

Initial Details about Courses in Paraeducator to Teacher Program
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 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

PROGRAM 1: Elementary Education with ESL or Special Education Endorsement

Year 1

FALL

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	EDUC 111, EDUC 280, THTR 320, ENG 101, PSY 101
<p>EDUC 111: 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 280: Social Issues in Education 3 credits 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 PreK12 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 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</p>	
<p>THTR 320 - Theatre Arts for Children: This course focuses on language acquisition for both native and English Language Learners. Included in the class are ways to support and engineer students' expansion of language in order to support communication, a community of learners, cognitive development, and literacy. Dual listed with EDGR 549. Prerequisites: EDUC 146 and junior status. Offered Fall, Spring (Eve).</p>	
<p>ENGL 101 - First Year Composition: First Year Composition emphasizes the process model of academic writing. The course focuses on organization of ideas, clarity of statement, smoothness of expression and general academic conventions. Students compose expository and persuasive essays including the writing of an original research paper. Students also critique models of writing, gather information from an academic library and appropriate Internet sources, and practice formal styles of documentation. Core outcomes met: IL, W. Prerequisite: Satisfactory score on the English Placement Test or ENGL 100 with a C minus (C-) or better. Offered Fall, Spring.</p>	

PSYC 101 - General Psychology: This is an overview of psychology as a behavioral science. Students are introduced to topics in learning, perception, personality, memory, neuropsychology, cognition, and related concepts. Psychological theories and methodology are reviewed as well as the application of psychology to modern life. Core outcomes met: W. Offered Fall, Spring, M3, July, M6.

Year 1
 SPRING

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	MATH 145, BIOL 100, SPCH 103, EDUC 243, EDUC 280
<p>MATH 145 - Mathematics for Elementary Teachers I: Mathematics for Elementary Teachers III deepens and extends the mathematical knowledge and skill of future teachers, particularly those planning to be a mathematics specialist and/or get a mathematics endorsement. The focus is on mathematics in grades K-8, including topics from number and operations, algebra, functions, geometry, statistics, and probability. Prerequisite: MATH 155. Offered Spring (odd).</p>	
<p>BIOL 100 - How Life Works: Designed for non-science majors, this course will build on students' natural curiosity about living things. A combination of active lecture and hands-on laboratory activities will focus students' attention on discovering how biology plays a major role in our lives, the health of people, and the planet. Topics that will be explored include how curiosity guides scientific research, how we define life, the beauty of life's diversity, how we are what we eat, the codependence of living things, the inheritance of our traits, and how life and the environment change. Core outcomes met: IL. Lecture: 3 hours per week. Laboratory: 2 one and one-half hours per week. Offered Fall, Spring.</p>	
<p>SPCH 103 - Making Connections: How do you present yourself to others? In this class we will explore the various ways in which we interact with those around us, how our choices impact others, and how we can become better at understanding the messages we send and the messages sent to us. Activities include value clarification exercises, simulations, discussions, decision-making projects, interviews, presentations, and group interactions. Core outcomes met: GA, O. Offered Fall, Spring, June.</p>	
<p>EDUC 243 - Instructional 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.</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</p>	

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.

Year 2
FALL

Length	16 weeks (xxx classes blended)
Hours/Schedule	MW 4-7 and 2 courses online
Classes	BIOL 101, EDUC 245, ARTS 142, EDUC 184, MATH 155
<p>BIOL 101 - General Biology I: The fundamental concepts of life are studied with consideration given to the requirements of both science majors and non-majors. Topics that are emphasized include science history and philosophy, the cell, basic chemistry, organic chemistry, enzymes, respiration, photosynthesis, and both Mendelian and molecular genetics. A laboratory experience correlates with these topics. Core outcomes met: W. Lecture: 3 hours per week. Laboratory: 1 three-hour period per week. Offered Fall, Spring.</p>	
<p>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.</p>	
<p>ARTS 142 - Methods of Elementary Art Education: 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.</p>	
<p>EDUC 184 - Elementary Health/PE Methods Education: 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.</p>	
<p>MATH 155 - Math for Elementary 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>ESL Endorsement EDUC 350 - Language Acquisition & Learning: This course focuses on language acquisition for both native and English Language Learners. Included in the class are ways to support and engineer students' expansion of language in order to support communication, a community of learners, cognitive development, and literacy. Dual listed with EDGR 549. Prerequisites: EDUC 146 and junior status. Offered Fall, Spring (Eve).</p>	
<p>ESL Endorsement EDUC 371 - ELL Methods: This course focuses on the approaches, method, strategies and assessment techniques appropriate to the language development and content-area instruction of multilingual learners. The major topics to be addressed include, but are not limited to: assessments and grammar for English language learners; development or adaptation of instructional material for diverse learners; advocacy for multilingual learners;</p>	

and ongoing development of literacy skills in multilingual learners. Dual listed with EDGR 583. Offered Spring (odd) and Summer.

Instructional Strategist I Endorsement

EDUC 475 - Individual Behavior Management: Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Dual listed with EDGR 539. Prerequisites: EDUC 242, 243 or 244. Offered M1.

Instructional Strategist I Endorsement

EDUC 363 - Working with Families, Teachers, & Community Agencies: 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 242. Offered M2, June.

Instructional Strategist I Endorsement

EDUC 431 - Assessing & Instructing Struggling Readers: 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 ass

Instructional Strategist II ID Endorsement

EDUC 363 - Working with Families, Teachers, & Community Agencies: 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 242. Offered M2, June.

Instructional Strategist II ID Endorsement

EDUC 367 - Instructional Strategist II: Characteristics of Intellectual Disabilities: This course will cover various etiologies of intellectual disabilities, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance in the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness will be addressed. Dual listed with EDGR 574. Prerequisite: EDUC 242.

Instructional Strategist II ID Endorsement

EDUC 475 - Individual Behavior Management: Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Dual listed with EDGR 539. Prerequisites: EDUC 242, 243 or 244. Offered M1.

Instructional Strategist II ID Endorsement

EDUC 360 - Career/Vocational Planning: 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 242. Offered as needed.

Instructional Strategist II: LD/BD Endorsement

EDUC 475 - Individual Behavior Management: Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Dual listed with EDGR 539. Prerequisites: EDUC 242, 243 or 244. Offered M1.

Instructional Strategist II: LD/BD Endorsement

EDUC 363 - Working with Families, Teachers, & Community Agencies: 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 242. Offered M2, June.

Instructional Strategist II: LD/BD Endorsement

EDUC 366 - Instructional Strategist II: Characteristics of Learning Disabilities & Behavioral Disorders: This course will cover various etiologies of learning disabilities and behavior disorders, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the social, emotional, and behavioral characteristics of these individuals, including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. The effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social perceptiveness and juvenile delinquency. Dual listed with EDGR 573. Prerequisite: EDUC 242. Offered M1.

Instructional Strategist II LD/BD Endorsement

EDUC 360 - Career/Vocational Planning: 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 242. Offered as needed.

Year 2
 SPRING

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	HIST 111, EDUC 242, ENGL 217
<p>HIST 111 - Colonial & revolutionary America: This course is a survey of American history from the initial settlement and conquest of the Americas through the American Revolution and its aftermath. The course is taught from a global perspective, as this era saw the English colonies which would become the United States as part of a larger "Atlantic World" which included Western Europe, West Africa, and the Americas. Course topics include: European contact and conquest, the indigenous heritage, the creation of multiracial and multiethnic societies, the growth of European empires, the Americas in a global economy, the origins and development of slavery and the slave trade, and the Age of Revolutions in the Atlantic World. Core outcomes met: GA, IL, V (V starts Fall 2020). Offered Fall.</p>	
<p>EDUC 242 - Pedagogies of Exceptional 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 planning/techniques, history, current trends of special education, co-teaching/collaboration and legal requirements. Core outcomes met: IL, Q, GA. Prerequisite: EDUC 146. Offered Fall, Spring, Summer (OL).</p>	
<p>ENGL 217- Literature 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>ELL Endorsement EDUC 487 - ELL Assessment: This course will provide course participants with the theory and methodology associated with ELL testing and evaluation. Course content includes, but is not limited to: investigation of literature containing theoretical foundations of and research for second language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation. Dual listed with EDGR 587. Recommended prerequisite: EDUC 371; recommended concurrent enrollment in EDUC 488. Offered Spring (even), Summer.</p>	
<p>ELL Endorsement EDUC 377 - Modern Languages of the 21st Century Classroom: Course participants will develop an understanding of the linguistic challenges that are encountered by Culturally Linguistically Diverse students in the local public school system. Participants will become aware of the cultural barriers, and the impact it has upon academic growth, student success, and pedagogy. This course will also allow course participants to engage in an accelerated exposure to the prevalent languages in the local school district in order to acquire minor acquisition to communicate with Culturally Linguistically Diverse students in participants' classrooms. Dual listed with EDGR 577.</p>	

ELL Endorsement

EDUC 488 - ELL Practicum: This educational practicum is required for those seeking the ESL endorsement. The practicum provides an opportunity to design and deliver instruction for ELL students and consider their experiences in schools and the community. Repeatable for up to two credits. Students may complete EDUC 488 for two credits in spring, or one credit in spring and one credit in summer. Dual listed with EDGR 588. Prerequisite: EDUC 371; recommended concurrent enrollment in EDUC 487. Offered Spring and Summer.

Instructional Strategist I Endorsement:

EDUC 440 - Diagnosis & Evaluation of Special Education 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, 242. Offered Spring

Instructional Strategist I Endorsement:

EDUC 415 - Impact of Mental Health and Trauma on Children/Youth: What to Know to Help: Students will learn risk factors and warning signs of mental health concerns in youth, as well as the impact trauma has on behavior and emotional health. Completion of the course provides the student with Youth Mental Health First Aid certification, which includes strategies to assess mental health concerns, intervene to connect youth with professional care, understand the prevalence of disorders and role of stigma, and understand common treatments. See also SWRK 415. Dual listed with EDGR 515. Offered Spring and Summer.

Instructional Strategist I Endorsement:

EDUC 343 - Instructional Strategist I Method K-8: This course provides prospective K-8 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through lecture topics. Dual listed with EDGR 531. Prerequisites: EDUC 242, EDUC 306 or 307, AND concurrent enrollment in EDUC 361. Offered Spring (Eve).

Instructional Strategist I Endorsement:

EDUC 361- Education Practicum: Instructional Strategist I (K-8): This educational practicum is required for students seeking the K-8 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Dual listed with EDGR 533. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 343. Offered Spring.

Instructional Strategist II: ID Endorsement

EDUC 440 - Diagnosis & Evaluation of Special Education 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, 242. Offered Spring

Instructional Strategist II: ID Endorsement

EDUC 466 - Instructional Strategist II ID Methods: Using Assistive Technology:

This course will focus on different approaches to create positive K-12 learning environments for individuals with special needs. It will highlight methods to utilize assistive devices for individuals with special needs. Students will understand the role that assistive technology plays in working with students with intellectual disabilities. This course is required for those pursuing an ID endorsement, but beneficial for all teachers. Dual listed with EDGR 566. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

Instructional Strategist II: ID Endorsement

EDUC 467 - Instructional Strategist II ID Methods: Designing Curriculum & Instruction for Students with ID:

This course will focus on the design and implementation of age-appropriate instruction based on the adaptive skills of students with intellectual disabilities. Students will learn numerous methods and strategies for providing curricular and instructional methodologies utilized in the education of students age 5-21 with intellectual disabilities. A focus will be placed on the development of curriculum to meet the cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs and emphasis on the ability to select and use argumentative and alternative communications methods and systems. All this will help provide a knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Dual listed with EDGR 567. Prerequisite: EDUC 242. Methods and Practicum and required as final courses in the Instructional Strategist sequence.

Instructional Strategist II: ID Endorsement

EDUC 468 - Instructional Strategist II Methods: Challenging Behaviors:

This course will cover individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals ages 5-21 with intellectual disabilities. Students will gain an understanding of the impact of speech-language development on behavior and social interactions. An examination of the theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities will be discussed. This course is required for those pursuing an ID endorsement, but beneficial to all teachers. Dual listed with EDGR 568. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

Instructional Strategist II: ID Endorsement

EDUC 469 - Instructional Strategist II ID Methods: Education Assessment (for ages

5-12): Students will gain an understanding of the legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. These assessments are examined as students use the assessment results to then develop individualized program development and management, and see the relationship between assessment and placement decisions. Discussion of and practice in specialized strategies such as functional behavioral

assessment, alternate assessment, and any specialized terminology used in the assessment of various disabling conditions will be conducted. Dual listed with EDGR 569. Prerequisites: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

Instructional Strategist II: ID Endorsement

EDUC 472 - Instructional Strategist II: ID Practicum: This practicum is required for all students seeking an Instructional Strategist II: ID endorsement. Guidance working with students with intellectual disabilities and experiencing different methods and materials will be emphasized. Students will visit various community settings to learn the use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion including the use and maintenance of adaptive medical aspects of intellectual disabilities and their implications for learning, including seizure management, tube feeding, catheterization and CPR. Students will gain a knowledge of different sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDGR 572. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

Instructional Strategist II LD/BD Endorsement:

EDUC 440 - Diagnosis & Evaluation of Special Education 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, 242. Offered Spring

Instructional Strategist II LD/BD Endorsement:

EDUC 415 - Mental Health First Aid/Trauma-Informed Care: What to Know to be

Successful with Children: Students will learn risk factors and warning signs of mental health concerns in youth, as well as the impact trauma has on behavior and emotional health. Completion of the course provides the student with Youth Mental Health First Aid certification, which includes strategies to assess mental health concerns, intervene to connect youth with professional care, understand the prevalence of disorders and role of stigma, and understand common treatments. See also SWRK 415. Dual listed with EDGR 515. Offered Spring and Summer.

Instructional Strategist II LD/BD Endorsement:

EDUC 478 - Instructional Strategist II: LD Methods: This course includes information on numerous instructional strategies utilized in the education of learning disabled students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with learning disabilities as well as the development of curricula for those with exceptional learning needs. This curriculum focuses on the development of cognitive, academic, social, language, and functional life skills, and related instructional and remedial methods and techniques, including appropriate assistive technology. Dual listed with EDGR 578. Offered M3.

Instructional Strategist II LD/BD Endorsement:

EDUC 479 - Instructional Strategist II: BD Methods:

This course includes information on numerous instructional strategies utilized in the education of behavior disorder students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with behavior disorders as well as the development of curricula for those with behavioral needs. This curriculum focuses on the development of behavioral strategies, positive behavioral instruction/reinforcement, social skills development, and functional life skills development. Related instructional and remedial methods and techniques, including appropriate assistive technology will be addressed. Dual listed with EDGR 579.

Instructional Strategist II LD/BD Endorsement:

EDUC 464 - Instructional Strategist II: LD/BD Practicum:

This education practicum is required for students seeking an Instructional Strategist II endorsement. Students are placed in local special education classrooms to observe and to experiment with teaching materials and methods. The course includes guidance on working with special education students ages 5-21 with behavior and/or learning disabilities, emphasizing classroom management strategies. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDGR 564. Prerequisites: EDUC 242; concurrent enrollment in EDUC 478/479, LD/BD Methods. Methods and Practicum are recommended as the final courses in the Instructional Strategist II sequence.

Year 2

SUMMER

Length	
Hours/Schedule	
Classes	
<i>ESL Endorsement</i> EDUC 386 - Linguistics for Educators: This course focuses on the application of linguistic concepts in educational contexts. Basic theory and research related to linguistics will expose educators to the foundations of the English language. Topics to be addressed include: phonology, morphology, etymology of words, syntax, semantics, and the relationship of these components to reading development and multiple/foreign language teaching and learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics. Dual listed with EDGR 586. Recommended prerequisite: EDUC 350	
<i>ESL Endorsement</i> EDUC 428 - Serving Immigrant/Multicultural Students: Given Iowa's growing immigrant and migrant populations in rural, suburban, and urban school districts, it is critical that educators prepare to create learning environments that enhance the educational experiences of youths from what Bruna (2007) calls underrepresented cultural and linguistic groups. This course, therefore, will address and the impact of immigration and ethnicity on schooling in the United States. Students will explore the ways in which educators are currently addressing the needs of immigrant and bilingual students in their schools and classrooms. Dual listed with EDGR 528.	
Instructional Strategist I Endorsement:	
Instructional Strategist II LD/BD Endorsement:	
Instructional Strategist II ID Endorsement:	

Year 3

FALL

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	EDUC 306, EDUC 324, EDUC 313
<p>EDUC 306 - Education 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 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.</p>	

Year 3
 SPRING

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	EDUC 307, EDUC 312, EDUC 314, EDUC 325,
<p>EDUC 307 - Education Practicum:Intermediate Elementary (4-6): 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 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.</p>	
<p>EDUC 312 - Teaching Elementary 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 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.</p>	
<p>EDUC 314 - Teaching Elementary 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 442 - Elementary Classroom Management: This course is designed to cover elementary (Pre-Kindergarten, Kindergarten, grades 1-6) classroom management strategies.</p>	

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.

Year 4
Fall

Length	16 weeks (xxx classes blended)
Hours/Schedule	
Classes	EDUC 307, EDUC 312, EDUC 314, EDUC 325,
<p>EDUC 307 - Education Practicum:Intermediate Elementary (4-6): 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 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.</p>	
<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>	

PROGRAM 2: Secondary Education