

**Course Descriptions:** The hours identified with each course description represent the amount of time spent in the classroom, laboratory and clinical area per week during a semester.

**Prerequisite:** A prerequisite indicates a course which must be successfully completed before enrolling in other courses as indicated.

**Corequisite:** This indicates a course which must be taken no later than the same semester as the course described.

**Recommended Background:** Indicates level of course background or other criteria a student needs to be successful in a course.

## Education Courses

### EDUC 140

INTRODUCTION TO EDUCATION IN INCLUSIVE SETTINGS 4 Hrs

This class introduces students to the world of education. The role of teachers, the community, and schools will be examined. Emphasis is placed on the knowledge, skills, and dispositions necessary for growth as educators. Specific course content focuses on the teaching profession, the learner (diversity and exceptionalities), foundations of education, and the teaching/learning process. Issues influencing education are addressed. Research, utilization of technology, and field experiences are required.

*Fall, Spring*

### EDUC 201

PRACTICUM IN TEACHER EDUCATION 3 Hrs

An on-campus and off-campus experience to acquaint the student with many of the functions of the teacher in various educational settings. All education students will meet together on campus with the purpose of gaining an understanding and shared vision of collaboration for successfully taught integrative, multidisciplinary instruction. Off-campus practicum placement will provide students with authentic classroom experiences. Seminars will be collaboratively taught and students will work in cooperative groups (elementary, secondary and exceptional needs) to design lesson plans, behavior management plans, pre-referral interventions, and IEP reviews.

*Fall, Spring*

Prerequisites: EDUC 100; (SPED 136 or SPED 227); or EDUC 140

### EDUC 205

**TECHNOLOGY APPLICATIONS IN TEACHING** 3 Hrs  
A course designed to present topics related to recent curricular innovations in technology education in the schools. Includes technology applications appropriate to elementary, secondary and exceptional curriculum. Presents the use of technology as a teaching/learning tool in the classroom. Skills developed in desktop publishing, data management, software evaluation, image editing, and multimedia.  
*Fall, Spring*  
Prerequisite: EDUC 201

**EDUC 211**  
**SPECIFIC SETTING FIELD BASED PRACTICUM** 1-3 Hrs  
Off-campus practicum placement will provide students with authentic classroom experiences in the appropriate school setting [developmental level].  
*As Needed*  
Prerequisite: EDUC 140  
Approval of Director of Field Placement and Licensing Advisor

**EDUC 250**  
**EDUCATION PSYCHOLOGY AND MEASUREMENT** 3 Hrs  
Psychology and study of the learner as a growing and developing individual from preschool through adolescence. Study of influences on student learning, including cognition, language, moral and social aspects. Study of the influence of intelligence, culture, ethnicity, socioeconomic status, and gender on learning. Topics regarding learners with exceptionalities included. Investigations of Behaviorism, Social Cognitive Theory, Information Processing, and Constructivism. Examination of the relationships among learner motivation, classroom management, instruction, and assessment. Comparisons of teacher-centered and learner-centered approaches to learning. Utilization of the tools of assessment and measurement through interpretation and construction of K-12 student assessment.  
*Fall, Spring*  
Prerequisites: [EDUC 100; (SPED 136 or SPED 227); or EDUC 140]; EDUC 201,

**EDUC 301**  
**ADVANCED PRACTICUM IN TEACHER EDUCATION (TEE 3)** 3 Hrs  
This advanced level practicum is designed for students committed to becoming teaching professionals. With the 75-hour field placement as a foundation, candidates study; classroom organization and student, management, refine

techniques of lesson planning and delivery, analyze their assigned schools, and research goals related to professional development. In-class activities focus on dialogue and reflection about field placements. The class provides candidates with guidance in completing their Developing Portfolios. Signature Assignments include: Professional Development Plans, School Community Profiles, and Advanced Level Lesson Plans.

*Fall, Spring*

Department recommends taking the “Special Secondary Methods” coursework in conjunction with EDUC-301.

Prerequisites: [EDUC 201; SPED 218] or [EDUC 201; SPED 328], Admission into Teacher Education

### **EDUC 322**

#### **CHILDREN'S LITERATURE**

3 Hrs

Survey of all categories of books. Caldecott and Newbery award books, multi-cultural literature and literature concerning children with special needs are considered. Investigation into the techniques and curriculum planning that support active involvement of children with literature.

*Fall, Spring*

Prerequisite: EDUC 201

### **EDUC 350**

#### **DIAGNOSTIC AND CORRECTIVE TEACHING IN ELEMENTARY AND SECONDARY EDUCATION**

3 Hrs

Determination of appropriate level of developmental, remedial and adaptive instruction (reading, math and special needs) based on continuous evaluation with various diagnostic instruments to develop individual educational approaches for at-risk students in core curriculum areas. Assessment of achievement and identification of strengths and weaknesses in pupils' abilities. Analysis of formal and informal instruments for strengths and weaknesses. Identification of symptoms that contribute to pupils' disabilities. Identification of methods and materials for disabled learners, developmental learners, exceptional students, and inclusion pupils (emphasis on reading and language arts). Matching instructional materials to individual needs and learning styles. Development of diagnostic/prescriptive techniques and various teaching approaches to slow, accelerate, or otherwise modify teaching pace, style or techniques. Develop case studies. Opportunities for field experiences.

*Fall*

Prerequisites: [EDUC 250; READ 200] or [EDUC 250; READ 230]

### **EDUC 380**

#### **SPECIAL SECONDARY METHODS IN**

### PHYSICAL SCIENCE

1 Hr

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### EDUC 381

#### SPECIAL SECONDARY METHODS IN HEALTH AND PHYSICAL EDUCATION

1 Hr

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### EDUC 382

#### SPECIAL SECONDARY METHODS IN LIFE SCIENCE

2 Hrs

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork required may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### EDUC 383

#### SPECIAL SECONDARY METHODS

**IN BUSINESS**

1 Hr

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required. *Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

**EDUC 384**

**SPECIAL SECONDARY METHODS  
IN CHEMISTRY**

1 Hr

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

**EDUC 385**

**SPECIAL SECONDARY METHODS IN  
LANGUAGE ARTS**

2 Hrs

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

**EDUC 388**

**SPECIAL SECONDARY METHODS IN  
SOCIAL STUDIES**

2 Hrs

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisite: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### **EDUC 389**

#### **SPECIAL SECONDARY METHODS IN VISUAL ARTS**

3 Hrs

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### **EDUC 390**

#### **SPECIAL SECONDARY METHODS IN MATHEMATICS**

2 Hrs

With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content-support activities. Fieldwork may be required.

*Fall, Spring*

Prerequisite: EDUC 201, Admission into Teacher Education

Corequisite: EDUC 301

### **EDUC 393**

#### **CURRICULUM AND METHODS IN MATHEMATICS**

3 Hrs

Materials and methods of teaching mathematics in elementary schools with experiences in a school setting. General academic and organizational guidelines for working with children with special needs, including the inclusion student, are also considered.

*Fall*

Prerequisites: EDUC 201, Admission into Teacher Education

**EDUC 394**

CURRICULUM AND METHODS IN SCIENCE 3 Hrs

Materials and methods of teaching science in elementary schools with experience in laboratory situations, micro-teaching via videotape analysis, and inquiry techniques. Analysis of textual materials, instructional media, hardware, and software available for instructional processes related to science education. General academic and organizational guidelines for working with children with special needs, including the inclusion student, are also considered.

*Fall*

Prerequisites: EDUC 201, Admission into Teacher Education

**EDUC 395**

INTEGRATED CURRICULUM IN LANGUAGE ARTS AND SOCIAL STUDIES 3 Hrs

A study of the methods of teaching the Language Arts from a literacy philosophy interrelated with Social Studies. A thematic unit approach will enhance understanding of integrating listening, speaking, reading, and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, and geographic/historical/biographical appreciation.

*Spring*

Prerequisites: EDUC 201, Admission into Teacher Education

**EDUC 410**

CREATIVE CLASSROOM 3 Hrs

Explores interdisciplinary creative approaches to teaching and learning while incorporating methods, activities, resources, and strategies in planning, implementing and evaluating teaching. Preservice educators will focus on music, art, movement, literature, drama, and life skills in order to integrate the academic and aesthetic world. Multiculturalism and diversity in the classroom will be covered.

*Fall, Spring*

Prerequisite: EDUC 201

**EDUC 425****SEMINAR FOR STUDENT TEACHING**

3 Hrs

This seminar encourages students to engage in thoughtful analysis of their teaching experiences and to synthesize the knowledge, skills and disposition acquired during the course of the pre-service program. The seminar will also consider legal and ethical aspects of teaching, job search process and interviewing, as well as the presentation of the Proficient Portfolio. Through collaboration and dialog both personal and electronic, each person will receive both encouragement and assistance during this culminating experience.

*Fall, Spring*

Corequisites: EDUC 480 or EDUC 482 or EDUC 483 or EDUC 486

**EDUC 480-482-483****STUDENT TEACHING**

3-5 Hrs

Application of educational principles and methods in the classroom through gradual introduction into the teaching-learning situation. Student teaching is the summative point in the Teacher Education program through which standard-based competencies are demonstrated. Elementary and secondary education/ exceptional needs-mild intervention majors complete student teaching in each area of licensure at their developmental level for a total of 15 weeks and nine credit hours. All-grade exceptional needs and all-grade art education majors complete student teaching in two different developmental levels for a total of 15 weeks and nine credit hours. Additional fees assessed.

*Fall, Spring*

Prerequisites: EDUC 301; EDUC 380 or EDUC 381 or EDUC 382 or EDUC 383 or EDUC 384 or EDUC 385 or EDUC 388 or EDUC 389 or EDUC 390; Senior Standing; Admission into Teacher Education and Student Teaching

Corequisite: EDUC 425 or SPED 405

**EDUC 486****STUDENT TEACHING—SECONDARY****VISUAL ARTS**

3/9 Hrs

Application of educational principles and methods in the classroom through gradual introduction into the teaching-learning situation. Student teaching is the summative point in the Teacher Education program through which standard-based competencies are demonstrated. Education majors complete nine hours of student teaching. Additional fees assessed. (Art Transition to Teaching Students take for 3 hours.)

*Fall, Spring*

Prerequisites: EDUC 301; EDUC 389; Admission into Teacher Education

Corequisite: EDUC 425 or SPED 405

## Reading Courses

### **READ 200**

#### **TEACHING READING IN THE ELEMENTARY SCHOOL**

3 Hrs

The course combines theory and practice in the teaching of reading. Cognitive, affective, physical, and language development factors related to emergent literacy, beginning reading instruction, and developmental reading are addressed. Major emphasis is placed on the five areas of reading instruction: phonetic awareness, phonics, fluency, vocabulary, and comprehension. Opportunities to understand the integration of reading and writing effectively will be provided. Strategies for teaching study skills/reading skills with content subject areas will be presented. Emphasis is placed on current research and methods used in reading instruction. READ 200 includes a field-based experiential component in the elementary classroom.

*Fall, Spring*

Prerequisite: EDUC 201

### **READ 230**

#### **TEACHING READING IN MIDDLE AND SECONDARY SCHOOLS**

3 Hrs

Methods and materials designed to promote literacy in the secondary classroom. Emphasis on methods for improving the effectiveness of textbook reading in the content areas with emphasis on learning study skills with vocabulary and comprehension strategies related to each subject. Focus on the development of literacy content lessons and integrated technology content lessons. Recent research based on the interactive model of reading with an emphasis on holistic methods and assessment. Emphasis on using brain-compatible strategies integrated into content lessons.

*Fall, Spring*

Prerequisite: EDUC 201

### **READ 302**

#### **METHODS AND MATERIALS IN TEACHING READING FOR ALL CHILDREN**

3 Hrs

Understanding classroom strategy lessons and theoretical beliefs. Analysis of classroom practices, procedures based on knowledge of developmental, corrective and supplementary approaches and materials; curriculum decisions based on careful informed classroom observation. Emphasis on evaluating the strengths and weaknesses of various materials and approaches and identification of the skills and strategies for effective learning. Matching the learning needs of specific exceptionalities/deficiencies with materials designed

specifically to deal with that exceptionality/deficiency. Research into and incorporation of the selection of materials, methods, arrangement of learning environment, and individualization for instructional implications. Understand research-based effective models for teaching reading.

*Spring*

Prerequisites: READ 200, Admission into Teacher Education

## **Exceptional Needs Courses**

### **SPED 136**

INTRODUCTION TO EXCEPTIONALITY 3 Hrs

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavior, cognitive, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and gifted individuals will be examined. Issues specific to the families of these individuals will also be explored. The human services available to these individuals will be examined. (Same as SPED 227.) *Fall 2007*

### **SPED 218**

METHODS AND TECHNIQUES FOR TEACHING  
ELEMENTARY EXCEPTIONAL CHILDREN 3 Hrs

Specific and applied instructional design for group and individual teaching in the least restrictive environment. Includes classroom environment design, adapting and modifying curriculum, practice in designing and planning curriculum, application of the IEP in the instructional process, and aligning instruction with the academic standards. *Spring*

Prerequisites: EDUC 201; SPED 237; Admission into Teacher Education

### **SPED 227**

FOUNDATIONS IN EXCEPTIONALITY 3 Hrs

The purpose of this web-based course is to introduce and familiarize students with individuals who have learning, behavior, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and giftedness will be explored. The human services available to those individuals will be examined.

*As Needed*

### **SPED 237**

MILD DISABILITIES/INTERVENTIONS 3 Hrs

This course is designed to develop an awareness of instructional and curriculum methods for students with Mild Disabilities in the Least Restrictive Environment. This includes general education/special education collaboration

and practical issues in education including: inclusive practices, adaptation and modification of materials, evaluation of student progress, and appropriate use of Individual Education Plans. As a field-based course, students are provided with opportunities to work with school administrators, classroom teachers, and students in developing their knowledge and practical experience for working with students with mild disabilities.

*Fall*

Prerequisites: EDUC 100; SPED 136 or EDUC 140

### **SPED 328**

#### **METHODS FOR TEACHING EXCEPTIONAL MIDDLE AND HIGH SCHOOL YOUTH**

4 Hr

Introduction of program models, techniques and strategies for instruction and transition into the community. Techniques for; writing and implementing relevant IEPs, ITPs, FBA, BIP; review of materials; guidelines for establishing linkages with other service providers outside of the public school agency. Field experience is required.

*Fall*

Prerequisites: EDUC 201; Admission into Teacher Education

### **SPED 405**

#### **EFFECTIVE COLLABORATION & USE OF COMMUNITY RESOURCES**

3 Hrs

Presentation of various collaboration models, roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. Principles for influencing school organizations and systems; principles for effective communication and negotiation with professionals and parents; principles of facilitation shared responsibilities; principles of educational systems through various models of collaboration. Various strategies are introduced that serve as tools to develop and maintain educational partnerships in the classroom, school, home, and community.

*Fall, Spring*

Corequisite: EDUC 480, 482, 483, or 486

### **SPED 430**

#### **BEHAVIOR/CLASSROOM MANAGEMENT**

3 Hrs

Theories and systems of behavior management; practice in working with groups and individuals. Focus on acquisition and improvement of good interpersonal skills to facilitate cooperation among teachers, parents, professionals, students, and paraprofessionals. Exploring management systems for a successful learning environment through the use of behavior assessment

tools and the development of problem solving, reasoning and collaborative learning skills.

*Fall, Spring*

Prerequisites: EDUC 100 or EDUC 140; EDUC 201; Admission into Teacher Education

**SPED 473**

TOTAL COMMUNICATION: SIGNING 3 Hrs

Theories and methods for using total communication in teaching individuals with handicaps. Sign language, use of computers, augmentative communication systems, and adaptive equipment. Emphasizes receptive and expressive language.

*Spring*

**SPED 474**

GIFTED AND TALENTED 3 Hrs

Characteristics, definitions, service delivery models, and other major issues related to gifted and talented individuals.

*As Needed*

Prerequisites: EDUC 201; (EDUC 140 or SPED 136 or SPED 227)

**SPED 476**

CURRICULUM PLANNING 3 Hrs

General and specific characteristics of programs for different age levels and types of exceptional children. Detailed review of historical curricular approaches and the effectiveness of current curricular strategies.

*As Needed*

Prerequisites: EDUC 140; EDUC 201

**SPED 478**

COMMUNICATION  
DEVELOPMENT AND DISORDERS 3 Hrs

The communication process and its importance in the educational process of the whole child. Normal language development and language disorders. A multidisciplinary approach to modifying communication and task demands.

*As Needed*

Prerequisite: EDUC 140 or (SPED 136 or SPED 227)

**SPED 479**

PRE-VOCATIONAL WORK TRAINING SKILLS  
FOR YOUTH WITH DISABILITIES 3 Hrs

Skills and training needed by mildly disabled youth to make a successful transition into the “real” adult world. Active research experiences within the community, societal needs, job, and training opportunities as well as availability of community resources for teachers, parents and students.

*As Needed*

Prerequisite: EDUC 201

**SPED 483**

**IMPLEMENTATION OF NEW  
DELIVERY SYSTEMS**

3 Hrs

Provides a base for instructional design by looking at the learning process, principles of learning and the purpose for the design. It facilitates a systems approach and investigates planned instruction, conditions of learning, and building blocks for instruction.

*As Needed*

Prerequisites: EDUC 201; Admission into Teacher Education