

EDUCATION - CUAA (EDU)

EDU 1000. Teaching & Learning in Diverse Societies. (3 Credits)

Candidates will learn strategies to cultivate a student-centered classroom that leads to student empowerment and ownership, active engagement in exploration and learning, positive social interaction and behaviors and an inclusive classroom community through norms and routines. Candidates will further acknowledge and reflect on the impact of personal beliefs, biases, privileges and experiences of both self and learner within the educational environment.

EDU 1002. Teaching & Learning in Diverse Societies Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

EDU 1004. Teaching & Learning in Diverse Societies Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

EDU 1020. Human Growth and Development. (3 Credits)

Candidates will recognize and respond appropriately to the multiple influences on adolescent development, including but not limited to cultural, linguistic, religious, gendered, historic, economic, and social-emotional contexts throughout all aspects of teaching and learning. Candidates will further demonstrate knowledge of a variety of strategies, instructional approaches, behavioral assessments, and positive behavioral interventions within the general education learning environment to promote the full participation of all learners.

EDU 1022. Human Growth and Development Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

EDU 1024. Human Growth and Development Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

EDU 1050. Technology for Educators. (2 Credits)

Candidates will integrate instructional technology, aligned with International Society for Technology in Education (ISTE) Standards for Students, to empower learners as knowledge constructors, creative and analytical thinkers, collaborators, and good digital citizens. Candidates will further learn how to facilitate multiple opportunities for all students to formulate, represent and analyze content knowledge using a variety of technology tools.

EDU 1060. Intro to Learning Disabilities. (3 Credits)

This course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence-based practices.

EDU 1110. Number Sense: Teaching Pre K-9. (3 Credits)

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "number". Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

EDU 1120. Data & Space: Teaching Pre K-9. (3 Credits)

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "uncertainty" and "geometry". Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

EDU 2000. Designing Instruction for Student Success. (3 Credits)

Candidates will explore best practices in instructional planning and assessment, the effective use of technologies to enhance teaching and learning, pedagogical theories and skills, and classroom management. Student motivation, home-school relationships, and the knowledge, skills, and dispositions of an effective educator that lead to individual student success will be examined.

EDU 2002. Designing Instruction for Student Success Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

EDU 2004. Designing Instruction for Student Success Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

EDU 2020. Differentiation for All Learners. (3 Credits)

Candidates will evaluate and analyze culturally responsive, trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Candidates will further design challenging, standards-based instruction that reflects learners' needs, assets and interests connecting the learners' language, culture and experiences to learning.

EDU 2022. Differentiation for All Learners Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

EDU 2024. Differentiation for All Learners Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

EDU 2110. Mathematics in Early Childhood. (2 Credits)

Candidates will explore current research, theories and practices regarding the early development of mathematical understanding and strategies for supporting lower elementary (grades PK-3) children's exploration and understanding of the world through inquiry-based, hands-on activities.

EDU 2120. Emergent Literacy in Early Childhood. (3 Credits)

Candidates will research supported theories, philosophy and teaching strategies aimed at supporting the young child's (grades PK-3) emergent reading, writing, speaking and listening behaviors. Candidates will also learn how to select and utilize high-quality picture books. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply the principles of emergent literacy.

EDU 2130. Children's Literature. (3 Credits)

This course provides a general survey of the wide body of literature that is available to use with children, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature.

Prerequisites: (ENG 103, 104, 1030 or 1040).

EDU 2140. Assessment of Young Children. (3 Credits)

Candidates will explore purposes and techniques of formal and informal assessment with lower elementary students (grades PK-3), including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply these principles of assessment.

EDU 2210. Foundations for Teaching Math. (3 Credits)

Candidates will review the mathematical concepts needed in a middle or upper level math classroom. Candidates will further learn methods and develop skills for planning and instruction specific to math students at the middle and upper levels.

EDU 2410. Math Strategies for Special Learning Needs. (3 Credits)

This course will provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM standards for preK-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

EDU 2420. Language and Literacy. (3 Credits)

This course will provide candidates with expertise in the teaching of language and literacy skills to students with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of response to intervention (RTI) and the role of the special education teacher in this process.

EDU 2430. Special Education Legislation and Legal Guidelines. (3 Credits)

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

EDU 2440. Meeting the Social, Emotional, & Behavior Needs of the Student. (3 Credits)

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with learning disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current data-based assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

EDU 2450. Collaboration with Parents, Students, and Other Professionals. (3 Credits)

This course will provide candidates advanced understanding of the educational and societal needs of students with learning disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

EDU 2460. Determining Eligibility and Designing Educational Programs. (3 Credits)

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

EDU 2470. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

EDU 2510. Teaching the Christian Faith. (2 Credits)

In this course, students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course.

EDU 3000. Assessment and Evaluation for Educators. (3 Credits)

Candidates will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students appropriate to their program certification level (grades 3-6, grades 5-9 or grades 7-12). Skills will be gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment data results to determine instructional effectiveness and to modify or adapt instruction will be emphasized.

EDU 3002. Assessment and Evaluation for Educators Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grade 3-6 only). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

EDU 3004. Assessment and Evaluation for Educators Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

EDU 3050. Preparing for Student Teaching. (1 Credit)

Candidates will purposefully prepare for the semester of Student Teaching through understanding of ethical practices and development of classroom culture. Candidates will further reflect on Core Teaching Practices and specific grade band standards to ensure that they are prepared to advocate for all students and their learning.

EDU 3099. Professional Semester Seminar. (0 Credits)

This course is an introduction to the professional semester of student teaching. This course orients Candidates to student teaching represents a valuable opportunity to provide focused and continuous mentoring, support and encouragement in the classroom with practitioners. Major components of this course include assessment, reflection, goal setting, and strengthening of practice between the Candidate, Cooperating Teacher(s), and the University Supervisor. The objective of this course is the development of an excellent teacher candidate who has a servant's heart, a disposition of reflection and life-long learning and the skills and understanding necessary to help every student be successful. Prerequisite: minimum score of 10 in 'Education Upper Division'.

EDU 3110. Teaching Elementary Literacy. (3 Credits)

Candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will create informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

EDU 3111. Elementary Literacy – Lower Elementary Clinical. (1 Credit)

This course will focus on applying the concepts of teaching literacy in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

EDU 3112. Elementary Literacy - Upper Elementary Clinical. (1 Credit)

This course will focus on applying the concepts of teaching literacy in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

EDU 3120. Literacy Challenges in Elementary Classrooms. (3 Credits)

This course will focus on identifying and addressing literacy challenges for readers and writers in the elementary classroom. Candidates will learn about specific assessments and how to use assessment data to develop effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

EDU 3121. Literacy Challenges – Lower Elementary Clinical. (1 Credit)

This course will focus on identifying and addressing literacy challenges for readers and writers in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

EDU 3122. Literacy Challenges - Upper Elementary Clinical. (1 Credit)

This course will focus on identifying and addressing literacy challenges for readers and writers in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

EDU 3189. Assessment for Educators. (3 Credits)

This course will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students in the elementary classroom. Skills gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment results to modify and adapt instruction will be emphasized.

EDU 3197. Teach Struggling Read/Writ Ele. (3 Credits)

This course focuses on teaching struggling readers and writers in the elementary classroom. Candidates will utilize assessment data to monitor student progress in reading and writing and to develop effective instructional strategies that meet the needs of each learner.

EDU 3199. Teach Reading in Elem Class. (3 Credits)

In this course, candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

EDU 3210. Literacy for Teaching Middle Levels. (3 Credits)

Candidates will examine and create instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 3213. Literacy for Teaching Middle Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to middle levels.

EDU 3220. Literacy for Teaching Upper Levels. (3 Credits)

Candidates will examine and create instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 3224. Literacy for Teaching Upper Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to upper levels.

EDU 3310. Health & PE for Elementary Teachers. (2 Credits)

This course will help you gain content knowledge necessary for the preparation and planning of instruction and integration of health and physical education concepts and principles across the curriculum.

EDU 3510. Office of the Christian Teacher. (2 Credits)

This course is a study of the role of the professional Educator in the Lutheran school system. Special emphasis will be given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program.

EDU 4097. Secondary Methods. (4 Credits)

In this course, students gain an understanding of the content, methods, and materials for teaching in the secondary school setting.

EDU 4110. Language Arts & Social Studies Elementary Methods. (2 Credits)

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in language arts and social studies in the elementary classroom, with an emphasis on integration of these content areas.

EDU 4111. Language Arts & Social Studies – Lower Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4112. Language Arts & Social Studies – Upper Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4120. Math & Science Elementary Methods. (2 Credits)

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in math and science in the elementary classroom, with an emphasis on integration of these content areas.

EDU 4121. Math & Science– Lower Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics/numeracy and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4122. Math & Science - Upper Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4189. Visual Arts for Elem Teachers. (2 Credits)

This course focuses on the developing content knowledge in the visual arts, as well as competence and resources necessary for visual arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum.

EDU 4191. Student Teaching for Lower Elementary. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a lower elementary classroom (grades PK-3). Through reflection on their instruction and feedback from the mentor, the candidate will develop and improve their practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4192. Student Teaching for Upper Elementary. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper elementary classroom (grades 3-6). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4197. Student Teaching: Elem Ed. (12 Credits)

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

EDU 4210. Methods for Teaching Middle Levels. (3 Credits)

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth.

EDU 4213. Methods for Teaching Middle Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the middle level whole child.

EDU 4220. Methods for Teaching Upper Levels. (3 Credits)

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth. Using the Danielson Framework and Core Teaching Practices, candidates will teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

EDU 4224. Methods for Teaching Upper Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

EDU 4250. Teaching English for Middle and Upper Levels. (3 Credits)

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level ELA classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the classroom.

EDU 4260. Teaching Math for Middle and Upper Levels. (3 Credits)

Building on the knowledge acquired in Foundations for Teaching Math, Candidates will strengthen lesson planning skills and strategies. Lesson and unit plans will be designed to show a full comprehension of the mathematical concepts, methods, strategies and technology necessary to ensure that all students are successful in the math classroom.

Prerequisites: (EDU 255 or 2210).

EDU 4270. Teaching Science for Middle and Upper Levels. (3 Credits)

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level science classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the science classroom.

EDU 4293. Student Teaching for Middle Levels. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a middle level classroom (grades 5-9). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4294. Student Teaching for Upper Levels. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper level classroom (grades 7-12). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4297. Student Teaching:Secondary Ed. (12 Credits)

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

EDU 4310. Curriculum and Instruction: Health and PE. (2 Credits)

By investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. 2 credits.

EDU 4320. Teaching Physical Education Activities. (3 Credits)

This course will focus on how to teach different activities and strategies for the Physical Education classroom.

EDU 4350. Elementary Music Methods. (3 Credits)

In this course, students discover principles, methods, and materials for teaching music in the elementary classroom.

EDU 4352. Secondary Music Methods. (3 Credits)

In this course, students examine methods, materials and principles for organization of music courses and activities in secondary schools.

EDU 4397. Music for Elementary Teachers. (2 Credits)

This course focuses on the developing content knowledge in the music and the performing arts, as well as competence and resources necessary for fine arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to music education across the curriculum.

EDU 4399. Student Teaching for PE/Health or Music. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a PE/Health or Music (K-12) classroom. Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

EDU 4499. Directed Student Teaching: Special Education with Seminar. (6 Credits)

In this course, candidates will complete 8 weeks for directed student teaching under the direction of a certified special education teacher along with student teaching seminar. During this student teaching experience, candidates will be evaluated by their cooperating teacher in 5 areas: demonstrating understanding of students with learning disabilities, assessing students with learning disabilities and developing individualized programs, teaching and modifying instruction and curricula for students with learning disabilities, working in the professional environment.