preschool, elementary, junior high school, high school, and vocational programs. ISD also has an instructional media center and a diagnostic clinic.

Transfer students who come to MacMurray with an A.A. or A.S. degree should plan on spending three years completing the very intensive DHH major. Some transfer students may complete the program in two years if they meet certain prerequisites, attend summer school, and carry heavier academic loads.

Courses

DHHE 201. PERSPECTIVES IN DEAFNESS: FOUNDATIONS. (3) The audiological, psychological, and developmental aspects of varying degrees of hearing loss. Topics include audiology, anatomy and physiology of the hearing mechanism, historical and philosophical foundations of deaf education, educational placement options, varying communication modalities, assistive devices, and social cognitive aspects of deafness. No prerequisite.

DHHE 232. GUIDED OBSERVATION AND FIELD EXPERIENCES WITH DEAF STUDENTS. (3) DHH majors will be placed in an educational setting where they will observe in an elementary or secondary program. DHH minors will be placed according to the student's major area of study. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: ASL 100 and 150, DHHE 201, and Special Education 223.

DHHE 234. ENGLISH AND AMERICAN SIGN LANGUAGE PHONETICS. (3) Identification and transcription of the phonemes of English and American Sign Language (ASL) through use of the International Phonetic Alphabet, Thorndike Diacritical Markings, Northampton Spellings, and American Sign Language Alphabet (or ASL-phabet). Students will develop foundational knowledge of phonological decoding and how it contributes to best practices in reading instruction. They will describe how linguistic phonemes (regardless of modality) and related alphabetic knowledge lead to reading comprehension and fluency. Prerequisite: DHHE 201.

DHHE 240. INTRODUCTION TO AUDIOLOGY. (3) The study of principles of the hearing mechanism and conservation. Clinical practice in pure tone audiometry. Audiogram interpretation and hearing aid care. Prerequisites: Interpreter Training Program 102 and DHHE 201.

DHHE 377. INTRODUCTION TO SPEECH, SPEECHREADING, AND AUDITORY TRAINING. (3) Relationship of amplified speech to receptive and expressive language; concepts and pedagogical practices in developing speech through auditory, visual and tactile modalities; development of programs for maximum use of residual hearing in students who are deaf or hard of hearing. Prerequisites: DHHE 234 and 240.

DHHE 383. TEACHING ENGLISH AS A SECOND AND LOW ACCESS LANGUAGE TO DEAF STUDENTS (WITH PRACTICUM). (3) Methods of teaching language to deaf students at different educational levels. Students will have the opportunity to apply theory and to practice techniques based on current trends and research. Guided observation and practicum. Prerequisite: Senior standing in the division.

DHHE 384. TEACHING SPOKEN LANGUAGE TO DEAF STUDENTS IN ITINERANT AND TYPICAL CLASSROOM SETTINGS WITH GUIDED PRACTICUM. (3) Students will evaluate children's speech and language performance during in-class guided observations. On the basis of these evaluation outcomes, students will utilize guided observation data to plan effective lessons for students who are deaf or hard of hearing, including aspects of speech production (voice, articulation, rhythm, speechreading skills and auditory development) as

related to academic performance. Students will also learn the multiple roles and responsibilities of the Itinerant teacher including but not limited to, family-centered service coordination, diagnostic test administration as it relates to IFSP/IEP development, conflict resolution and collaboration/conference techniques with school personnel and families. Prerequisites: DHHE 234 and 377 and accepted as a DHH major in the Education Division.

DHHE 390: INTEGRATING EFFECTIVE READING, TRANSLATION AND ACADEMIC INSTRUCTIONAL STRATEGIES FOR DEAF STUDENTS. (3) Methods and techniques of teaching reading, math, social studies, and science to students who are deaf or hard of hearing. Preparation, design, and analysis of materials for individualized and group instruction at the elementary and secondary levels. Students will achieve competency in methodology and techniques. Guided observation and practicum. Prerequisite: Senior standing or permission of program coordinator.

DHHE 494, 495. CLINICAL PRACTICE: ELEMENTARY AND SECONDARY. (7, 8) Clinical practice (student teaching) in classes for students who are deaf or hard of hearing in approved schools under qualified educators. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: Senior standing, completion of all course and non-course requirements, and permission of instructor.

Elementary Education

FACULTY: G. Crumley (*Coordinator*), K. Foster+, M. Fraas+.

In addition to the college general education requirements, the following courses are required for the major: Education 202, 225, and 237, and Elementary Education 232, 238, 248, 304, 307, 308, 312, 315, 319, 325, 383, and 395. Students will also take a total of 15 credit hours of clinical practice in Elementary Education (ELED 464). Other required courses are Biology 110 or 115, History 201, Math 226, Physical Education 103, Physical Science 301, Political Science 203, Psychology 201 and 242, and Special Education 223.

A middle school endorsement can be added to the elementary education certificate. It requires Education 320, Psychology 244, and an 18-hour concentration in the area the student would like to teach (such as English, history, or mathematics).

Courses

ELED 232. PRINCIPLES OF ELEMENTARY EDUCATION. (3) Fundamental issues, curriculum and techniques in today's elementary schools. Includes a field experience component (25 hours) tutoring minority students. Offered every semester.

ELED 236. INTRODUCTION TO CHILDREN'S LITERATURE. (3) This course will study fiction from board books to novels, nonfiction from references to autobiographies, and poetry written for the child and adolescent. No prerequisite. Same as English 236. Offered in summer session.

ELED 238. INTEGRATING ART IN THE ELEMENTARY CLASSROOM. (3) Methods for teaching elementary school children through the integration of art into the curriculum. Prerequisites: Elementary Education 232 and sophomore standing. Offered in spring of odd-numbered years.

ELED 248. INTEGRATING MUSIC AND MOVEMENT IN THE ELEMENTARY CLASSROOM. (3) Methods for teaching elementary school children through the integration of music and movement into the curriculum. Prerequisites: Elementary Education 232 and sophomore standing. Offered in spring of even-numbered years.

ELED 304. FUNDAMENTALS OF TEACHING SOCIAL STUDIES/SCIENCE. (3) Basic principles, techniques and materials for teaching social studies and science in the elementary schools. Prerequisites: Elementary Education 232 and junior standing. Offered every fall.

ELED 307. LANGUAGE ARTS FOR ELEMENTARY TEACHERS. (3) Research as the basis for teaching the facets of language arts; available instructional aids; survey of children's literature; whole language. Prerequisite: Elementary Education 232. Offered every fall.

ELED 308. READING METHODS. (3) Concentrates on the content of reading and the various methods of teaching reading, including whole language. Also includes teaching strategies, diagnostic tools, and interpretation and analysis of testing results. Other topics include the development of language as a prerequisite to reading, diagnosis of reading disabilities, designing a remediation plan, and implementation and evaluation of outcomes. Prerequisites: Elementary Education 232 and 307.

ELED 312. CLASSROOM ASSESSMENT AND MEASUREMENT. (3) An introduction to the study of assessment instruments and measurement strategies in teaching. Strong emphasis will be placed on the construction of classroom examinations, an analysis of alternative forms of classroom assessment, and the measurement strategies that relate to grading and reporting data from these assessment tools. In addition, students will investigate the processes of selecting, administering, and interpreting the results of published tests. Same as Secondary Education 312. Prerequisites: Education 225 and 237. Offered every fall.

ELED 315. FIELD EXPERIENCE IN LANGUAGE ARTS. (3) 40 - 45 hours of field experience working in an elementary classroom language arts program. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: Elementary Education 307 (may be taken concurrently). Offered every semester.

ELED 319. FIELD EXPERIENCE IN READING. (3) 40-45 hours field experience working in an elementary classroom reading program. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: Elementary Education 308 (may be taken concurrently) and 315. Offered every semester.

ELED 325. METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL. (3) Examination of methods and materials for teaching elementary school mathematics. Prerequisites: Mathematics 226, or permission of advisor.

ELED 383. READING LABORATORY. (3) The student will practice diagnostic and prescriptive teaching in reading through individualized instruction with public school students. Prerequisite: Elementary Education 308. Offered every semester.

ELED 395. SEMINAR FOR ELEMENTARY EDUCATION MAJORS. (3) A seminar to provide for integration of concepts, attitudes, and theories for clinical practice (student teaching). Prerequisites: Elementary Education 232, 304, 307, and 315 and junior standing. Offered every spring semester.

ELED 464. CLINICAL PRACTICE: ELEMENTARY GRADES. (15) 15 weeks of elementary teaching, individual conferences with the cooperating teacher and professor, and seminar meetings four times during the semester. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: All courses required for the major. Offered every semester.

Physical Education

FACULTY: D. Doerfler (*Coordinator*), K. McClure+.

In addition to the college general education requirements, the following courses are required for the major: Physical Education 101, 103, 210, 253, 254, 315, 320, 352, 364, 365, 380, 382, 391, 408, and 409. Students will also take a total of 15 credit hours of clinical practice (student teaching) at the elementary (Physical Education 468) and secondary (Physical Education 470) levels. Other required courses are Biology 110 and 320; Special Education 223; Education 202, 225, and 237; and Psychology 201 and 242. Also highly recommended is Physical Education (or Sport Management) 340, Theory of Coaching.

Courses

PHED 101. INTRODUCTION TO PHYSICAL EDUCATION. (3) Philosophy, objectives, and principles of physical education; consideration of how the discipline of physical education relates to the fields of elementary and secondary education, recreation, coaching, special

education, and health. Prerequisite: Physical Education or Sport Management major or permission of instructor. Offered every year.

PHED 103. HEALTH PROMOTION CONCEPTS AND PRACTICES. (3) Survey course covering various aspects of physical, psychological, and social well being. Attempts to create greater appreciation and understanding of a wellness-oriented lifestyle, which should contribute to more intelligent health-related behavior. Content areas include physical fitness, nutrition and weight management, chemical substance use and abuse, stress management, disease prevention and control, human sexuality, aging, and death and dying.

PHED 204. PERSONAL AND COMMUNITY HEALTH. (3) The study of health information as it relates to the individual and the community. No prerequisite.

PHED 200. PROGRAMS IN SCHOOL HEALTH. (3) A course discussing the relationship and importance of school health to the overall well-being of an individual. Focus will be on the structure and foundation of an appropriate school health program and services. Prerequisite: Physical Education 103 or permission of instructor.

PHED 210. MOTOR LEARNING. (3) Investigation of the nature of motor development and motor learning. Designed to examine the basic sequence of motor patterns and motor skills in preschool and primary aged children. The motor capacity of the learner and the impact of the learning environment in facilitating the motor learning and performance process. No prerequisite.

PHED 253. FUNDAMENTALS OF INDIVIDUAL SPORTS. (3) Methods of teaching individual sports: tennis, badminton, archery, track and field, and golf. Includes the methods, techniques, training, rules, and equipment for each sport. Prerequisites: Sophomore standing, Physical Education 101, and Physical Education or Sport Management major.

PHED 254. FUNDAMENTALS OF TEAM SPORTS. (3) Methods of teaching team sports: football, soccer, basketball, volleyball, and softball. Includes the methods, techniques, training, rules and equipment for each sport. Prerequisites: Sophomore standing, Physical Education 101, and Physical Education or Sport Management major.

PHED 315. FIELD EXPERIENCE IN PHYSICAL EDUCATION. (3) Observation and aiding in both elementary and secondary settings. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Offered every semester.

PHED 320. ADAPTED PHYSICAL EDUCATION. (3) Principles, objectives, observation, and teaching methods in physical education programs for children with disabilities. Prerequisite: Special Education 223.

PHED 340. THEORY OF COACHING. (3) See Sport Management 340.

PHED 352. METHODS IN GYMNASTICS AND DANCE. (3) Methods and techniques of teaching gymnastics and dance, including apparatus and tumbling, as well as units in rhythms, folk dance, square dance, and social dance. Prerequisites: Sophomore standing, Physical Education 101, and Physical Education or Sport Management major.

PHED 364. PRINCIPLES OF TEACHING ELEMENTARY SCHOOL PHYSICAL EDUCATION. (3) Teaching methods, principles, and supervised teaching in activity and game situations. Prerequisites: Sophomore standing, P.E. 101, and Physical Education or Sport Management major.

PHED 365. PRINCIPLES OF TEACHING SECONDARY PHYSICAL EDUCATION. (3) Principles and fundamental issues underlying the selection of teaching methods within secondary physical education. Prerequisites: Junior standing, Physical Education 101, and Physical Education or Sport Management major.

PHED 380. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. (3) The calculation, interpretation, and application of basic statistics as they apply to physical education. A review and application of selected tests. Prerequisites: Junior standing and permission of instructor.

PHED 382. CARE AND PREVENTION OF INJURIES. (3) Theory and methods in the care and prevention of athletic-related injuries. Includes first aid/CPR certification. Prerequisite: Biology 320 or permission of instructor.

PHED 391. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. (3) Introduces the student to the principles and concepts of organizing and directing a physical education program. It includes the nature, scope, philosophy, and objectives of elementary, middle school, and secondary physical education programs; roles and responsibilities of those who direct these programs; the curricula that these programs encompass; policies and procedures needed to implement these programs effectively; legal issues and liability involved in teaching physical education; purchase and care of physical education equipment and supplies; and planning, construction, and maintenance of facilities for physical education. Prerequisite: Junior standing or permission of instructor.

PHED 408. KINESIOLOGY. (3) Fundamental movements in terms of anatomical and mechanical analysis. Prerequisite: Biology 320.

PHED 409. EXERCISE PHYSIOLOGY. (3) Physiological adaptation to exercise. Opportunity to observe physiological responses in lab setting. Prerequisite: Biology 320.

PHED 410. CURRICULUM DEVELOPMENT FOR HEALTH EDUCATION. (3) A course detailing how to create a scope/sequence and curriculum for health education within a school district. Emphasis on unit and lesson plan creation. Prerequisite: Senior standing and health minor candidacy.

PHED 468, 470. CLINICAL PRACTICE: ELEMENTARY AND SECONDARY. (7, 8)

Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: Completion of all required courses and standardized exams (Basic Skills and Content Area tests), successful field experiences, and permission of instructor. Offered every semester.

Secondary Education

FACULTY: J. Bailey (*Coordinator*), **F. Roberts+**.

The Secondary Education Division assumes responsibility for preparing students to qualify for certificates to teach grades 6-12 in Illinois.

Students who are interested in secondary education certification do not major in secondary education. Instead, the secondary education program begins with an academic major in Biology, English, or History. In addition to the major, students take other courses to be certified for teaching. The requirements are:

1. The college general education requirements.
2. An academic major consisting of at least 33 semester hours.
3. Psychology 201 and 242, and Special Education 223.
4. Education 202, 225, and 237.
5. Secondary Education 216, 311, and 312.
6. One course in secondary school teaching methods in the appropriate academic area: Secondary Education 363 (English), 366 (Biology), or 369 (History).
7. Secondary Education 465 (Clinical practice [student teaching]), 15 semester hours.
8. For middle school endorsement on the teaching certificate, Psychology 244 and Education 320 are also required.

Students have the opportunity to undertake their semester-long clinical practice in the public and private secondary schools of Jacksonville and the surrounding area.

In the senior year, students wishing to obtain a certificate to teach in a junior or senior high school will enroll in a full semester of clinical practice. Those students who have gained a middle school endorsement have the option of completing their clinical practice at a middle school site.

Courses

SCED 216. FIELD EXPERIENCES IN SECONDARY SCHOOLS. (3) Preservice secondary education students are extended opportunities to work side by side with secondary classroom educators who share the same teaching interest. Students are urged to complete these grades 6-12 experiences no later than the sophomore year. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so.

SCED 311. PRINCIPLES AND METHODS OF SECONDARY EDUCATION. (3) Designed to give teacher candidates the opportunity to analyze and incorporate strategies for effectively meeting the classroom needs of students in grades 6-12. Class-related readings and activities will underscore the major roles of the secondary teacher. Prerequisites: Education 225 and Psychology 201 and 242. Offered every fall.

SCED 312. CLASSROOM ASSESSMENT AND MEASUREMENT. (3) An introduction to the study of assessment instruments and measurement strategies in teaching. Strong emphasis will be placed on the construction of classroom examinations, an analysis of alternative forms of classroom assessment, and the measurement strategies that relate to grading and reporting data from these assessment tools. In addition, students will investigate the processes of selecting, administering, and interpreting the results of published tests. Same as Elementary Education 312. Prerequisites: Education 225 and 237. Offered every fall.

SCED 363. SECONDARY SCHOOL METHODS: ENGLISH. (3) See English 363.

SCED 366. SECONDARY SCHOOL METHODS: SCIENCE. (3) See Biology 366.

SCED 369. SECONDARY SCHOOL METHODS: HISTORY. (3) See History 369.

SCED 465. CLINICAL PRACTICE: SECONDARY. (15) A supervised semester-long clinical experience in classroom instruction for grades 6-12. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: Requirements for teaching within the major and required education courses for secondary certification. Offered every semester.

Spanish Education

The Spanish Education program prepares students for state certification to teach Spanish at all levels, K-12.

Required courses in Spanish include Spanish 100, 150, and 200; Spanish 216, Field Experience, to be taken in the sophomore year; Education/Spanish 358, Methods of Teaching Language, and eight other Spanish courses, at least six of them at the 300 or 400 level, to be selected in

consultation with the faculty advisor. For descriptions of those Spanish courses, see the Modern Languages listing.

In the senior year, students in Spanish Education enroll in a full semester of clinical practice, Education/Spanish 465.

Also required for the Spanish Education major are Psychology 201 and 242; Education 202, 225, and 237; Special Education 223; Elementary Education 232; Secondary Education 311 and 312, and Education 465.

Courses

SPAN 216. FIELD EXPERIENCE IN SPANISH: K–12. (3) Preservice Spanish education students will be placed in educational settings where they will observe in elementary and secondary programs where students are learning Spanish. Students are urged to complete these K–12 experiences no later than the sophomore year. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so.

EDUC/SPAN 358. METHODS OF TEACHING LANGUAGE: K–12. (3) Methods and materials for teaching a second language in the schools. Prerequisite: permission of the instructor. Offered on demand.

EDUC/SPAN 465. CLINICAL PRACTICE: SPANISH. (15) A supervised semester-long clinical experience in classroom instruction for grades K–12. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: Requirements for teaching within the major. Offered every semester.

Special Education

FACULTY: D. Allred (*Coordinator*), B. Johns+.

In addition to the college general education requirements, the following courses are required for the major: Special Education 223, 244, 245, 318, 323, 325, 333, 335, 340, 344, 345, 350, 351, 360, and 390. Students must earn grades of B or higher in Special Education 340 and 350 before taking further upper-level education courses.

Students will also take a total of 15 credit hours of clinical practice (student teaching) at the elementary (Special Education 479) and secondary (Special Education 480) levels. Other required courses are Education 202, 225, and 237, Elementary Education 232, 304, 308, and 383;

Secondary Education 311; Psychology 201 and 242; Math 228; and Political Science 203 or History 201 or 202. Additionally, students must take one biology class and one physical science class, at least one of which includes a lab experience.

Courses

SPED 223. TEACHING IN A DIVERSE SOCIETY: EDUCATION OF THE EXCEPTIONAL LEARNER (3) Introduces the educator to the needs and abilities of exceptional students, those with disabilities and those who are considered gifted. Emphasizes growth and development, etiology, learning and behavioral characteristics of students who demonstrate a need for additional educational services in order to achieve their full potential. The historical, philosophical, and legal foundations underlying instructional programs and services to accommodate learners with diverse needs in the school and community are examined. Techniques for instruction, behavioral management and intervention, special education services, continuum of services, and current issues and trends in the field are analyzed. Prerequisite: Education 202.

SPED 244. LEARNING CHARACTERISTICS OF INDIVIDUALS WITH DIVERSE NEEDS AND ABILITIES. (3) Prepares the professional educator to approach the study of exceptionalities and individuals with exceptionalities in a systematic and reflective manner. Integrates historical foundations, theories, philosophies, and practices geared toward the education of individuals with diverse needs and abilities in a variety of multicultural settings. Prepares individuals to effectively meet the educational, physical, social, and behavioral needs, as well as other learning difficulties encountered by learners with disabilities. Prerequisite: Special Education 223.

SPED 245. BEHAVIORAL AND EMOTIONAL CHARACTERISTICS OF CHILDREN WITH DIVERSE NEEDS. (3) This course introduces the student to the nature and characteristics of children and youth who demonstrate emotional/behavioral problems. This course focuses on the definition, theoretical models of emotional disturbance, identification and programming needs. Prerequisite: Special Education 223.

SPED 318. COLLABORATION AND CONFERENCE TECHNIQUES FOR SPECIAL EDUCATORS IN SCHOOLS, WITH FAMILIES, AND IN THE COMMUNITY. (3) Prepares the educator to analyze through foundational text, case studies, and community interaction the issues, research, implementation approaches, and recommended practices for employing collaborative models to support the learning of students with diverse needs and abilities. Strategies that facilitate the development of interactive teams, effective communication, conferencing with parents and other professionals, problem-solving strategies, co-teaching, and consultation will be explored. Prerequisite: Special Education 223.

SPED 323. DIAGNOSTICS AND INSTRUCTION IN SPECIAL EDUCATION. (3) Introduces the educator to foundations of traditional and contemporary assessment approaches for the special needs population. Professional assessment standards, confidentiality, and bias are

explored. Emphasis on technical skills and interpretation of individual and group test results, various methods of data recording, and report writing. Performance based, authentic, and portfolio assessments examined. Emphasis placed on current program monitoring and responsiveness to interventions. Current issues in the field are explored. Prerequisite: Special Education 223. When offered online, permission of instructor also required.

SPED 325. TEACHING MATH TO DIVERSE LEARNERS P-12. (3) An examination of the diagnostic and prescriptive teaching methods, materials, and evaluation of mathematics for diverse learners on all levels pre-school through grade 12. Prepares the preservice teacher to develop lesson plans implementing national and state standards. Prerequisite: Mathematics 228.

SPED 333. MEDICAL AND HEALTH ISSUES AND TECHNOLOGY IN THE CLASSROOM. (3) Provides students with the knowledge and skills they need to provide an effective, safe, and accepting learning environment for children with a variety of health care needs. The course will include strategies for making individual student accommodations, coordinating specialized health care in the school, and recognizing student health problems. Medical terminology will be integrated throughout the course. Students will visit classes with children who have medical and health issues in order to observe the health care needs and special situations encountered by teachers. Prerequisite: Special Education 223 and junior standing.

SPED 335. TRANSITION IN SCHOOL, WORK AND COMMUNITY. (3) Prepares the special educators to develop the knowledge and skills needed to best prepare individuals with disabilities for their roles in their education, community, and adult life. Students will pursue this through current professional journals and literature, and through field experience observational visits to community service providers and sites. Students will demonstrate competencies in such areas as knowledge of current legislation related to transition, understanding and identifying theoretical perspectives and conceptual models, collaboration, transitional planning, advocacy, quality of life issues, service provider options, family perspectives and issues, person-centered planning, vocational and career education, early intervention, self-determination, and best practices and current research-based approaches. Students will approach special education as a whole-life and whole-person field. Prerequisite: Special Education 223.

SPED 340. FIELD EXPERIENCE IN SPECIAL EDUCATION. (3) Prepares the future special educator to observe instruction that implements appropriate curriculum content, adaptations and modifications, behavior management, and classroom technology. Provides the opportunity to reflect on classroom interactions and deepen understanding of the role of key stakeholders within the classroom setting. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: Consent of instructor.

SPED 344. METHODS OF INSTRUCTION FOR LEARNERS WITH DIVERSE NEEDS AND ABILITIES. (3) Methods of educating children and youth who demonstrate learning problems related to a diagnosis of disabilities and the need for special education. Includes teaching methods and strategies, making classroom and individual student accommodations, and

review of commercial and teacher-made materials and pre-teaching experience in educational settings for students with learning disabilities. Prerequisites: Special Education 244 and consent of the instructor.

SPED 345. METHODS AND STRATEGIES FOR BEHAVIORAL ISSUES IN THE CLASSROOM. (3) This course introduces the student to positive behavior management techniques for educating children and youth who demonstrate emotional/behavioral problems either in special education or in general education classes; teaching methods and strategies; and classroom and individual student management. It provides the tools for educators to evaluate their interactions with students exhibiting emotional/behavioral problems. It introduces students to the tools necessary to conduct functional assessments and the tools to create functional based behavioral intervention plans. Prerequisite: Special Education 245.

SPED 350. ADVANCED FIELD EXPERIENCE IN SPECIAL EDUCATION. (3) Provides the student with direct experience in the classroom and in the education of learners with diverse needs and abilities. Provides the opportunity for observation in the school setting and interactions with professionals currently in the field. The student is responsible for the instructional needs of both small and large group activities and one-to-one educational experiences. Prepares the future special educator to design instruction that implements appropriate curriculum content, adaptations and modifications, behavior management, and classroom technology and to demonstrate the competencies of the Council for Exceptional Children for effective instructors of students with disabilities. Provides the opportunity to reflect on classroom interactions and deepen understanding of the role of key stakeholders within the classroom setting. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: Consent of instructor.

SPED 351. ADAPTATIONS, ACCOMMODATIONS, MODIFICATIONS, AND OTHER EDUCATIONAL STRATEGIES FOR LEARNERS WITH DIVERSE NEEDS AND ABILITIES. (3) This class introduces the future special educator and the general educator who will work with students with disabilities to the skills necessary to enhance the skills and abilities of youth with disabilities. Students will be introduced to the current best practices and research-based methodologies of curricular adaptations, including accommodations and modifications. Using a developmental sequence approach to diverse learners and their needs, students develop a broad view of interventions and innovative practices as they relate to curricular methods, materials, and media in a variety of learning environments. Students will demonstrate a critical approach to instruction as it impacts the life-long process of learning. This class incorporates collaboration, ethical practices, state standards, learning strategies, and individualized education as they apply to the academic, physical, emotional, cognitive, and behavioral needs of learners with diverse needs and abilities. Prerequisite: Consent of instructor.

SPED 360. SPECIAL EDUCATION LAW AND PROCESS. (3) This class introduces the student to the laws, regulations, and key court cases that impact students with disabilities. It also introduces the student to the critical role of the special educator in the development,

implementation, and evaluation of the individualized education program. Prerequisite: Special Education 223.

SPED 390. SEMINAR IN SPECIAL EDUCATION. (3) A study of the legal and ethical aspects of special education and services for individuals with disabilities. Translates theory into practice through student research and reflection about issues concerning learners with diverse needs and abilities in a variety of multicultural settings. Special educators must engage in a continuous process of critical and reflective analysis assessing current issues in the field such as, but not limited to, student programming and cultural perspectives, collaborative designs, philosophical differences, professional development, coordination and integration of theory and pedagogical practices, curriculum standards and instructional strategies, and ethical and professional practice. Prerequisite: Junior standing in the division.

SPED 479, 480. CLINICAL PRACTICE IN SPECIAL EDUCATION. (7, 8) Provides the student with direct experience in the classroom. The student is responsible for assessing, planning, and implementing the instructional interventions for learners with diverse needs and abilities, monitoring and documenting student progress, as well as managing the day-to-day operational procedures for the classroom, eventually assuming all the duties of the mentoring teacher for the entire academic day. The student teacher designs and implements both an interdisciplinary instructional unit plan and a case study incorporating a functional behavioral assessment and a behavioral intervention plan. Prepares the future special educator to design instruction that implements appropriate curriculum content, adaptations and modifications, behavior management, and classroom technology and to demonstrate the competencies of the Council for Exceptional Children for effective instructors of students with disabilities. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: Senior standing, acceptance into the division, and completion of required coursework.