

Education

Steven Mast, Department Chair
1 Madeleva Hall
574-284-4246



FACULTY

I. Chung, A. Gillan, J. Greiner, K. Higgs-Coulthard,
J. Lalley, S. Mast, T. Suico, N. Turner

DEPARTMENT DESCRIPTION

The mission of the Education Department is to develop reflective practitioners who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.

The Education Department seeks to prepare professional educators who have internalized the values of education and who have the passion and commitment to play a critical role in the development of children and society. Additionally, the department supports and encourages its students to explore leadership positions in education. Education students are expected to demonstrate excellence in scholarship and academic ability.

Graduates of the Saint Mary's College Education Department will have the professional knowledge, skills, and dispositions required to meet the needs of students in today's diverse classrooms. The department is committed to developing beginning teachers who value diversity; are able to work for and support issues of social justice; are active against causes of alienation, poverty, and oppression; and support dignity within the profession and within the larger society.

Graduates will have a broad professional knowledge base that enables them to deliver effective instruction using a wide variety of methodologies in a manner that is student centered and focused on individual needs. Graduates will demonstrate compassion for the students and families they serve. They will conduct their professional practice in an ethical and moral manner. Graduates of the Education Department will be reflective practitioners who are able to analyze and grow from their teaching experiences throughout their professional careers.

TEACHER PREPARATION

The undergraduate teacher education program offers an Elementary Education major (grades K–6) and a Secondary Education major (grades 5–12). Music Education (P–12) and Art Education (P–12) are also offered. The performance-based standards for the initial preparation of teachers are those recommended by the Office of Educator Effectiveness and Licensing, Indiana Department of Education

ADVANCED WRITING PROFICIENCY

All Education candidates prepare two submissions to the Advanced Writing Proficiency Portfolio. Additional detailed information on the Advanced Writing Proficiency Portfolio is found in the AWP Guidelines available to students on Blackboard. In addition, secondary candidates complete the Advanced W requirement in the content area major.

SENIOR COMPREHENSIVE

All candidates complete student teaching and the Education Portfolio at the Proficient level. Secondary education majors are also required to complete the senior comprehensive in the content area major.

ACCREDITATION

All teacher education programs are approved by the Indiana Department of Education Office of Educator Effectiveness and Licensing and the Council for the Accreditation of Educator Preparation.

NOTE: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Education. Contact the Education Department for current updates.

EDUCATION DEPARTMENT TEACHER CANDIDATE STANDARDS (Learning Outcomes)

Standard 1: Student Development and Diversity

- A Saint Mary's College teacher candidate applies knowledge of student development, including issues of diversity, to meet learner needs.

Standard 2: Learning Processes

- A Saint Mary's College teacher candidate uses knowledge of how learning occurs to increase student learning.

Standard 3: Instructional Planning and Delivery

- A Saint Mary's College teacher candidate can plan and deliver learning experiences that are standards-based, data-driven, differentiated, tiered, culturally responsive, assessable, and grounded in current technologies.

Standard 4: Assessment

- A Saint Mary's College teacher candidate uses both formative and summative assessments to promote and monitor continuous student learning.

Standard 5: Learning Environment

- A Saint Mary's College teacher candidate can apply the factors that create a safe, healthy, supportive, and inclusive learning environment that respects cultural diversity and reflects high expectations using positive and supportive classroom management.

Standard 6: The Professional Environment

- A Saint Mary's College teacher candidate productively collaborates with diverse stakeholders to ensure and support learning, recognizing and advocating for job-embedded professional development.

Standard 7: Reading

- A Saint Mary's College teacher candidate can identify and define the foundations of literacy development grounded in scientifically-based reading instruction, as well as use developmentally appropriate practices of evidence-based instruction.

Standard 8: Content

- A Saint Mary's College teacher candidate demonstrates deep knowledge of the central concepts, tools of inquiry, and structure of the discipline(s) taught and uses that knowledge to create learning experiences that make these aspects of the discipline accessible and meaningful to learners.

PROGRAMS IN EDUCATION

Majors

Elementary Education
Elementary Education/Mild Intervention
Elementary Education/Reading
Secondary Education (requires second major)

Minors

Early childhood education
ESL/BBE

Licensure areas

1. Elementary
 - a. Elementary Generalist
 - b. Mild Intervention
 - c. Reading
 - d. ESL
2. Secondary (students complete a second major in the content area)
 - a. English
 - b. Social Studies/history
 - c. Social Studies/Political science
 - d. Science (biology or chemistry)
 - e. Spanish
3. P-12 Music Education - exists as a major within the music department
4. P-12 Visual Arts Education (students complete a major in Art)

Bachelor of Arts, Major in Elementary Education, K–6 —ELED (65 hours)

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School		2 hours
EDUC 215	Teaching Wellness in Elementary/Middle School		3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 301	Teaching Language Arts in Elementary/Middle School	field	3 hours
EDUC 302	Teaching Social Studies in Elementary/Middle School	field	3 hours
EDUC 303	Teaching Science in Elementary/Middle School	field	3 hours
EDUC 304	Teaching Reading in Elementary/Middle School	field	3 hours
EDUC 305	Teaching Mathematics in Elementary/Middle School	field	3 hours
EDUC 308	Children's Literature in Elementary/Middle School	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School	field	3 hours
EDUC 472	Student Teaching in Elementary School		12 hours

Additional required courses

HIST 103	World Civilization I	3 hours
or HIST 104	World Civilization II	3 hours
HIST 201	U. S. History to 1865	3 hours

EDUCATION

MATH 118	Patterns in Math for Elementary Teachers		3 hours
MATH 302	Math for Elementary Teachers		3 hours

Major in Elementary Education with Mild Intervention Licensure, K–6 — ELMI (77 hours)

In addition to the ELED requirements, all of the following are required:

EDUC 362	Positive Behavioral Support		3 hours
EDUC 365	Assessment Strategies for Exceptional Learners	field	3 hours
EDUC 368	Intervention Strategies in Reading and Other Content Areas	field	3 hours
EDUC 434	Collaboration and Consultation in Special Education	field	3 hours
EDUC 471	Student Teaching in the Elementary / Special Education Classroom (replaces EDUC 472)		12 hours

Major in Secondary Education, 5–12 —EDUC (33 hours)

SECONDARY EDUCATION: LIST OF APPROVED MAJORS

Students planning to complete the Secondary Education major must complete a major in one of the following content disciplines approved for Saint Mary’s College: English; history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics); mathematics; political science (political science majors must complete additional course work in history and one of the following: sociology, psychology, economics); science (science majors must complete licensing requirements in one of the following areas: chemistry, life science); Spanish.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 346	Literacy Strategies and Classroom Management in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

One of the following:

EDUC 474	Student Teaching in Middle/High School		12 hours
EDUC 475	Student Teaching in High School		12 hours

One of the following:

EDUC 443	Teaching Social Studies in Middle/High School	field	3 hours
EDUC 445	Teaching Modern Languages in Middle/High School	field	3 hours
EDUC 447	Teaching English in Middle/High School	field	3 hours
EDUC 449	Teaching Science in Middle/High School	field	3 hours
EDUC 451	Teaching Mathematics in Middle/High School	field	3 hours

Major in Elementary Education with Reading, P–12 —ELER (77 Hours)

In addition to the ELED requirements, all of the following are required (Leads to licensure in Reading):

EDUC 306	Multicultural Approaches to the Teaching of Reading		3 hours
EDUC 404	Content Area Literacy Instruction		3 hours
EDUC 481	Seminar in Reading		3 hours
EDUC 486	Practicum in Reading	field	3 hours

Minor in Early Childhood Education—ECED (15 hours)

This is a College minor, not a licensure program.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
----------	---	-------	---------

EDUC 310	Introduction to Early Childhood Education		3 hours
EDUC 311	Curriculum and Assessment in Early Childhood Education		3 hours
EDUC 480	Seminar in Early Childhood Education		3 hours
EDUC 485	Practicum in Early Childhood Education	field	3 hours

Minor in English as a Second Language and/or Bilingual/Bicultural Education, P–12 —ENLB (15 hours)

This is a college minor. It leads to licensure in English as a Second Language if requirements for the Elementary or Secondary program are completed.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 430	Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours
EDUC 432	Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours

One of the following:

SLP 240	Phonetics		3 hours
ENLT 304	History of the English Language		3 hours

One of the following:

ANTH 141	Culture and Society		3 hours
ANTH 253	Survey I: Culture and Language		3 hours
COMM 350	Intercultural Communication		3 hours
ICS 201	Introduction to Intercultural Studies		3 hours

One of the following (if pursuing ESL licensure along with Elementary or Secondary Education):

EDUC 477	Student Teaching in the Elementary/English as a Second Language Classroom (replaces EDUC 472)		12 hours
EDUC 478	Student Teaching in the Secondary/English as a Second Language Classroom (replaces EDUC 475)		12 hours

Music Education P–12 (34 hours)

Students planning to complete the Music Education licensure program must complete the Bachelor of Music degree with a major in Music Education in addition to the requirements below.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/ Middle School Student	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours
MUS 351	Elementary Music Methods	field	2 hours
MUS 453	Secondary Music Methods	field	2 hours

One of the following:

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

Visual Arts Education P–12 (39 hours)

Students planning to complete the Visual Arts Education licensure program must complete a major in Art in addition to the requirements below.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
ART 402	Teaching Art in the Elementary and Middle School	field	3 hours
ART 403	Teaching Art in the High School	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours

One of the following:

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

POLICIES FOR THE ELEMENTARY EDUCATION MAJOR AND SECONDARY EDUCATION MAJOR

It is the student's responsibility to be aware of and meet the specific requirements and deadlines for the B.A. in Elementary Education or B.A. in Secondary Education (including Music Education and Art Education). Students majoring in Elementary Education must also complete an additional licensure area or college minor. (Contact the Education Department for specific information.) Secondary majors complete a second major in one of the approved majors (see above).

STEP I—General Education and Introduction to the Profession

Students must complete STEP I (Standards-Based Teacher Education Program) to be admitted to the Education Department.

- Achieve a cumulative 2.75 grade point average.
- Earn the Saint Mary's College Writing Proficiency.
- Complete EDUC 201 *Foundations for Teaching in a Multicultural Society* with a grade of B- or above.
- Complete the EDUC 201 field experience with a satisfactory evaluation.
- Demonstrate basic skills competency (Contact the Education Department for specific information).
- Submit an application to the department.
- Submit acceptable dispositions evaluations.

STEP II—Professional Studies and Content Preparation

Students must be admitted to the Education Department prior to beginning courses in STEP II.

- Maintain a cumulative 2.75 GPA.
- Complete all Education courses beyond EDUC 201 with a grade of C or above.
- Complete and submit the application for student teaching.

- Complete all required field experiences at a satisfactory level (minimum 5 hours per week) NOTE: Additional licensures require additional hours.
- Earn the Advanced Writing proficiency. (Secondary Education majors complete the writing requirements in their content major.)
- Complete requirements for the Education Portfolio at the Developing level.
- Maintain appropriate teaching dispositions.

STEP III—Integrated Studies

- Maintain a cumulative 2.75 grade point average.
- Complete all Education courses beyond EDUC 201 with a grade of C or above.
- Complete the year-long internship at a satisfactory level (fall-field/spring-student teaching).

NOTE: Student teachers are required to follow their assigned school calendars.

- Pass the state-approved licensing assessments.
- Demonstrate proficiency in student teaching assessments.
- Complete the Education Portfolio at the Proficient level.

NOTE: A student who enters the department late may request permission from the Chair to adjust her schedule of required Education courses if a 3.0 grade point average is achieved. Adjustments will be made on an individual basis for transfer students and for those who study abroad.

LICENSE TO TEACH IN INDIANA

Completion of Education courses does not guarantee a license to teach in Indiana.

To obtain a license to teach in Indiana, the student:

- Must have a cumulative 2.5 grade point average.
- Must have completed an additional licensure area or college minor in addition to the Elementary Education major **OR** the Secondary Education major in addition to a college content major approved for Saint Mary's College.
- Must obtain valid CPR-Heimlich Maneuver-AED from approved Indiana providers. (www.doe.in.gov/student-services/licensing/cpr-heimlich-maneuver-aed-certification).
- Must obtain valid certificate verifying Evidence-based Child Suicide Prevention.
- Must pass state-approved licensing assessments (Contact the Education Department for specific information.)
- **Submit application for Indiana licensure.**

LICENSE TO TEACH OUTSIDE INDIANA

Students who seek licensure in a state other than Indiana must assume responsibility to meet specific requirements for licensing in that state. Although Interstate Agreement Contracts exist between the state of Indiana and other states, some of these states have additional requirements. Students should consult the state's Department of Education, Teacher Licensure Office for specific requirements.

GOVERNMENTAL REQUIREMENTS FOR SOME PROFESSIONS

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility* EDUCATION Saint Mary's College | 197

of the student and the graduate. You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

EDUCATION COURSES (EDUC)

100 Strategies for Academic Success (2)

This course is designed to provide comprehensive college level study skills that apply to academic and career success. Strategies and techniques are presented and integrated with the exploration of motivation and goal setting.

Note: EDUC 201 is a prerequisite for all Education courses.

201 Foundations for Teaching in a Multicultural Society (3)

201 Foundations for Teaching in a Multicultural Society (3) This course is an introduction to teaching and learning in the educational system of the United States of America today. The essential background roles of history, governance, financing, philosophy, and law are set in a multicultural framework that considers the thematic question: What does it mean to be a teacher in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism, and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are required. Students must be available during the public school day (approximately 8am – 3pm) once or twice a week for a total of 3 hours per week. Students are responsible for arranging their own transportation to and from their assigned placement.

213 American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School (2)

Teacher candidates of Elementary and Middle School will develop knowledge, understanding, and the ability to use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle school students. An exploration of culturally bound and created arts in the United States will be examined for their application and implementation into four content disciplines in the elementary and middle school curriculum. An emphasis will be placed on integrative and inclusive approaches to teaching and learning the arts. Prerequisite: EDUC 240 or with permission.

215 Teaching Wellness in Elementary/Middle School (3)

This course challenges teacher candidates to develop knowledge, understanding, and the ability to foster the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and the practice of skills that contribute to good health. Instructional strategies and skills will focus on health science and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary and middle school students. Emphasis will be placed on instructional activities that promote the development of healthy children. Prerequisite: EDUC 240 or with permission.

220 Applied Media and Instructional Technology (3)

Educational technology can enrich and enhance instructional experiences for both the teacher and student. This class combines theoretical, technical, and experiential components into a single pragmatic approach using technology in the classroom. The National Educational Technology Standards for Teachers (NETS[™]I,2007) will be used: (1) Facilitate and inspire student learning and creativity, (2) Design and develop digital-age learning experiences and assessments, (3) Model digital-age work and learning, (4) Promote and model digital-age citizenship and responsibility, and (5) Engage in professional growth and leadership. Prerequisite or Corequisite: EDUC 201.

NOTE: Courses that require a semester-long field experience (5 hours per week) are identified with *Field Experience. Transportation is required.

222 Introduction to English as a Second Language in Elementary/Middle School (3)

Introduction to English as a Second Language in Elementary/Middle School is intended for students who plan to teach in a regular classroom setting. This beginning level course examines the world of

English as a Second Language (ESL), including linguistics, culture, ESL theories, and ESL methods. Prerequisite or Corequisite: EDUC 201.

230 Educational Psychology: Foundations of Special Education in Elementary/Middle School (3)

This course is designed to introduce the historical, philosophical, and legal aspects of providing instruction for exceptional learners in the elementary and middle school. Diagnosis and assessment of exceptionality and the etiology of differences in learning are included. The rights and responsibilities of parents, students, educators, and other professionals will be studied. *Field experience.

240 General/Special Education Partnerships in Elementary/Middle School (3)

The focus of this course will be on various approaches to general education and special education programming in the elementary and middle school, including full inclusion, consultation, and cross-categorical models. Particular emphasis will be placed upon the inclusive model and its implications for parents, students, teachers, and other professionals. Common elements of effective teaching such as lesson planning, questioning, and models of teaching as they apply to both general and special education populations will be explored. Prerequisite or Corequisite: EDUC 201.

301 Teaching Language Arts in Elementary/Middle School (3)

This course is designed to develop knowledge and understanding of teaching, learning, and assessment of all areas of literacy including reading, writing, speaking, listening, and thinking. Evidence-based best practices are examined through course readings and experiences. Further insights are gained as learning experiences are planned and implemented in the field classroom. *Field experience.

302 Teaching Social Studies in Elementary/Middle School (3)

This course is designed to develop knowledge, understanding, and the ability to use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. *Field experience.

303 Teaching Science in Elementary/Middle School (3)

This course is designed for teacher candidates to develop their knowledge and understanding of the major concepts of physical, life, and earth and space science and to apply this knowledge in teaching at appropriate grade levels. Emphasis is directed at utilizing research-backed science teaching strategies to improve understanding of science concepts in elementary and middle school grades. Opportunities are provided to develop instructional materials, practice writing and teaching science lessons and/or units, apply appropriate technologies, and connect science concepts and processes to other areas of the elementary/middle school curriculum. *Field experience.

304 Teaching Reading in Elementary/Middle School (3)

This course is designed to provide a broad understanding of the foundations of reading development, instruction, and assessment grounded in scientifically based reading research. Knowledge, skills, and teaching strategies essential in implementing a balanced reading program and creating a literacy-rich classroom environment that supports the literacy development of all students are addressed. *Field experience.

305 Teaching Mathematics in Elementary/Middle School (3)

This course is designed to develop knowledge, understanding, and the ability to use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Emphasis is directed at improving understanding of mathematical concepts in elementary and middle school grades while utilizing effective teaching strategies. Opportunity to develop materials, practice writing and teaching mathematics lessons and/or units, and apply mathematics-related technology for the classroom. Development of a personal philosophy of mathematics instruction, awareness of current issues and trends in mathematics and applications of mathematics in the world. *Field experience.

306 Multicultural Approaches to Teaching of Reading (3)

This course has been designed to assist the teacher in communication with children whose language and cultural backgrounds differ from the majority culture. The course offers practice in adjustment of teaching practices to accommodate differences in cultural values, in selection of teaching materials

and techniques most appropriate for reading instruction, and in the development of positive and strong self concepts in children. A variety of cultures are studied, including African-American, Native American, Asian American, and Hispanic-American groups.

308 Children's Literature in Elementary/Middle School (3)

This course focuses on various genres of children's literature appropriate for integration in the elementary and middle school curriculum. Practical applications and experiences for extending literature will be provided. *Field experience.

310 Introduction to Early Childhood Education (3)

The theoretical and practical aspects of the development of young children, focusing on different learning theories and the needs of children from birth through age eight. The important educational roles and challenges of a professional educator and significant historical roots and current practices of different early childhood education programs will be studied in order to gain the knowledge, skills, and insights necessary to confidently and appropriately attain the goal of being a leader in educating young children, parents, and families. Prerequisite or Corequisite: EDUC 201 or with permission.

311 Curriculum and Assessment in Early Childhood Education (3)

A study of the curriculum and instructional materials for young children from three through age eight. Special focus is given to planning developmentally appropriate curriculum and practice in which child-centered and integrated curriculum are used to support children's meaningful learning in sociomoral, cognitive, representational, and physical development. Prerequisite or Corequisite: EDUC 201 and 310 or with permission.

325 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

335 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

345 Curriculum and Assessment in Middle/High School (3)

This course provides teacher candidates the opportunity to further define their role as teachers of adolescents in the middle and high school classroom. Through designing curriculum focused on big ideas that span time and culture, engaging, rigorous units will be constructed. Students will learn and use traditional, as well as authentic and performance-based assessment, as a way to teach diverse student populations. *Field experience.

346 Literacy Strategies and Classroom Management in Middle/High School (3)

Building on the knowledge and skills gained in EDUC 345, teacher candidates will learn how to address literacy issues, as well as how to tier and differentiate instruction in a well-managed middle/high school classroom. *Field experience.

350 Educational Psychology: Human Growth and Development of the Middle/High School Student (3)

This course will focus on the special issues facing middle and secondary school students. Motivation, classroom management techniques and test design are included within the framework of three approaches to adolescent psychology: behaviorism, cognitivism, and humanism. Discussion of several leading theories of moral development, cultural differences, and multicultural concepts will be covered. *Field experience.

352 Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student (3)

The primary purpose of this course is to examine the application of psychological theory to the teaching/learning process. Teacher candidates will study typical physical, social, emotional, and cognitive characteristics, various developmental stage theories, types of motivation, learning theories, teaching methodologies, and classroom management strategies that have developed from them, as well as methods of measurement and evaluation. *Field experience.

356 Educational Psychology: Educating Exceptional Learners in Middle/High School (3)

The focus of this course is on instructional strategies that meet the learning needs of the middle and high school student with disabilities. Special education legislation, programming, and the role of the general education teacher in providing interventions will be emphasized. The use of assessment information in order to provide appropriate services is a topic of discussion. *Field experience.

362 Positive Behavioral Support (3)

This course focuses on teaching and managing the learning environment for students with mild disabilities. Legal regulations regarding the implementation of functional behavioral assessment will be examined. Students will explore the specific components of this assessment and its use in formulating behavioral intervention plans, as well as strategies that foster and teach social skills to students with mild disabilities. Prerequisite: EDUC 240

365 Assessment Strategies/Exceptional Learners (3)

This course focuses on the referral and placement process for students with mild disabilities. Multiple forms of assessment and the mild disability teacher's role in administration will be examined. Emphasis will be placed on the selection, use and interpretation of various instruments, and use of assessment information in the identification and placement of students with mild disabilities. Exploration of the assessment process in relation to Individualized Educational Plans will be a specific focus. *Field experience. Prerequisites: EDUC 230, 240

368 Intervention Strategies in Reading and Other Content Areas (3)

Emphasis in this course is placed on teaching strategies that are shown to be successful with students who need mild curricular and instructional interventions. Multisensory Structured Language Education aligned with elements of scientifically based reading research will be a focus. Interventions in other content areas will be addressed with a highlight on evidence-based approaches. *Field Experience.

372 Education in Great Britain and Ireland (2-3)

This course focuses on the study of education in Great Britain and Ireland with appropriate discussions and lectures. Visits will be made to schools and teaching centers in Ireland, Scotland, and England. Conducted as a special summer offering only.

390 Special Topics (1-3)

An experimental, student or faculty-initiated course on a topic not covered in detail in the regular curriculum. May be repeated.

401 edTPA Preparation (3)

This course provides the foundation in knowledge and skills necessary to complete the edTPA performance assessment during the senior year student teaching semester. edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a PreKindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. There is a \$300 fee for submission.

404 Content Area Literacy Instruction (3)

The course focuses on evidence-based best practices related to content area literacy. Teacher candidates will develop a thorough understanding of the comprehension and analysis of informational and persuasive texts. Integration of reading and writing, critical reading, assessment, related literature, intervention and extension strategies, and ongoing progress monitoring will be emphasized.

406 Reading Assessment and Intervention in Elementary/Middle School (3)

This course is designed to enable teacher candidates to identify pupils who have difficulty reading regular class material and to prescribe an appropriate course of action for the remediation of the pupils' skills. Emphasis will be placed on the reading process and teaching methodologies, causes of reading difficulties, utilization of diagnostic materials and remedial techniques for all children. Spring semester only. *Field experience.

408 Fostering the Development of Culturally Responsive Teachers Through Experiential Learning (3)

This course provides pre-service teachers the opportunity to further define their role as teachers in a multicultural society. The course is based in the premise that when we understand our own culture, we can better understand the cultural backgrounds of our students. With that understanding in place, we can connect to our students and the community. Through the use of experiential learning in a setting beyond the Saint Mary's College community, students will have active, unscripted interactions with people and settings outside of their lived experience, interpreted through class discussions informed by course readings, guest speakers, and film.

425 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

430 Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)

The course introduces the historical and cultural contexts of ESL/BBE, theories of second language acquisition (SLA), and resulting models of SLA, ESL, and BBE, with particular attention to current models, such as Dual Language Instruction. Students will examine successful ESL/BBE program elements. The teacher candidate must complete a pedagogical Standard American English (SAE) grammar component and an SAE phonology component at satisfactory levels. Analysis and evaluation of language samples of an ESL or a BBE student are also required. Fall semester only. *Field experience. Pre or Corequisites: ENLT 304, and one of the following: COMM 350, ICS 201, ANTH 141, or ANTH 253.

432 Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)

In this course, teacher candidates learn about and practice effective methods of instructional delivery for ESL/BBE students. They analyze commercially prepared materials and engage in materials design, and teaching with those materials. They explore assessment issues in the ESL/BBE context. They find out various ways to enhance communication with ESL and BBE parents and communities. *Field experience. Spring semester only. Pre or Corequisite EDUC 430.

434 Collaboration and Consultation in Special Education (3)

This course focuses on communication and collaborative partnerships that will contribute to success for the exceptional child across the full spectrum of services available for mild intervention. Emphasis is placed on the teacher's interaction with parents, other professionals, and agencies in the community. The components of effective team meetings for the purposes of assessment, evaluation, and programming will be explored. *Field experience. Prerequisites: EDUC 230, 240

443 Teaching Social Studies in Middle/High School (3)

This course provides an orientation to teaching techniques, learning strategies, and curriculum development for secondary social studies. Emphasis is placed on the subject matter content areas of social studies. Peer teaching, planning, and field work experiences offer the student occasions to create and facilitate learning opportunities; select, integrate, and adapt curriculum; analyze and evaluate primary and secondary resources from print and non-print media; and develop and practice teaching skills in specific content areas(s). Fall semester only. *Field experience. Prerequisite: EDUC 345.

445 Teaching Modern Languages in Middle/High School (3)

The course focuses on the methodology of content-based second language instruction. It provides background in second language acquisition research, elaborates upon the concept of content-based

second language instruction and presents methods and activities designed to develop language skills within a content-based instruction paradigm. Fall semester only. *Field experience. Prerequisite: EDUC 345. (Also listed as MODL 445.)

447 Teaching English in Middle/High School (3)

This course provides teacher candidates the opportunity to specifically apply their content knowledge in English to adolescents in the middle school and/or high school classroom. Through immersion in the design of curriculum units, instructional strategies, including reading, and traditional, as well as alternative and authentic assessments, they will learn to create effective learning experiences for diverse student populations. Fall semester only. *Field experience. Prerequisite: EDUC 345.

449 Teaching Science in Middle/High School (3)

The purpose of this course is to develop the necessary skills and techniques to become effective secondary science teachers. Teacher candidates will acquire a variety of: (1) foundational skills and concepts related to technology; (2) instructional strategies to adapt and plan instruction to meet student needs; (3) laboratory and field-based learning activities; (4) classroom management techniques to establish and maintain an environment conducive to learning science; and (5) techniques for assessing student outcomes. Fall semester only. *Field experience. Prerequisite: EDUC 345.

451 Teaching Mathematics in Middle/High School (3)

This course is designed to discuss current developments in contemporary mathematics, identify and apply principles of learning mathematical concepts and use a variety of methods in teaching mathematics at the secondary level. Teacher candidates will (1) plan instruction for a variety of ability levels; (2) plan a mathematics program for a multicultural setting; (3) locate and use a variety of materials for secondary mathematics; (4) write, teach, and evaluate mathematical concepts; (5) discuss a variety of alternative assessment methods and (6) participate in professional organizations. The course follows guidelines for the preparation of teaching of mathematics set forth by NCTM and MAA. Fall semester only. *Field experience. Prerequisite: EDUC 345.

466 Communicating Climate Science (3)

In the ongoing dialogue on climate science and climate change, it's crucial that women's voices be heard. An understanding of how gender roles influence how people experience, communicate, and practice climate change science is important if we are to capitalize on the abilities of women to be impactful agents of good climate stewardship. With this in mind, EDUC 466 is designed for undergraduate students interested in improving their conceptual understanding of climate science and climate change through engaging in activities, demonstrations and discussions, while also developing their science communication skills to advance the public's climate literacy. The course will combine science content, active teaching and learning methods based on how people learn, and how to engage in effective interactions. Students will have opportunities to address issues of gender and gender bias in STEM and examine how their individual talents in STEM might be harnessed to support women around the world as they communicate climate science and/or experience the effects of climate change.

471 Student Teaching in Elementary/Special Education Classroom (12)

472 Student Teaching in Elementary School (12)

474 Student Teaching in Middle School/High School (12)

475 Student Teaching in High School (12)

476 Student Teaching in Elementary, Middle and High School (12)

477 Student Teaching in the Elementary/English as a Second Language Classroom (12)

478 Student Teaching in the Secondary/English as a Second Language Classroom (12)

Student teaching is a semester-long experience under the supervision of qualified cooperating teachers and a college supervisor. The experience includes observation, participation, full time teaching, and conferences. Student teachers will follow the calendar of the host school. The Education Portfolio

is required. Submission of application for instructional license in the state of Indiana is recommended. Student teaching fee: \$150. Graded S/U.

480 Seminar in Early Childhood Education (3)

Students will investigate current research and practical issues in the field of early childhood education. Synthesizing experiences and implementing the information from investigations will be the focus of the teacher candidates' learning. Course structure allows for maximum individualization of learning, permitting them to pursue areas of interest within the field of study.

481 Seminar in Reading (3)

This course engages teacher candidates in investigations of recent research in the field of reading as well as policies and legislation that affect reading programs. Professional learning and leadership in reading will be a focus as candidates develop leadership skills that will enable them to collaborate effectively with others in promoting equity in access to literacy and in advocating for groups and individuals in the area of literacy. Course structure will allow for individualization of learning permitting students to pursue areas of interest within the field of study.

485 Practicum in Early Childhood Education (3)

Teacher candidates will have the opportunity to assess young children's academic readiness, abilities, and needs in order to plan, implement, and evaluate developmentally appropriate curriculum and instructional strategies in early childhood settings. Practicum settings provide candidates with opportunities to work with early childhood professionals, parents and various community resources to learn to teach the young children of our developmentally and culturally varied environment. *Field experience.

486 Practicum in Reading (3)

Teacher candidates will participate in planning and adapting instructional strategies and learning experiences to challenge and meet the diverse needs of all students. The use of assessment to inform differentiated instruction will be a focus. Scientifically based reading research including the role of phonemic awareness, phonics, vocabulary, fluency, and comprehension in reading development will be considered as well as evidence-based instructional practices that integrate literacy skills with content areas. *Field experience.

488 Practicum in Intercultural Education (1-6)

This practicum experience will offer teacher candidates the opportunity to integrate knowledge gained from course work and field experiences as they work with professionals in a practicum setting. Prerequisite: Admission to the Education Department, application, or permission of instructor.

497 Independent Study (1-3)

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Prerequisite: Approval of department chair.