

EDUCATION (EDU)

Degree offered: B.A. or B.S.

Mission

The mission of the Department of Education is to develop quality teacher candidates into teachers who possess a high level of content and pedagogical knowledge by engaging them in rigorous academic instruction and broad, deep, and enduring clinical partnerships. Through programs aligned with the Alabama State Department of Education standards, we aspire to prepare teachers who positively impact K-12 student learning and continue throughout their careers to develop professionally. We encourage teacher candidates to nurture and develop relationships with local cultures by participating in individual and community activities that promote Christian principles consistent with the mission of Judson College. (Mission statement aligns with Alabama Administrative Code 290-3-3-.02)

Vision

The vision statement of Judson College is *to become the finest Christian liberal arts college for women in America*. The Department's vision statement aligns in that we seek *to become the finest Christian department of education for women in America*. As the basis for this vision, all programs within the Department are sequentially structured to provide teacher candidates with the knowledge and experiences necessary for the development of the central theme of the Department's conceptual framework: *Teachers Who Are Prepared for Life and Learning*.

Degree Programs

The Department of Education offers Bachelor of Science degree programs in the following areas:

Choral Music Education (P-12)
Elementary Education (K-6)
Secondary, General Science Education (6-12)
Secondary, Mathematics Education (6-12)

The Department of Education offers Bachelor of Arts degree programs in the following areas:

Secondary, English/Language Arts Education (6-12)

Secondary, Social Science Education (6-12)

Accreditation

All programs offered by the Judson College Department of Education that lead to teacher certification are approved by both the Southern Association of Colleges and Schools Commission on Colleges and the Alabama State Board of Education. Courses in an approved program are indicated on an Alabama State Department of Education mandated form called a program checklist. The program checklist of each approved degree program is included in this section of the Academic Catalog.

Educator Preparation Program Requirements

I. Admissions

Students must be formally admitted to the Education Program. Deadlines for admission are one week prior to the beginning of the fall semester or January 1 of each academic year. Criteria for admission include the following:

- Successful completion of at least 48 credit hours of general studies coursework meeting the GPA requirements outline below. For elementary education majors, the 48 hours must include 12 hours with grades of “C” or better in each of the following areas: English/Language arts, mathematics, science, and social science
 - Minimum institutional GPA of 2.75 cumulative
 - Minimum GPA of 2.75 in all applicable teaching field courses
 - Minimum GPA of 2.75 in all applicable professional studies courses
 - For elementary education majors, minimum GPA of 2.75 in all English/language arts, mathematics, science, or social studies courses (designated as ENG, MAT, BIO/CHE/PHY, and HIS/BUS/PSY; transfer courses will be evaluated based on the course titles and descriptions.
 - Minimum cohort GPA of 3.0 on all courses attempted at Judson College (“cohort” as defined in the Judson College *Educator Preparation Program Handbook*)

- Completion of no more than 15 hours of selected education coursework from the following courses: EDU 201, EDU 204, EDU 205, EDU 302, or EDU 303
- Submission of an *Application to the Educator Preparation Program* to the Certification Officer
- Passing scores on written and oral interviews
- Passing scores on all three portions of the Praxis Core Academic Skills for Educators tests of the Alabama Educator Certification Assessment Program (AECAP)
- Documentation of a criminal history background check, including fingerprinting, conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation and issuance of a suitability determination by the State Superintendent of Education
- Successful completion of at least 15 field experience hours
- Signature on the *Assumption of Risk, Release, Hold Harmless and Indemnity Agreement*

The *Judson College Educator Preparation Program Handbook* describes more specifically the current EPP admission requirements.

II. Retention

Advising is essential for successful completion of the Education Program. Variations from the planned program of study without the consent of your advisor may result in failure to be recommended for certification. Regular consultation with an advisor is necessary so that candidates can be apprised of program revisions that result from mandated changes in State certification requirements.

Students must adhere to the following standards to be retained in the Education Program. Criteria for retention include the following:

- Study in the Education Program is limited to four years. Requests for extensions of this time limit must be approved by the Head of the Department of Education and may necessitate completion of additional coursework or other requirements
- Minimum institutional GPA of 2.75 cumulative
- Minimum GPA of 2.75 in all teaching field courses
- Minimum GPA of 2.75 in all professional studies courses
- All professional studies courses must be completed with a

minimum grade of C and may be repeated only at Judson College

- If seeking transfer credit, students must first secure permission from the Head of the Department of Education to ensure alignment with the Alabama Core Teaching Standards alignment
- Successful completion of all field experience requirements, program benchmark assignments, and professional dispositions assessments
- Signature on the *Assumption of Risk, Release, Hold Harmless and Indemnity Agreement*

The *Judson College Educator Preparation Program Handbook* describes more specifically the current EPP retention requirements.

III. Clinical Practice

The successful completion of a full semester, full-time internship is required for certification. Criteria for the clinical practice include the following:

- Minimum institutional GPA of 2.75
- Minimum GPA of 2.75 in all teaching field courses
- Minimum GPA of 2.75 in all professional studies courses
- All professional studies courses must be completed with a minimum grade of C and may be repeated only at Judson
- Successful completion of all pre-internship field and clinical experience requirements, program benchmark assignments, and professional dispositions assessments
- Written application
- Passing score on required Praxis II examinations of the Alabama Educator Certification Assessment Program (AECAP)
- Signature of the *Assumption of Risk, Release, Hold Harmless and Indemnity Agreement*
- Presentation of an Oral Exit Exam Portfolio Presentation

The *Judson College Educator Preparation Program Handbook* and the *Judson College Clinical Practice Handbook* describe more specifically the current clinical practice requirements.

IV. Alabama Educator Certification Assessment Program

(AECAP) The AECAP is the statewide testing program required by the Alabama State Board of Education. Official score reports must be submitted directly from the testing service to the Educator Certification Section of the Alabama State Department of Education and to Judson College. Applicants must meet the requirements in effect at the time certification application is received at the Alabama State Department of Education.

The *Judson College Educator Preparation Program Handbook* describes more specifically the current AECAP requirements.

V. Certification

Upon completion of the Education Program, eligible candidates may be recommended for a bachelor's degree and Class B Certification in the State of Alabama. Criteria for certification include the following:

- Minimum institutional GPA of 2.75 cumulative
- Minimum GPA of 2.75 in all teaching field courses
- Minimum GPA of 2.75 in all professional studies courses
- All teaching field and professional studies courses must be completed with a minimum grade of C and may be repeated only at Judson
- Successful completion of all components of the Alabama Educator Certification Assessment Program (Effective September 1, 2018, a passing score on edTPA)
- Written application
- Submission of receipt of payment of appropriate fees made to the Alabama State Department of Education

The *Judson College Educator Preparation Program Handbook* describes more specifically the current EPP certification requirements.

Elementary Education, K-6

Students pursuing a Bachelor of Science degree in Elementary Education must complete the courses described under Elementary Education in this *Catalog*.

Choral Music Education (P-12)

Students pursuing a Bachelor of Science degree in Choral Music Education (P-12) must complete the courses described under Music Education in this *Catalog*.

English/Language Arts Secondary Education, 6-12

Students pursuing a Bachelor of Arts degree in English/Language Arts Education must complete the courses described under English/Language Arts in this *Catalog*.

General Science Secondary Education, 6-12

Students pursuing a Bachelor of Science degree in General Science Education must complete the courses described under General Science in this *Catalog*.

Mathematics Secondary Education, 6-12

Students pursuing a Bachelor of Science degree in Mathematics Education must complete the courses described under Mathematics in this *Catalog*.

Social Science Secondary Education, 6-12

Students pursuing a Bachelor of Arts degree in Social Science Education must complete the courses described under General Social Science in this *Catalog*.

Education Services

Students pursuing a Bachelor of Science or a Bachelor of Arts degree in Education Services must complete the required General Education Curriculum and all professional studies and teaching field courses, except clinical practice. Students must satisfy education program entrance and field experience requirements for the field of study. All supervised field experiences must be completed in Alabama. **An Education Services major does not lead to certification by the Alabama State Board of Education.** The Judson College Department of Education offers non-certification degree programs in the following areas:

- Bachelor of Science degree in Elementary Education Services
- Bachelor of Arts degree in Secondary Education Services
- Bachelor of Science degree in Secondary Education Services

Educational Organizations

Kappa Delta Epsilon

Kappa Delta Epsilon is a national education honor fraternity. Judson College is proud to have sponsored an active chapter, Beta Rho, since 1982. Membership in the Kappa Delta Epsilon Beta Rho chapter is by invitation to education majors in good standing with a minimum cumulative GPA of 3.0 and 30 hours of completed coursework.

Student Alabama Education Association

SAEA is a pre-professional organization that provides an opportunity to interact with other students interested in learning more about the profession. SAEA is open to any student who is an education major.

EDUCATION SERVICES

Requirements for the Education Services Major

A.	Social Science		
	HIS 103/104	World History	(6 hours)
	PSY 201	General Psychology	(3 hours)
	PSY/SOC 275	Multiculturalism	(3 hours)
	WST 101	Women in Society	(3 hours)

B.	Other:		
	REL 101/102	Old & New Testament	(6 hours)
	HPE 121	Personal Fitness	(3 hours)
	HPE, FPE, or EQS	Activity Course	(1 hour)
	BTA 105	Computer Applications*	(1 hour)
	JUD 101	Foundations for Success**	(1 hour)

*Students may test out OR is required **Not required for transfer students

C.	Professional Studies		
	EDU 201	Introduction to Education	(3 hours)
	EDU 204	Human Growth and Development	(3 hours)
	EDU 205	Exceptional Children	(3 hours)
	EDU 302	Educational Psychology	(3 hours)
	EDU 303	Evaluation of Learning & Teaching	(3 hours)
	EDU 313	Behavioral & Classroom Management	

		(3 hours)
EDU 319	Reading in the Content Area	(3 hours)
EDU 417	Instructional Media	(3 hours)
EDU 403,412-416	Materials & Methods of Teaching in Content Area	(3 hours)

D. Content Area Teaching Field Requirements. See content area requirements.

ELEMENTARY EDUCATION

Requirements for the Elementary Education Major

In addition to the general education requirements a student majoring in Elementary Education must complete the following coursework:

- A. Science (choose twelve hours)
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|-----|--|-----------|
| BIO | | (4 hours) |
| CHE | | (4 hours) |
| PHY | | (4 hours) |

- B. Mathematics (twelve hours)
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|---------|---------------------------------------|-----------|
| MAT 108 | Introduction to Mathematics or higher | (3 hours) |
| MAT 111 | Precalculus Algebra or higher | (3 hours) |

Must select an additional six hours from the following:

MAT	Electives (choose two)	(6 hours)
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Or choose from the following BUS electives:

BUS 204	Personal Financial Management (QR)	(3 hours)
BUS / MAT 231	Introductory Statistics (QR)	(3 hours)

- C. Social Studies – The following must be selected from electives in general education requirements:

PSY201	General Psychology	(3 hours)
PSY/SOC275	Multiculturalism: A Perspective	(3 hours)

- D. Block I
- | | | |
|---------|------------------------------|-----------|
| EDU 201 | Introduction to Education | (3 hours) |
| EDU 204 | Human Growth and Development | (3 hours) |

	EDU 205	Exceptional Children	(3 hours)
E.	Block II		
	EDU 302	Educational Psychology	(3 hours)
	EDU 313	Behavioral and Classroom Management	(3 hours)
	EDU 303	Evaluation of Learning and Teaching	(3 hours)
F.	Block III		
	EDU 306	Children’s Literature	(3 hours)
	EDU 308	Materials and Methods of Social Studies in the Elementary School	(3 hours)
	EDU 309	Materials and Methods of Mathematics in the Elementary School	(3 hours)
	EDU 310	Materials and Methods of Science and Health Education in the Elementary School	(3 hours)
	EDU 319	Reading in the Content Areas	(3 hours)
G.	Block IV		
	EDU 307	Materials and Methods of Language Arts in the Elementary School	(3 hours)
	EDU 318	Developmental Reading	(3 hours)
	EDU 403	Curriculum Design	(3 hours)
	EDU 410	Creative and Affective Teaching Experiences	(3 hours)
	EDU 417	Instructional Media	(3 hours)
H.	Block V		
	EDU 404	Elementary Clinical Practice	(12 hours)

Course Descriptions

EDU 201 INTRODUCTION TO EDUCATION: Three hours

A course exploring elementary and secondary education as a professional career. Students are introduced to a range of school matters such as school funding, curriculum guides, and school laws as well as a variety of factors related to effective teaching, including educator professional ethics, continuous professional development, and the role of communication with colleagues and with students’ families. Requires a professional field experience in a K-6 (elementary majors) or 6-12

(secondary majors) grade school setting.

EDU 204 HUMAN GROWTH AND DEVELOPMENT: Three hours
A course examining theories of human cognitive and physical development throughout the lifespan emphasizing biopsychosocial interrelatedness, the interplay of genes and the environment (epigenetics), and the importance of healthy practices including those related to physical well-being (diet, rest, exercise) and mental well-being. Students are introduced to the importance of establishing and maintaining positive, nurturing, collaborative relationships from the level of immediate family to the larger world of work and society, in order to promote intellectual, emotional, social, moral, and physical health across the lifespan in populations served (such as elementary school children in schools or the elderly in geriatric care facilities). (Cross-listed with PSY 204).

EDU 205 EXCEPTIONAL CHILDREN (CT): Three hours
A designated critical thinking course designed to assist the future educator in meeting the needs of students with exceptionalities in all educational settings by understanding student differences associated with exceptionalities, learning styles, cultures, and other diversities. An emphasis on problem solving through the use of collaborative critical thinking skills and dispositions is used to develop instructional plans adapted to the individual needs of diverse student populations.

EDU 302 EDUCATIONAL PSYCHOLOGY: Three hours
A course examining psychological principles in education, including the topics of educational research; psychosocial, moral, and cognitive development; student motivation; learning theories; and contemporary and historical views of intelligence. Guides students in applying educational research to support learner's physical, social, emotional, and cognitive development. (Cross-listed with PSY 302)
Prerequisite: PSY 201

EDU 303 EVALUATION OF LEARNING AND TEACHING (CT): Three hours
A designated critical thinking course designed to assist teacher candidates in developing systems of assessment for learning using a cyclical and continuous process of assessment including pre-assessment, formative assessment, and summative assessment. Focuses on utilizing standardized

and teacher-made (formal and informal) instruments and observations to develop instruction, adjust learning interventions, and measure instructional effectiveness to promote continuous intellectual, social, emotional, and physical development of learners. Requires a professional field experience in a K-6 (elementary majors) or 6-12 (secondary majors) grade school setting.

Prerequisite: PSY 201 and admission to the educator preparation program

EDU 306 CHILDREN'S LITERATURE: Three hours

A course focusing on children's literature as a field of study and as an important component in the lives of children. Teacher candidates read and discuss contemporary children's books in multiple genres, evaluating them in terms of literary quality and cultural authenticity. Focuses on theory and research in response to literature and children's reading interests.

Examines how readers respond to texts and the potential of these texts to spark thought and conversation. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 307 MATERIALS AND METHODS OF LANGUAGE ARTS IN THE ELEMENTARY SCHOOL: Three hours

A course emphasizing the content and materials for teaching elementary English language arts through the integration of reading, writing, language, speaking, viewing, and listening. Guides teacher candidates in establishing reading and writing workshops and developing a language arts classroom routine. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 308 MATERIALS AND METHODS OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL: Three hours

A course exploring contemporary elementary social studies materials, methods, concepts, and activities. Includes the integrated study of history, geography, economics, civics, and government with a focus on preparing teacher candidates to assist elementary students in becoming informed citizens in a democratic society. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in

lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 309 MATERIALS AND METHODS OF MATHEMATICS IN THE ELEMENTARY SCHOOL: Three hours

A course exploring contemporary elementary mathematics materials, methods, concepts and activities based on the themes of equity, curriculum, teaching, learning, assessment, and technology. Topics include number and operations, data and probability, algebra, geometry, measurement, with a focus on the application of developmental theory through applications in problem solving, reasoning and proof, communication, connections, and representation. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 310 MATERIALS AND METHODS OF SCIENCE AND HEALTH EDUCATION IN THE ELEMENTARY SCHOOL: Three hours

A course exploring contemporary elementary science and health materials, methods, concepts, and activities, using the inquiry-based methods of instruction. Includes the fundamental concepts of physical, life, earth/space science, health, and principles of movement/physical activity to develop lessons designed to convey the nature of science and promote good health and physical well-being in elementary students. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 313 BEHAVIORAL AND CLASSROOM MANAGEMENT: Three hours

A course exploring techniques to foster the development of a classroom community of learners. Includes strategies to support effective communication with colleagues, students, and students' families in order to form positive working relationships. Focuses on skills and procedures

needed to plan, organize, implement, administer, and maintain an effective management program that leads to student motivation, positive interactions, and learning. Requires a professional field experience in a K-6 (elementary majors) or 6-12 (secondary majors) grade school setting. Prerequisite: Admission to the educator preparation program

EDU 318 DEVELOPMENTAL READING: Three hours

A course exploring the materials and methods of teaching reading with an emphasis on diagnostic and benchmark assessments for instruction. Focuses on guiding emergent, transitional, and struggling readers, as well as English language learners. Topics include comprehension, fluency, phonemic awareness, phonics, and the reading/writing connection. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 grade school setting. Prerequisite: Admission to the educator preparation program

EDU 319 READING IN THE CONTENT AREAS: Three hours

A course exploring teaching reading in content-area courses with an emphasis upon academic language, literacy strategies, and related skills, with instruction in diagnostic and remedial reading. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a K-6 (elementary majors) or 6-12 (secondary majors) grade school setting. Prerequisite: Admission to the educator preparation program

EDU 403 CURRICULUM DESIGN: Three hours

A culminating course exploring the application of developmentally appropriate curriculum design for teaching elementary learners. Guides teacher candidates in planning an integrated unit of study based in learning theory that fosters student engagement and motivation of diverse learners. Facilitates teaching the unit to a group of elementary students, assessing student learning, and evaluating the impact of instruction. Requires a professional field experience in a K-6 grade school setting. Prerequisite: Admission to the educator preparation program

EDU 404 **ELEMENTARY CLINICAL PRACTICE:** Twelve hours
A culminating course of supervised clinical practice to develop and demonstrate competencies in content knowledge and teaching methods to guide elementary learners in achieving Alabama content standards outlined in the Courses of Study. Requires a full-time, semester-length professional field placement in a K-6 grade school setting and submission of an edTPA portfolio for official scoring. Teaching experiences are directed and supervised by an assigned cooperating teacher and college supervisor. Adheres to the Alabama State Department of Education regulations.
Prerequisite: Admission to clinical practice

EDU 407 **MUSIC EDUCATION CLINICAL PRACTICE:** Twelve hours
A culminating course of supervised clinical practice to develop and demonstrate competencies in content knowledge and teaching methods to guide learners in achieving Alabama content standards outlined in the Courses of Study. Requires a full-time, semester-length professional field placement in two settings, a K-6 grade school setting and a 6-12 grade choral education placement, and submission of an edTPA portfolio for official scoring. Teaching experiences are directed and supervised by assigned cooperating teachers and college supervisor. Adheres to the Alabama State Department of Education regulations.
Prerequisite: Admission to clinical practice

EDU 409 **SECONDARY CLINICAL PRACTICE:** Twelve hours
A culminating course of supervised clinical practice to develop and demonstrate competencies in content knowledge and teaching methods to guide secondary learners in achieving Alabama content standards outlined in the Courses of Study. Requires a full-time, semester-length professional field placement in a 6-12 grade school setting and submission of an edTPA portfolio for official scoring. Teaching experiences are directed and supervised by an assigned cooperating teacher and college supervisor. Adheres to the Alabama State Department of Education regulations.
Prerequisite: Admission to clinical practice

EDU 410 CREATIVE AND AFFECTIVE TEACHING EXPERIENCES:

Three hours

A course designed to prepare teacher candidates to engage elementary learners in self-expression, communication, and inquiry through the arts, including performing and visual arts. Requires a professional field experience in a K-6 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 411 SPECIAL STUDIES: Three hours

A course for upperclassmen seeking to complete requirements in their major or minor disciplines. Subjects will be taught that do not appear in the College Catalog but are of value to a student in her career objectives and/or graduate studies.

Prerequisite: Approval of the Department Head

**EDU 412 MATERIALS AND METHODS OF TEACHING
ENGLISH/LANGUAGE ARTS IN SECONDARY EDUCATION:** Three hours

A course designed to guide teacher candidates in teaching reading, writing, language, speaking, viewing, listening, and thinking skills to secondary students. Focuses on utilizing English language arts knowledge to design relevant, comprehensive, and dynamic courses to harness adolescent learners' growing autonomy and cognition. Guides secondary teacher candidates in engaging as a growing professional in their scholarly community. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a 6-12 grade school setting.

Prerequisite: Admission to the educator preparation program

**EDU 413 MATERIALS AND METHODS OF TEACHING
MATHEMATICS IN SECONDARY EDUCATION:** Three hours

A course designed to guide teacher candidates in engaging secondary mathematics learners in problem solving, reasoning and proof, communication, making connections, and representation of findings. Focuses on incorporating differentiated instruction by valuing varied strategies and providing interventions to ensure that adolescent learners apply mathematics to other content areas and to real-world problems. Guides secondary teacher candidates in engaging as a growing professional in the professional mathematics education community. Supports teacher candidates in utilizing knowledge of students, school

community, and learning theory in planning, with special emphases on student engagement, mathematics-specific technologies, guided inquiry, and critical thinking. Requires a professional field experience in a 6-12 grade school setting.

Prerequisite: Admission to the educator preparation

EDU 415 MATERIALS AND METHODS OF TEACHING GENERAL SCIENCE IN SECONDARY EDUCATION: Three hours

A course designed to guide teacher candidates in teaching concepts of physics, chemistry, and biology, through inquiry-based lessons. Focuses on addressing learners' preconceptions while guiding adolescent learners in exploring scientific processes utilizing technology and equipment, interpreting data, communicating patterns, and designing further research, all in a safe environment for learning. Guides secondary teacher candidates in engaging as a growing professional in the scientific community. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a 6-12 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 416 MATERIALS AND METHODS OF TEACHING SOCIAL SCIENCE IN SECONDARY EDUCATION: Three hours

A course designed to guide teacher candidates in the teaching of history, geography, economics, government, and other social science related areas in order to prepare adolescent learners to participate as contributing citizens in a democratic society. Guides secondary teacher candidates in engaging as a growing professional in their scholarly community. Supports teacher candidates in utilizing knowledge of students, school community, and learning theory in lesson planning, with special emphases on student engagement, guided inquiry, and critical thinking. Requires a professional field experience in a 6-12 grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 417 INSTRUCTIONAL MEDIA: Three hours

A course emphasizing selection, preparation, and evaluation of multimedia technological materials and their uses in instructional processes, with special emphases on enhancing communication methods and developing inquiry skills in the classroom. Requires a professional field experience in

a K-6 (elementary majors) or 6-12 (secondary majors) grade school setting.

Prerequisite: Admission to the educator preparation program

EDU 441 SPECIAL STUDIES: Three hours

A course for upperclassmen seeking to complete requirements in their major or minor disciplines. Subjects will be taught that do not appear in the College catalog but are of value to a student in her career objectives and/or graduate studies.

Prerequisite: Approval of the Department Head

EDU 442 SPECIAL STUDIES: Three hours

A course for upperclassmen seeking to complete requirements in their major or minor disciplines. Subjects will be taught that do not appear in the College catalog but are of value to a student in her career objectives and/or graduate studies.

Prerequisite: Approval of the Department Head

EDU 443 SPECIAL STUDIES: Three hours

A course for upperclassmen seeking to complete requirements in their major or minor disciplines. Subjects will be taught that do not appear in the College catalog but are of value to a student in her career objectives and/or graduate studies.

Prerequisite: Approval of the Department Head

EDU 449, 450 INDEPENDENT STUDY: One or Two hours

Directed readings, independent study and research on approved topics selected by student. Direction is provided through student-instructor conferences.

Prerequisite: Approval of the Department Head