

Initial Details about Courses in School Personnel to Teacher Program (Viking Contract)
This specific schedule is for Elementary Education
*subject to change based on student needs

Grand View University

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Type of Instruction Provider:	Institute of Higher Ed
Instruction Method and Location	In person or via Zoom and on job site
Location	Grand View University
Textbooks and materials	Course materials will be published prior to course registration and it is the student's responsibility to obtain the necessary texts
Schedule	Primarily 2 nights a week and summer schedule to be determined based on student needs

Viking Contract: Elementary Education with Special Education Endorsement

Pre-Education or Early Program General Elementary Education Courses

Course Length	7 weeks OR 15 weeks
Course Format	In-Person, Synchronous, or Fully Online Asynchronous
Classes	EDUC 111, EDUC 146, EDUC 280, EDUC 342, EDUC 243, EDUC 245, EDUC 184, ARTS 142
<p>EDUC 111 Intro to Education: This is both a practical and theoretical course. Students meet in class to discuss educational theory and to analyze experiences. They take part in a regularly scheduled field experience in a local school outside of course meeting times. The purposes are to study the history and philosophical foundations of American education, build a foundation of knowledge and skills needed for teaching, obtain actual in-school experience, understand the underlying theory of classroom activities and teacher practice, determine early in students' academic preparation whether they have the necessary abilities and interests to become teachers, and receive an orientation to the teacher preparation program at Grand View University. Core outcomes met: W. Offered Fall, Spring.</p>	
<p>EDUC 146 Psych and Dev of Educators: This course covers the latest research on how children and adolescents learn and develop and the implications for teachers. Students will learn how to apply various learning theories, with focus on the cognitive, social, emotional and physical development from birth to age 20. Content will include, but is not limited to: theories of learning, individual and social constructivism, attachment theory, child development, motivation, memory, metacognition and reflection. Core outcomes met: O. Prerequisite: PSYC 101; may be taken concurrently with EDUC 111. Offered Fall, Spring.</p>	
<p>EDUC 280 Social Issues in Education: This course meets the Iowa Department of Education's requirement for dedicated coursework in human relations and cultural competency and for core curricula which addresses collaboration, ethics, and relationships. Students will acquire knowledge about and demonstrate skill in interpersonal and inter-group relations. The desired student outcome is the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. Students will be expected to translate their knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for diverse learners in PreK-12 settings. Content includes discussion of behaviors expected of Iowa teachers and consequences of violations as outlined in State Code, specifically Chapter 25: Code of Professional Conduct and Ethics and Chapter 26: Code of Rights and Responsibilities. Core outcomes met: GA. Prerequisite: EDUC 111; EDUC 145 or 146 may be taken prior to or concurrently with EDUC 280. Transfer students may be permitted to take concurrently with methods/practicum pending departmental approval. Offered Fall, Spring, occasionally Summer.</p>	
<p>EDUC 342 Pedagogies of Exceptl Learners: This K-12 course focuses on the exceptionalities of children including the etiologies, characteristics, and learning needs of children with disabilities and giftedness. Students learn about Multi-tiered Systems of Support (MTSS) interventions, Individualized Education Program (IEP), differentiated instructional</p>	

planning/techniques, history, current trends of special education, students struggling with literacy (including those with dyslexia), and ELL/multilingual learners. The course explains theories related to the least-restrictive environment and includes philosophies related to co teaching/collaboration and the legal requirements surrounding educational supports and programming for people with disabilities. Core outcomes met: IL, Q, GA. Prerequisites: EDUC 146 required, EDUC 243 and 280 recommended. Dual listed with EDGR 501. Offered Fall, Spring, Summer (OL).

EDUC 243 - Instructl Planning & Assessment: This course focuses on instructional planning and assessment of learning in K-12 classrooms. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. This course is taken just prior to admission into the Education program. Transfer credit is not accepted for this course. Core outcomes met: O, Q. Prerequisite: EDUC 111, EDUC 145. Transfer students may be permitted to take concurrently with methods/practicum pending departmental approval. Offered Fall, Spring, May.

EDUC 245 - Instructional Technologies: The course overviews ways to use technologies to support K-12 instruction in content areas. Experiences include: considering pedagogical approaches that embrace technology, using and evaluating technologies and interactive web applications, creating digital stories, and researching questions related to technology use. This course is intended for those interested in pursuing an education major. Core outcomes met: IL. Prerequisite: EDUC 111. Offered Fall, Spring, May.

EDUC 184 - Elem Hth/ PE Mthds Classroom: Students will explore research and pedagogy related to Physical Education and Health instruction in the elementary school. They will consider PE and health standards, observe in a PE classroom, and consider methods for incorporating movement and health in the general K-6 classroom. Prerequisite: EDUC 111. Offered Fall (eve), Spring.

ARTS 142 - Art Methods for Elementary Educators: This is an introductory methods course designed for elementary education majors. It includes experiences in relating the elements of art to the needs and interests of the elementary school child. Offered Fall, Spring.

Specialized Content Courses Required for Elementary Generalists

Course Length	7 weeks OR 15 weeks
Course Format	In-Person, Synchronous, or Fully Online Asynchronous
Classes	ENGL 217, MATH 145, MATH 155, THTR 320, PHSC 101
<p>ENGL 217 Literacy for Children & Adolescents: This is a general survey of literature for children and adolescents, genre by genre, which analyzes and evaluates classic and contemporary works by major writers, illustrators, and poets. Core outcomes met: W, V. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Spring.</p>	
<p>MATH 145 – Math for Elementary Teachers: Mathematics for Elementary Teachers helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: Numbers (counting numbers, negative numbers, decimals, and fractions), operations on numbers (addition, subtraction, multiplication, division), proportional reasoning, and problem solving. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or successful completion of MATH 095 or 096 with a C minus (C-) or better. Offered Fall, Spring.</p>	
<p>MATH 155 - Math for Elem Teachers II: Mathematics for Elementary Teachers II helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: geometry (shapes in two and three dimensions and their properties, measurement, and transformations), algebra (algebraic thinking, variables, expressions, and equations), statistics, and probability. Prerequisite: MATH 145. Offered Fall.</p>	
<p>THTR 320 - Theatre Arts for Children: This course is designed to provide touchstone experiences in children's theatre for prospective teachers as well as those interested in community or professional theatre for children. Areas of study include elementary staging, creative drama in the classroom, drama in education, and the development of an original children's play. Offered Fall, June.</p>	
<p>PHSC 101 - Physical and Earth Science : This is a Liberal Arts science course designed for non-science majors. The nature and philosophy of science and fundamentals of Physics and Geology are central to this course, including selected topics from astronomy, chemistry, and meteorology. This course meets four hours per week and includes a laboratory component. Core outcomes met: Q. Offered Fall, Spring.</p>	
<p>LIBA 350: This course is designed to provide students with opportunities to engage with issues of diversity and inclusion. Students will do so through immersion experiences in local or global communities and through study of difference, bias, privilege and inclusion. Students will develop their own understandings of what it means to live a socially responsible life of ethical service to others in our diverse world. Core outcomes met: GA, IL, Q, V. Prerequisite: junior status.</p>	

Later Program General Education Methods and Practicum Courses

Length	7 weeks OR 15 weeks
Classes	EDUC 306, EDUC 324, EDUC 312, EDUC 314, EDUC 307, EDUC 325, EDUC 442, EDUC 313
<p>EDUC 306 - Ed Practicum: Primary(K-3): This educational practicum is required for Elementary Education majors. Students are placed in a local primary-grade classroom to observe and to experiment with teaching materials and methods. Guidance for primary-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with Education 307. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.</p>	
<p>EDUC 324 - Teaching Literacy K-2: This class covers the principles and methods of emergent, progressing, and transitional reading and writing. The course focuses on phonics, phonemic awareness, the alphabetic principle, reading comprehension strategies, fluency, and assessments for K-2 classrooms. Additionally, the stages of writing, 6 + 1 traits of writing, and the writing process will be covered. Students will plan and present lessons modeling effective teaching practices. Course requirements include reading research, modeling of lessons, and practice with primary assessments. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306. Offered Fall, Spring.</p>	
<p>EDUC 312 - Teaching Elem Science: This course focuses on the study, development, and application of methods for providing appropriate science learning experiences and processes for elementary school children. Upon completion of this course, students are able to understand theories of inquiry and problem solving processes, identify appropriate and effective teaching strategies, and plan and present appropriate Science lessons in K-6 grade classes. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with science teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall and Spring</p>	
<p>EDUC 314 - Teaching Elem Social Studies: This course focuses on the study of both social studies content and instructional methods for teaching social studies in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the content that is taught in elementary social studies, identify and apply effective teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, and lesson presentation. Core outcomes met: W, GA. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.</p>	
<p>EDUC 307 - Elementary Practicum 3-6: This educational practicum is required for Elementary Education majors. Students are placed in a local intermediate-grade classroom to observe and to experiment with teaching materials and methods. Guidance for intermediate-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field</p>	

Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with EDUC 306. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.

EDUC 325 - Teaching Literacy 3-8: This class covers the principles and methods of teaching reading, literature, writing, and vocabulary development in grades 3-8. This course explores various structures of classroom design for literacy instruction including the workshop format. Students will consider and experiment with the role of technology in teaching literacy. Special attention is given to the unique qualities of individual learners within the literacy classroom and students complete a project that requires time in a school to assess and instruct a struggling reader. Prerequisites: Admission into the Teacher Education program; EDUC 324 for elementary education majors; concurrent enrollment in EDUC 307 recommended. Offered Fall, Spring.

EDUC 313 - Teaching Elementary Math: This course focuses on the study of children's acquisition of mathematics understanding and mathematics instruction methods and models in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the systems of mathematics, identify and apply effective mathematics teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program, MATH 145 and concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

EDUC 442 - Elementary Classroom Management: This course is designed to cover elementary (Pre-Kindergarten, Kindergarten, grades 1-6) classroom management strategies. Topics include setting student expectations, positive reinforcement, character education, organization techniques, improving student self-esteem, and developing management skills to deal with diversity, such as students "at risk". Students participate in solving classroom situations, observing effective classrooms, and developing their own management techniques. Prerequisites: EDUC 306 or EDUC 307 or concurrent enrollment. Offered Fall, Spring.

Special Education Courses

Length	4-5, 7, or 15 weeks
Classes	EDUC 440, EDUC 360, EDUC 363, EDUC 475 (OL), EDUC 368 (OL), EDUC 473 (SYNC), EDUC 385, EDUC 431
<p>EDUC 440 - Dia & Eval Sp Ed Students: Prospective K-12 special education teachers gain practical experience in interpreting standardized, criterion referenced, and informal diagnostic instruments. Functional and curriculum based assessments are examined as students use diagnostic and assessment instruments to plan appropriate instructional strategies. Dual listed with EDGR 538. Prerequisites: EDUC 243 or 244, 342. Offered Spring</p>	
<p>EDUC 360 - Career/ Vocational Prog : This course allows 5-12 special education teachers to explore a variety of career/vocational programming models and post-secondary educational opportunities for students with mild/moderate special education needs. Students become familiar with current legislation, the role of the teacher/work experience coordinator, transition and career education models, and local, state, and national resources. Dual listed with EDGR 535. Prerequisite: EDUC 342. Offered as needed.</p>	
<p>EDUC 363 - Working w/ Family, Teach & Comm : This course focuses on developing skills and strategies needed for working with families, other school teachers and paraprofessionals, service personnel, community agencies, and individuals involved in the education program. Topics include assessing needs of individuals and families and examining community resources. Parental rights and involvement are described, as is communication with parents and other professionals. Dual listed with EDGR 536. Prerequisite: EDUC 342. Offered M2, June.</p>	
<p>EDUC 475 - Individual Behavior Management and Methods: This course includes information on managing student behavior and social interaction skills for students ages 5-21. Students will reflect on behavior management theories, methods, and techniques for individuals with exceptional learning needs with an understanding of the impact of speech-language development on behavior and social interactions. Students will learn how to collect and interpret data to inform individual behavior management plans. They will learn about research-based strategies to design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities. Dual listed with EDGR 539.</p>	
<p>EDUC 368 - Characteristics of LD/BD/ID: This course will cover various etiologies of learning disabilities, behavior disabilities, and intellectual disabilities from age 5 to 21. It will include current trends in educational programming for these students including how cognition, perception, memory, other executive functions, and language development affect classroom learning. Students will gain knowledge of the social-emotional aspects of individuals with disabilities as it relates to adaptive behavior, social competence, social isolation, learned helplessness, social imperceptiveness, and juvenile justice. Students will also learn about medical complications including seizure management, tube feeding, catheterization and CPR. Dual listed with EDGR 519.</p>	
<p>EDUC 473 - Instructional Strategist Practicum: This educational practicum is required for students seeking an Instructional Strategist endorsement. Students will be placed in classrooms based on the endorsement they are pursuing and will have the opportunity to</p>	

observe and experiment with teaching materials and methods. Regular class meetings are provided to connect theories and practical experience. Field Experience: 80 hours across the semester arranged on a regular basis in an Instructional Strategist classroom(s). These assignments are made in consultation with the education faculty. Permission to take the practicum concurrently with another practicum must be obtained from the instructors. Dual Listed with EDGR 557.

EDUC 385 - Instructional Strategist I Methods: This course provides special education teachers with information concerning numerous models for providing curricular and instructional methodologies utilized in the education of individuals with disabilities. Students will gain experience with curricula for the development of cognitive and academic skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. This preparation must include multiple instructional strategies to address learning needs in reading, math, writing, and executive functioning. Students will gain proficiency in adapting age-appropriate curriculum to facilitate full participation within the general education setting. Students in this class will work on the analysis and development of IEPs. The focus of these experiences is for students at all levels from age 5 to age 18. Dual listed with EDGR 523.

EDUC 387 - Instructional Strategist II Methods: This course includes information on curricular and instructional methodologies, including assistive technology, for the development of cognitive, academic, social, language, and functional life skills for individuals with moderate to severe disabilities ages 5-21. Students will develop proficiency in adapting age and ability-level appropriate academic instruction for the general education setting as well as designing and implementing age-appropriate instruction based on the adaptive skills of students with disabilities; utilize assistive devices for individuals with special needs including augmentative and alternative communication; use of teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability; use of appropriate physical management techniques including positioning, handling, IAC lifting, relaxation, and range of orthotic, prosthetic, and adaptive equipment effectively. Students will also gain an understanding of the legal provisions, regulations and guidelines of unbiased assessment as it relates to Essential Element Standards and Alternate Assessment. Dual listed with EDGR 525.

EDUC 431 - Assessing and Instructing Struggling Readers: This course embeds individual instruction of a struggling reader with strategies to support accelerated learning. Participants will engage in an array of activities to support accelerated learning, including: identification of reading issues, on-going assessment to guide instruction, techniques supporting reading acquisition, and student monitoring. Time in the classroom. Dual listed with EDGR 543. Prerequisites for Elementary Education majors: EDUC 324 and 325; prerequisite for Secondary Education majors: EDUC 421. Reading Endorsement students must take concurrently with EDUC 441 and either 444 or 445. Offered Fall, Spring (Eve).

Last Semester - STUDENT TEACHING! Taken Concurrently with Youth Mental Health First Aid (EDUC 415)

Length	16 weeks
Hours/Schedule	Full-time daily
Classes	EDUC 420: Student Teaching
<p>EDUC 420 - Elementary Student Teaching: This is 16 weeks of supervised unpaid, full-time teaching in an elementary school for all elementary school student teachers. Placements are usually made for 8 weeks of student teaching at the primary level (K-2) and 8 weeks at the intermediate level (3-6). Students earning an Instructional Strategist I: Mild and Moderate endorsement complete one of their placements by working with special education students. Core outcomes met: O, V. Prerequisites: Senior status. Students make application for student teaching ONE YEAR IN ADVANCE of the semester they plan to student teach. Students are placed as student teachers ONLY if all program and endorsement requirements have been met. Offered Fall, Spring.</p>	