

# Academic Offerings

*This section contains descriptions of programs, majors, minors, areas of concentration, fields of specialization, and courses. Semesters following course titles indicate when each course is normally offered. On rare occasions, a course may not be available when indicated because of low enrollment or unexpected staffing changes.*

*Courses listed as Fall Odd and Spring Even are scheduled to be offered during the 2011-2012 academic year. i.e., fall 2011-2012 is Fall Odd, spring 2011-2012 is Spring Even.*

## Education

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**Teacher Education Program** The teacher education program is built on a liberal-arts base and on professional courses that prepare students for teaching in early childhood, elementary, middle, and secondary classrooms. Following successful completion of either an elementary and/or a secondary education program, students are recommended for the initial level of licensure granted by the State of Iowa.

**Admission to the Program** Formal application for admission to the teacher education program is required. Application forms are distributed by, or may be obtained from, the director of the teacher education program. The standards for admission to the program are described in The Teacher Education Program Handbook. Completed applications are evaluated by the Education Department and approved by the Teacher Education Committee.

The Teacher Education Committee takes the following formal actions:

- Admits applicants who have met all the criteria for admission.
- Conditionally admits applicants whose deficiencies can be remediated.
- Rejects applicants who do not meet the standards for admission. If denied admission a student may reapply for admission after one semester by contacting the director of the teacher education program. Generally, acceptance into the teacher education program must precede student teaching by at least one semester. Each applicant is informed in writing of the decision of the Teacher Education Committee regarding admission to the program.

The following are requirements for admission to the teacher education program:

- Completed application form with a letter of recommendation.
- Pass a basic skills (reading, writing, mathematics) test. Students may choose to take either the Collegiate Assessment of Academic Proficiency (CAAP) or Praxis I (PPST). Students must achieve CAAP passing scores of 57 in reading, 59 in writing, and 54 in mathematics or Praxis I passing scores of 174 in reading and 173 in writing and mathematics.
- Minimum GPA of 2.50, not including level two education courses.
- Grade of C or higher in all level one education courses.
- Completed level one courses with key competencies met as indicated in the Teacher Education Candidate Assessment Plan.
- Acceptable professional dispositions based on recommendations from Student Services, the Education Department, and the Teacher Education Committee.
- Satisfy professional portfolio requirements at level one.
- Complete a dispositions for teaching interview with a faculty member of the Education Department.

**Approval for Student Teaching** Student teaching is required of all students preparing for licensure. To receive graduation credit and a recommendation for licensure, student teaching must be taken at Dordt College. Formal application for approval for student teaching is required. Application forms are distributed or may be obtained from the Director of Teacher Education. Standards for approval for student teaching are described in the Teacher Education Program Handbook. Completed applications are evaluated by the education department and approved by the Teacher Education Committee. Each applicant is informed in writing of the decision of the Teacher Education Committee regarding approval for student teaching.

The following are requirements for approval for student teaching:

- Formal application to student teaching completed.
- Cumulative GPA of 2.60 or above.
- GPA of 2.60 or above in each endorsement area.
- Acceptance into teacher education program at least one semester prior to student teaching.
- Successful completion of level two courses with competencies as indicated in the Teacher Education Candidate Assessment Plan.
- Grade of C or higher in all level two education courses.
- Acceptable professional dispositions based on recommendations from Student Services, the Education Department, and the Teacher Education Committee.
- Satisfy professional portfolio requirements at level two.
- Complete a dispositions for teaching interview with a faculty member of the Education Department.

**Requirements for Institutional Recommendation for Licensure** To be recommended by the Teacher Education Committee for initial Iowa licensure, the student must have completed student teaching and successfully met all standards described in the Teacher Education Candidate Assessment Plan. Formal application for licensure is required. Application forms are distributed or may be obtained from the director of the teacher education program. Completed applications are evaluated by the education department and approved by the Teacher Education Committee. Each graduate is informed in writing of the decision of the Teacher Education Committee regarding recommendation for licensure.

The following are requirements for recommendation for initial Iowa teaching licensure:

- Completed application form.
- Undergo an FBI Criminal Background Check (including fingerprinting process).
- Submit a money order for \$150 payable to the Iowa Board of Educational Examiners (\$85 licensure fee and \$65 background check). Licensure fees are subject to change annually.
- Satisfactory completion of student teaching.
- Satisfactory completion of the professional portfolio.
  - Students completing the Elementary General Classroom Major (Endorsement 102) must pass one of the following Praxis II tests before they are recommended for licensure. (There is a charge of \$130 for taking either Praxis II test. Testing fees are subject to change annually.)
  - 10011 Elementary Education: Curriculum, Instruction, and Assessment (Qualifying score of 151)
  - 10014 Elementary Education: Content Knowledge (Qualifying score of 142)

**Program Options and Requirements** The program of courses in teacher education meets requirements for graduation and enables the student to achieve the requirements for initial licensure from the State of Iowa.

Each program option in teacher education includes:

- core program requirements.
- professional education and licensure requirements.

- content courses in the selected endorsement program(s).
- a human relations component (met by completing Education 109, the core program cross-cultural requirement, plus units from other coursework).
- electives (depending on the program option selected).

Note the following core program requirements for education students:

- Mathematics—All teacher education students must take at least one mathematics course. Mathematics 131, 138, 140 or 151 are suggested for secondary education students. Elementary education students must take Mathematics 108. Mathematics 108 should be taken in the fall, followed by Education 332 in the spring of the sophomore or junior year. Mathematics 108 is not recommended for secondary education majors.
- Education 135 meets both the core program social sciences I component (CORE 250-259) and a professional education requirement.
- Education 300 meets both the core program advanced reformed thought requirement (CORE 310-329) and a professional education requirement.

Teacher Education students choose from four major emphases. Several endorsement options are available under each emphasis.

**Education Major Foundation** (common to all options): Education 101, 101L, 109, 135, 201, 239, 251, 300, 381.

**OPTION I: Elementary General Classroom Emphasis Major (provides endorsement to teach in the general elementary, grades K-6, classroom):** Education 235 or 236; Education 205, 220, 331, 332, 333, 334 (Education 260 is strongly recommended); CORE 120 or a writing-intensive course; Mathematics 108 and a mathematics elective; CORE 140, 145; CORE 211 and 221 or CORE 212 and 222; one from CORE 262 or 264; 16 credits of student teaching. (Note: Students who choose the elementary emphasis must also complete a field of specialization, an academic minor in a content area, or the middle school endorsement.)

**Fields of Specialization** Note: a field of specialization does not provide the student with an endorsement area. A minor or major in any academic area offered by the college fulfills the requirements for a field of specialization.

1. ART: Art 201, 202; one from Art 207, 208, 209; Art 216 or 218.
2. BIOLOGY: Biology 115, 122, 200; one elective course in biology.
3. CHEMISTRY: Chemistry 101, 122; two elective courses in chemistry.
4. COMPUTER SCIENCE: Business Administration 100; Computer Science 111, 131; one course from Computer Science 112, 120, 220.
5. ECONOMICS: Economics 202, 203; two economics electives.
6. ENGLISH/LANGUAGE ARTS: English 201 or 202; one course from English 203, 205, 221, 222, 225; English 306, 336.
7. ESL: Education 341, 349; two courses from Foreign Language 201, Linguistics 201, 301.
8. FRENCH: French 201, 204, 206; three credits from French 251-258. Study abroad courses are recommended.
9. HISTORY: History 201; one course from History 212, 213, 214; two courses from History 220-225, 230.
10. LANGUAGE ARTS: Education 262; one course from English 201, 202, 203, 221, 222; English 306, 336.
11. MATHEMATICS: Mathematics 108, 138; two electives in mathematics. One three-hour computer science course may be substituted for one of the elective mathematics courses.
12. MUSIC: Music 103, 103L, 104, 104L, 312; one semester each of Music 240 and Music 250.
13. PHYSICAL EDUCATION: HHP 204, 207, 306, 308.
14. POLITICAL STUDIES: Political Studies 201, 202, 214, 333.
15. PSYCHOLOGY: Psychology 201, 210, 364; one course from Psychology 224, 374, 376.
16. READING: Education 254, 314, 320; one course from Education 206, 262, 349.
17. SCIENCE-BASIC: Biology 115, 122; CORE 221; one course from Physical Science 201, Environmental Studies 151,

Biology 251.

18. SOCIAL STUDIES: Geography 151; History 201; one course from History 212, 213, 214; one course from Economics 200, Political Studies 201, Psychology 201, Sociology 201.
19. SOCIOLOGY: Sociology 201, 210, 216; one sociology elective.
20. SPANISH: Spanish 201, 202; Spanish 204 or 206; three hours of Spanish 251-258 or Spanish 301. Study-abroad courses are recommended.
21. SPECIAL EDUCATION: Education 251; three courses from Education 252, 253, 310, 315.
22. SPEECH COMMUNICATION/THEATRE: Communication 220; Theatre Arts 212; Education 254; Education 262 or Theatre Arts 101.
23. THEATRE ARTS: Education 262; Theatre Arts 101, 102, 210.
24. THEOLOGY: one course from Theology 211-217; Theology 221 or 222; Theology 231; Theology 322 or 323.

**Elementary Subject Area Minor** Completion of the Elementary General Classroom Major along with one of the following subject area minors prepares the student for general elementary classroom teaching in grades K-6 and provides an additional endorsement to teach in a specialized subject area in grades K-8. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. ART: Endorsement 113. Art 201, 202, 216; two courses from Art 207, 208, 209, 210; two courses from Art 218, 225, 228, 230, 240; one course from Art 302, 316, 318, 325, 328, 330, 340. (Art 211 is required as a professional education course.)
2. ENGLISH/LANGUAGE ARTS: Endorsement 119. Theatre Arts 212 or Education 262; Education 205; English 201 or 202; English 306, 336; one course from English 220, 241, 301, 302, 303, 304; one course from English 203, 205, 207, 208, 210, 314. (Education 333 is required as a professional education course.)
3. HEALTH: Endorsement 137. HHP 101, 202, 204, 205, 207, 209, 211, 306; Sociology 302.
4. HISTORY: Endorsement 162. History 201, 280; one course from History 212, 213, 214; three courses from History 220-225, 230, 319, 326, 327, 335; two courses from History 301, 306, 307, 308, Economics 309. (Education 331 is required as a professional education course.)
5. MATHEMATICS: Endorsement 142. Mathematics 106, 108, 131, 138, 151 or 152, 207, 390; Computer Science 111. (Education 332 is required as a professional education course.)
6. MUSIC: Endorsement 144. Music 103, 103L, 104, 104L, 207 or 208, 215, 308; Music 19; one semester each of Music 240 and Music 250; one course from Music 203 and 203L, 207 or 208, 209, 305, 316-319; four large ensemble credits or a second course from Music 203 and 203L, 207 or 208, 305, 316-319; \*312 (\*This course is required as part of the professional education sequence.)
7. PHYSICAL EDUCATION: Endorsement 146. HHP 12, 13, 101, 203, 204, 207, 208, 306, 308, 325.
8. READING: Endorsement 148. Education 205, 254, 265, 310, 314, 320, 339; English 306; (Education 333 is required as a professional education course.)
9. SCIENCE-BASIC: Endorsement 150 Three courses from CORE 221, Physics 115, 116, Chemistry 101, 122; two courses from CORE 212, Biology 115, 122; two courses from Environmental Studies 151, Astronomy 121, Earth Science 201, 202, 227; Education 334. (Education 334 is required as a professional education course.) It is recommended that students earning this endorsement take Physical Science 201 or Biology 251.
10. SOCIAL STUDIES: Endorsement 164. Economics 200; Geography 151; History 201; one course from History 212, 213, 214; two courses from History 220-225, 230; two courses from Political Studies 201, 202, 214, 312. (Education 331 is required as a professional education course.)

11. SPANISH: Endorsement 133. Spanish 201, 202, 204 or 206, 300, 301, 302; three semesters of Spanish 251-258; one course from Spanish 304, 341-348, 393. Three credits in study-abroad courses are required. (Education 355 is required as a professional education course.)
12. SPECIAL EDUCATION: K-6 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 260. Education 251, 252, 253, 254, 310, 314, 315, 317, 319. Completion of the special education minor will prepare teachers to serve as instructional strategists for students with mild or moderate disabilities in either inclusive education settings or special education placements.
13. SPEECH COMMUNICATION/THEATRE: Endorsement 167. Communication 201, 220; Education 254, 262; Theatre Arts 101, 102, 212. (Education 333 is required as a professional education course.)

**Option II: Elementary Subject Area Classroom Emphasis Major:** Education 235 or 236; Education 265 or 333; one mathematics course numbered 120 or higher; one four-credit, lab based science course (CORE 211-229 recommended for non-science majors); one of Art 211, Education 355, Physical Education 306, or Music 312, 314 or 316-319; 16 credits of student teaching. (Note: The elementary subject area classroom emphasis is not a “stand alone” major. It must be completed concurrently with an approved elementary academic content area major.) Completion of the Elementary Subject Area Classroom Emphasis Major along with one of the following subject area majors prepares the student for specialized subject area teaching in grades K-8 and allows the student to obtain the endorsement indicated. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. ART: Endorsement 113. Art 201, 202, 216, 370; three courses from Art 207, 208, 209, 210; three courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340. (Art 211 is required as a professional education course.)
2. MUSIC: Endorsement 144. Music 103, 103L, 104, 104L, 209, 215; Music 203 and 203L or 305; one course from Music 207, 208, 308; one additional course from Music 203 and 203L, 207, 208, 305, 308; Music 19; six semesters of Music 09; two semesters each of Music 240 and Music 250; four large ensemble credits; \*Music 312, \*Music 314 or 316-319. (\*These courses are required as professional education.) (Music 313 recommended as a professional education course.)
3. PHYSICAL EDUCATION: Endorsement 146. HHP 12, 13, 101, 203, 204, 205, 207, 208, 306, 308, 325; two courses from HHP 212-217. (Note: HHP 212-217 are half-courses.)
4. SPANISH: Endorsement 133. Spanish 201, 202, 204 or 206, 300, 301, 302, 304; Linguistics 201; one course from Spanish 102, 207, 341-348, 393; four semesters of Spanish 251-258. Six credits in study-abroad courses are required. (Education 355 is required as a professional education course.)

**OPTION III: Secondary Subject Area Classroom Emphasis Major:** Education 236 or 237; Education 267; one mathematics course numbered 120 or higher; one four-credit, lab based science course (CORE 211-229 recommended for non-science majors); one of Education 350, 351, 354, 355, 356, 357, 358, 359; 16 credits of student teaching. (Note: The secondary subject area classroom emphasis is not a “stand alone” major. It must be completed concurrently with an approved secondary academic content area major. See subject area majors below.) Completion of the Secondary Subject Area Classroom Emphasis Major along with one of the following subject area majors prepares the student for specialized subject area teaching in grades 5-12 and allows the student to obtain the endorsement indicated. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. AGRICULTURAL EDUCATION: Dordt College has developed an articulation agreement with the University of Nebraska-Lincoln leading to a Bachelor of Science in Agriculture Education from UNL. This agreement involves three years at Dordt plus one year at UNL. See Dr. Duane Bajema in the agriculture department for details.

2. ART: Endorsement 114. Art 201, 202, 216, 370; three courses from Art 207, 208, 209, 210; three courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340. (Education 350 is required as a professional education course.)
3. BUSINESS EDUCATION-GENERAL: Endorsement 115. Two courses from Business Education 203, Business Administration 201, 202; Business Administration 301 or 302; Business Administration 100 or Computer Science 211; Business Administration 205, 206; one course from Business Administration 304, 306, 308; Economics 202 and 203 or Economics 200 and one from Economics 309, 321, 334; one from English 305, Communication 220, 228. (Education 359 is required as a professional education course.)
4. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 206; English 201, 202, 210, 306, 314, 316, 336; one course from English 220, 241, 301, 302, 303, 304; one course from English COURSES FOR MAJORS. English 203, 312, and 333 are recommended. (Education 354 is required as a professional education course.)
5. ENGLISH/LANGUAGE ARTS-ALL: Endorsement 1201. Education 206, 267; English 201, 202, 210, 241, 306, 336; English 314 or 316; one additional course from English 205, 207, 208, 312, 314, 316; Communication 240, 250, 314; Theatre Arts 101, 212; Communication 100 or CORE 110. (Education 354 and 358 are required as professional education courses.)
6. HISTORY:
  - A. HISTORY-UNITED STATES and WORLD: Endorsements 158 and 166. History 201, 280, 380; one course from History 212, 213, 214; three world history electives from History 212-214, 220-225, 230, 319, 326, 327, 335, 341-344; four American history electives from History 301, 306, 307, 308, Economics 309; History 388 or 389 strongly recommended. (Education 356 is required as a professional education course.)
  - B. HISTORY-WORLD: Endorsement 166. History 230, 280, 380; one course from History 212, 213, 214; seven history courses numbered above 201, including Economics 309. A maximum of three courses may be from History 301, 306, 307, 308, 345-348, Economics 309. At least three must be 300-level. History 388 or 389 strongly recommended. (Education 356 is required as a professional education course.)

Students who complete a history major can add an endorsement in American government, economics, psychology, or sociology by completing 15 semester hours in one of these social sciences:

- Endorsement 157-American Government. Political Studies 202, 214, 322, 333, 370.
  - Endorsement 160-Economics. Economics 202, 203, 303; two courses from Economics 309, 315, 321, 334. (NOTE: 309, 315, 321, and 334 are offered in alternate years.)
  - Endorsement 163-Psychology. Psychology 201, 210, 364; two from Psychology 218, 224, 374, 376.
  - Endorsement 165-Sociology. Sociology 201, 216; three electives in sociology.
7. MATHEMATICS: Endorsement 143. Mathematics 152, 153, 203, 206, 207, 208, 212, 304, 311, 390, 392; one course from Mathematics 291-294; Computer Science 111. (Education 357 is required as a professional education course.)
  8. MUSIC:
    - A. MUSIC-CHORAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 240; two additional semesters from Music 240, 250, 260, or 270; six semesters of Concert Choir or Chorale; Music \*312, \*313, \*323, two semesters from \*316-319. (\*These courses are required as professional education courses.)
    - B. MUSIC-INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 270; Music 240 or 04; one additional semester from Music 240, 250, 260, or 270; six semesters of Band or Orchestra; Music \*312, \*314, and \*316-319. (\*These courses are required as professional education courses.)
    - C. MUSIC-CHORAL/INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 240; four semesters of Music 270; six semesters of Concert Choir or Chorale; six semesters of Band or Orchestra; Music \*312, \*313, \*314, \*316-319, \*323. (\*These courses are required as professional education courses.)

9. PHYSICAL EDUCATION: Endorsement 147. HHP 12, 13, 101, 203, 204, 205, 207, 208, 305, 308, 325; two courses from HHP 212-217. (NOTE: HHP 212-217 are half-courses.)
10. SCIENCES: (Single Academic Program Science Majors)
- A. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; one course from Biology 316, 319, Agriculture 251; one course from Biology 201, 202, 301, Agriculture 315; two additional three- or four-credit elective courses in Biology numbered above 200, with a strong recommendation that Biology 302 or Biology 335 be included; Chemistry 101 and 122 or Chemistry 103 and 104. (Education 351 is required as a professional education course.)
  - B. CHEMISTRY: Endorsement 152. Chemistry 103, 104, 212, 221, 222; Chemistry 331 and 332 or Chemistry 333; one course from Chemistry 251 (or Au Sable 332), 311, 312, 325, 393; Physics 115, 116 or Physics 201, 202, 203; Mathematics 152, 153. (Education 351 is required as a professional education course.) Note: Mathematics 152 and 153 are pre- or corequisites for the physics courses and will fulfill the core program quantitative reasoning requirement for education majors. Students should ordinarily take Physical Science 201 to fulfill the Advanced Reformed Thought requirement in the core program.
  - C. PHYSICS: Endorsement 156. Physics 201, 202, 203; Physical Science 201; Mathematics 152, 153; three courses from Physics 206, 325, 326, 331, 335, 336, 393. (Education 351 is required as a professional education course.) Note: Mathematics 152 and 153 are pre- or corequisites for Physics 201 and 202 and will fulfill the core program quantitative reasoning requirement for education majors. Most of the 300 level courses have additional prerequisites.

SCIENCES: (Multiple Academic Program Majors)

The following endorsements in the sciences may be acquired by meeting the course requirements listed. Endorsements may be added to the single academic program majors (biology, chemistry, or physics) above. Alternatively, combinations of two or more of the endorsement options listed below constitute a secondary education major in those endorsement areas.

- D. GENERAL SCIENCE: Endorsement 154. Biology 115, 122; Chemistry 101, 122 or Chemistry 103, 104; Physics 115, 116 or Physics 201, 202, 203; one from Environmental Studies 151, Astronomy 121, Earth Science 201, 202, 227. (Education 351 is required as a professional education course.)
  - E. PHYSICAL SCIENCE: Endorsement 155. Physics 115 and 116 or Physics 201, 202, and 203; Physical Science 201; Chemistry 101 and 122 or Chemistry 103 and 104; two courses from Astronomy 121, Earth Science 201, 202, 227. (Education 351 is required as a professional education course.)
  - F. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; one elective course from Biology numbered above 200. (Education 351 is required as a professional education course.)
  - G. CHEMISTRY: Endorsement 152. Chemistry 103, 104; two from Chemistry 122 (or Chemistry 221), 212, 251 (or Au Sable 332). (Education 351 is required as a professional education course.)
  - H. EARTH SCIENCE: Endorsement 153. Earth Science 121, 151, 201, 202, 227. (Education 351 is required as a professional education course.)
  - I. PHYSICS: Endorsement 156. Physics 201, 202, 203; Mathematics 152, 153; one course from Physics 206, 325, 326, 331, 335, 393. Mathematics 152 and 153 will fulfill the mathematics core program requirement for education majors. Most of the course options have additional prerequisites. (Education 351 is required as a professional education course.)
11. SOCIAL SCIENCE: Endorsement 186. History 201, 280; two courses from History 301, 306, 307, 308, \*388; one course from History 212, 213, 214; two courses from CORE 145, History 220, 221, 222, 223, 224, 225, 230, 319, 326, 335, \*389 (students planning to teach in Canada are advised to take 230); Political Studies 202, 214; Political Studies 201 or 210; Psychology 201; one course from Psychology 210, 218, 224; Sociology 201; one course from Sociology 215, 216, 302; Geography 151; Geography 201 or 202; Economics 202, 203; Mathematics 131. History 380 is strongly recommended. (Education 356 is required as a professional education course.) (\*Note: History 380 is a prerequisite for History 388 and 389.)
12. SPANISH: Endorsement 134. Spanish 201, 202, 204 or 206, 300, 301, 302, 304; Linguistics 201; one course from Spanish 102, 207, 341-348, 393; four semesters of Spanish 251-258. Six credits of study abroad courses are required. (Education 355 is required as a professional education course.)

**Secondary Subject Area Classroom Emphasis with an Additional Academic Minor** Completion of the Secondary Subject Area Classroom Emphasis Major along with a subject area major (described above) may add an additional grade 5-12 teaching endorsement by completing one of the following subject area minors. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. AMERICAN GOVERNMENT: Endorsement 157. Political Studies 201, 202, 214, 322, 333, 370; two courses from Political Studies 245, 335, Criminal Justice 101. One course taken on the American Studies Program may be substituted for one of the courses. (Education 356 is required as a professional education course.)
2. ART: Endorsement 114. Art 201, 202, 216; two courses from Art 207, 208, 209, 210; two courses from Art 218, 225, 228, 230, 240; one course from Art 302, 316, 318, 325, 328, 330, 340. (Education 350 is required as a professional education course.)
3. BIBLE: No state endorsement is available. Theology 222, 254; Theology 322 or 323; two courses from Theology 211-214; two courses from Theology 215-217; Education 261.
4. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; plus electives from biology courses numbered above 200 for a minimum of 24 semester hours total. (Education 351 is required as a professional education course.)
5. CHEMISTRY: Endorsement 152. Chemistry 103, 104, 221, 222, 325, and two electives (suggested from Chemistry 212, 312, Au Sable 332). (Education 351 is required as a professional education course.)
6. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 206, 267; English 210, 306, 336; English 201 or 202; English 314 or 316; one from English 220, 241, 301, 302, 303, 304; one course from English COURSES FOR MAJORS. (Education 354 is required as a professional education course.)
7. GENERAL SCIENCE: Endorsement 154. Biology 115, 122; Chemistry 101; Environmental Studies 151; Physics 115, 116; two elective courses in biology, chemistry, earth science, or physics. (Education 351 is required as a professional education course.)
8. HEALTH: Endorsement 138. HHP 101, 202, 204, 205, 207, 209, 211, 305; Sociology 302.
9. HISTORY-WORLD: Endorsement 166. History 280, 380; one from History 212, 213, 214; three from History 201, 220, 221, 223, 224, 225, 230; two from History 319, 326, 327, 335. (Education 356 is required as a professional education course.)
10. MATHEMATICS: Endorsement 143. Mathematics 152, 153, 203, 206, 208, 212, 390; Computer Science 111. (Education 357 required as a professional education course.)
11. PHYSICAL EDUCATION: Endorsement 147. HHP 12, 13, 101, 203, 204, 205, 207, 208, 305, 308; three credits from HHP 209, 212-217, 325. (Note: HHP 212-217 are half-courses.)
12. PHYSICAL SCIENCE: Endorsement 155. Chemistry 103, 104; Physics 201, 202; Physical Science 201. Two courses from Astronomy 121, Earth Science 201, 202, Physics 203. (Education 351 is required as a professional education course.)
13. PHYSICS: Endorsement 156. Physics 201, 202, 203, 325; three elective courses in physics. Most of the course options have additional prerequisites. (Education 351 is required as a professional education course.)
14. SPANISH: Endorsement 134. Spanish 201, 204, 206, 300, 301, 302; three semesters of Spanish 251-258; one course from Spanish 304, 341-348, 393. Three credits in study-abroad courses are required. (Education 355 is required as a professional education course.)

15. SPECIAL EDUCATION: 7-12 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 261. Education 251, 252, 253, 254, 310, 314, 316, 318, 319. Completion of the special education minor will prepare teachers to serve as instructional strategists for students with mild or moderate disabilities in either inclusive education settings or special education placements.
16. SPEECH COMMUNICATION/THEATRE: Endorsement 168. Communication 201, 240, 241, 314; Theatre Arts 102, 103, 210, 212; Theatre Arts 101 is strongly recommended. Communication 311 and Education 262 are also encouraged. (Education 358 is required as a professional education course.)

**Option IV: Vertical Subject Area Classroom Emphasis Major (provides endorsement to teach a content area at both elementary and secondary, grades K-12, levels):** One of Education 235, 236, 237; one of Education 265, 267, 333; one mathematics course numbered 120 or higher; one four-credit, lab based science course (CORE 211-229 recommended for non-science majors); Education 355 or one of the following combinations of pedagogy courses: Art 211 and Education 350; Physical Education 305 and 306; Music methods courses (see below); 16 credits of student teaching. (Note: the vertical subject area classroom emphasis is not a “stand alone” major. It must be completed concurrently with an academic content area major. See subject area majors below.) Completion of the Vertical Subject Area Classroom Emphasis Major along with one of the following subject area majors prepares the student for specialized subject area teaching in grades K-12 and allows the student to obtain the endorsements indicated. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. ART: Endorsements 113 and 114. Art 201, 202, 216, 370; three courses from Art 207, 208, 209, 210; three courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340. (Art 211 and Education 350 are required professional education courses.)
2. MUSIC: Endorsements 144 and 145. Students getting the vertical endorsement in music must complete one of the three options listed.
  - A. CHORAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 240; two additional semesters from Music 240, 250, 260, or 270; six semesters of Concert Choir or Chorale; Music \*312, \*313, \*323; two semesters from Music \*316-319. (\*These courses are required as professional education courses.)
  - B. INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 270; Music 240 or 04; one additional semester from Music 240, 250, 260, or 270; six semesters of Band or Orchestra; Music \*312, \*314, and \*316-319. (\*These courses are required as professional education courses.)
  - C. CHORAL/INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 209, 215, 305 or 308, 315; Music 19; six semesters of Music 09; four semesters of Music 240; four semesters of Music 270; six semesters of Concert Choir or Chorale; six semesters of Band or Orchestra; Music \*312, \*313, \*314, \*316-319, \*323. (\*These courses are required as professional education courses.)
3. PHYSICAL EDUCATION: Endorsements 146 and 147. HHP 12, 13, 101, 203, 204, 205, 207, 208, 305, 306, 308, 325; two courses from HHP 212-217. (Note: HHP 212-217 are half-courses.)
4. SPANISH: Endorsements 133 and 134. Spanish 201, 202, 204 or 206, 300, 301, 302, 304; Linguistics 201; one course from Spanish 102, 207, 341-348, 393; four semesters of Spanish 251-258. Six credits of study abroad courses are required. (Education 355 is required as a professional education course.)

#### Other Endorsement Options:

1. MIDDLE SCHOOL CLASSROOM TEACHING ENDORSEMENT: Endorsement 182. The middle school endorsement may be added to either the Elementary General Classroom Teaching Major (Option I) or to the Secondary Subject Area Classroom Major (Option III). Students will earn the middle school classroom teaching endorsement by completing the program content courses listed.

### Program Content Courses (Credit Hours)

Education 266 - Middle School Curriculum and Instruction (3)

Education 236 - Applied Educational Psychology in Middle School Education (3)

Education 239 - Service Learning: Field Experience (2) This experience must be completed in a middle grade (5-8) class room.

One of the following:

Education 267 - Secondary Instructional Design and Content Area Reading (3) *or*

Education 333 - Teaching Reading and Language Arts in Pre-K through Middle School (4)

The Middle School endorsement requires students to complete two of the following fields of specialization:

- A. ENGLISH/LANGUAGE ARTS: a speech course (Communication 100 recommended), an English us-age course (English 336 recommended), a young adult literature and literature across cultures course (Education 206 recommended), a composition course (English 306 recommended). (Education 354 is recommended as a professional development course.)
- B. MATHEMATICS: an algebra course (Mathematics 140 recommended); Mathematics 138; two mathematics electives (Mathematics 108 recommended).
- C. SCIENCE: a life science course (CORE 212 recommended), a physical science course (Environmental Studies 152 recommended), an earth science course (Earth Science 151 recommended), and one additional elective from the natural sciences (astronomy, chemistry, physics, earth science, physical science, biology, environmental studies).
- D. SOCIAL STUDIES: a world history course (CORE 145 recommended), an American history course (History 201 recommended), a geography course (Geography 151 recommended), a political studies course (Political Studies 201 recommended).

2. ATHLETIC COACH K-12: Endorsement 101: In the State of Iowa, you must be licensed to coach at the secondary level in the public school system. There are two forms of coaching licensure - a coaching **authorization** and a coaching **endorsement**. Both the authorization and endorsement allow you to be employed as a head or assistant coach in any interscholastic athletic activity. Both licenses require courses in four conceptual areas: Coaching Theory, Lifespan Development, Physiology, and First Aid and Prevention of Athletic Injuries. These courses may be taken in any sequence over any length of time through Area Education Agency (AEA) workshops or for college credit.

The coaching **authorization** gives a non-education student the right to coach in the middle school or high school. The person is allowed to be the head or assistant coach for any sport following the completion of the coursework in the previous paragraph and filing an application for the authorization through the Department of Education of the State of Iowa (see contact information below). The coaching **endorsement** can be obtained by individuals who hold a teaching license and have completed the four required classes for college credit. Coaching Theory, Lifespan Development, and Physiology must be taken for one credit hour each and First Aid and Prevention must be taken for two credit hours. The coaching endorsement is automatically renewed with your teaching license.

For information on licensure, see website [www.state.ia.us/boee/doc/faqs\\_cch.asp](http://www.state.ia.us/boee/doc/faqs_cch.asp).

The following courses with an education degree qualify an applicant to be a *head coach* or *assistant coach* in all sports at the secondary level.

HHP 204 - Exercise Physiology or Biology 201 - Human Anatomy and Physiology

HHP 207 - First Aid and Athletic Injuries

HHP - Coaching Theory (one from 212-217)

Education 135 - Introduction to Educational Psychology or Psychology 204 - Lifespan Development

These courses also meet the State of Iowa's requirement for the coaching authorization available for those who have not completed an education degree. The coaching authorization allows the holder to be head coach or assistant coach in all sports at the secondary level.

3. EARLY CHILDHOOD PK-3: Endorsement 106: This endorsement may be obtained by completing the Elementary General Classroom Major (Option 1), student teaching at both the early childhood and elementary levels, and completion of the courses indicated below.

Education 220 - Teaching the Co-Curricular Areas in Pre-K through Middle School

Education 254 - Collaboration and Consultation  
 Education 320 - Reading and Language Development in Early Childhood  
 Education 322 - Introduction to Early Childhood Education  
 Education 326 - Organization and Administration of Early Childhood Programs

4. TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) K-12: Endorsement 104: The TESL endorsement may be added to either the Elementary General Classroom Major (Option I) or the Secondary Subject Area Major (Option III). Students will earn the TESL endorsement by completing the program content courses listed.

TESL-Domestic: Education 341, 349; English 336; one course from Foreign Language 101, 102, 201; Linguistics 201, 301; one course from CORE 270, Foreign Language 204, 206, Sociology 216.

TESL-International: Education 239, 270, 341, 349; English 336; one course from Foreign Language 101, 102, 201; Linguistics 201, 301; SPICE/SPIN 271.

### Master of Education Degree

The following program in school curriculum and instruction meets the master’s degree requirement in a recognized endorsement area for a Professional Teacher’s License in the State of Iowa.

- Education 501 - Current Issues in Education
- Education 502 - Advanced Educational Psychology
- Education 503 - Research Methods in Education
- Education 540 - Practicum in Curriculum and Instruction
- Education 590 - Master’s Project
- 15 additional credits of graduate-level courses chosen in compliance with the Master of Education Program bulletin.

### Associate of Arts Degree Options

The education department offers the following areas of concentration for an A.A. degree. Completion of one of these options leads to paraeducator certification from the State of Iowa.

See the “Academic Program” section for the core program for all A.A. programs (pages 31-33).

Associate of Arts/Special Education Aide: Education 101, 101L, 109, 135, 201, 251, 314, 332, 333; Education 253 or 315; Mathematics 108.

Associate of Arts/Teacher Aide-Elementary: Education 101, 101L, 109, 135, 201, 251, 332, 333; Mathematics 108; six credits from Education 205, 220, 331, 334.

Associate of Arts/Early Childhood Aide: Education 101, 101L (primary), 135, 201, 205, 251, 320, 322, 326; three credits from Education 109, 220.

### LEVEL 1 COURSES

- 101 Introduction to Education (3)**..... Fall, Spring  
 Designed to introduce students to the domain of education and to induct them into an initial understanding of teaching and the teaching profession. Emphasis is on the development of a distinctively Christian approach to education. Topics include the philosophical, historical, social, and political contexts of education. Introductory attention is given to curricular and instructional issues.
- 101L Pre-Student Teaching Field Experience I (1)**..... Fall, Spring  
 A field experience of at least 20 hours in a local school. Required of all elementary, middle, and secondary education students. Graded on a pass/no-record basis. Corequisite: Education 101.

- 104 **Pre-Student Teaching Field Experience I (1)**..... Fall  
An optional field experience of at least 20 hours in a school. This course may substitute for Education 101L. Graded on a pass/no-record basis. Prerequisite: Education 101.
- 109 **Diversity in Education (1.5)**..... Fall, Spring  
Intended to familiarize prospective teachers with issues of race, gender, social class, and culture as they relate to the educational process. Specifically, students will become familiar with historical and current practices in schools and society that reflect dehumanizing and unbiblical biases such as sexism, racism, prejudice, and discrimination. In addition, students will become aware of ways in which teachers can promote a curriculum and an educational environment that is free of such biases and will, instead, reflect a perspective that is pluralistic in its orientation and promote a biblical view of the person. Prerequisite: Education 101.
- 135 **Introduction to Educational Psychology (3)** ..... Fall, Spring  
Introduces students to fields of educational psychology and developmental psychology as they inform the teaching and learning environment. Research in the field of educational psychology is explored as a tool for effective teaching and decision-making. This course also introduces students to developmental theories and explores in-depth learning theories that impact education today. Research methodology, developmental and learning theories are discussed and explored from a reformational perspective. [Cross-listed: CORE 255]
- 201 **Curriculum and Instruction (3)** ..... Fall, Spring  
Introduces students to an understanding of curricular and instructional theory and practice. Emphasis is on the development of a distinctively Christian approach to the classroom. Various perspectives on curriculum and instruction are critically examined. Students practice curriculum construction and lesson planning. Prerequisite: Education 101 or departmental approval.
- 204 **Pre-Student Teaching Field Experience (1.5)**..... Fall, Spring  
An optional field experience of at least 40 hours in a school. This course does not substitute for Education 239 as a requirement in the Teacher Education Program. Graded on a pass/no-record basis. Prerequisite: Education 101.

**LEVEL 2 COURSES (courses numbered below 210 can be taken prior to admission to TEP)**

- 205 **Children's Literature (3)** ..... Fall, Spring  
A wide selection of children's books is read and examined for use in the preschool, elementary, and middle school curriculum. Emphasis is put on reading and responding to books from many different genres. Ways to encourage reading and interacting with texts are discussed and practiced. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 206 **Adolescent Reading Interests (3)**..... Fall Even  
Examines the development of adolescent literature as a genre and exposes the student to a wide selection of writing and authors, including literature from diverse cultures. The course emphasizes appreciation for literature that endures and that promotes Christian perspectives, and it provides the student with a background for implementing reading programs at the middle school and high school levels. Prerequisite: Education 101.
- 220 **Teaching the Co-Curricular Areas in Pre-K through Middle School (3)**.....Spring  
Provides background on methods and materials necessary for teaching physical education, health, wellness, visual arts, and performing arts in preschool, elementary, and middle school classrooms. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 235 **Applied Educational Psychology in Pre-K and Elementary Education (3)**..... Fall  
Continuation of Education 135 in that it applies the theories and issues introduced in Education 135. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the elementary-age student. Emphasis is on developing a biblical view of the student, developing appropriate motivation techniques, creating productive, developmentally-responsive learning environments, developing effective classroom

management, demonstrating authentic and appropriate assessment and evaluation, and examining how each area influences teaching strategies. Prerequisite: admission to the Teacher Education Program or by permission of instructor.

- 236 **Applied Educational Psychology in Middle School Education (3)** ..... Fall  
Continuation of Education 135 in that it applies the theories and issues introduced in Education 135. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the middle-level child. Emphasis is on developing a biblical view of the student as image-bearer and responsive disciple. Incorporates developing appropriate motivation techniques, creating productive, developmentally responsive learning environments, planning effective classroom management, demonstrating authentic and appropriate assessment and evaluation, and examining how each area influences teaching strategies. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 237 **Applied Educational Psychology in Secondary Education (3)**.....Spring  
Same as Education 236 for the secondary student.
- 239 **Service Learning Field Experience (2)** ..... Fall, Spring  
A second teacher education field experience, designed to be taken in conjunction with Education 235/236/237 during the student's junior year. Students assist in classrooms for a total of 60 hours. Experiences gained in the field are addressed in the concurrent education courses. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 251 **Introduction to the Education of Exceptional Students (3)**..... Fall, Spring  
An introduction to the concepts of disabilities and exceptionalities within the school setting. Provision of special education services, characteristics of students with exceptional needs, and integration of services between general and special education will be presented.
- 252 **Introduction to Behavior Management (3)**.....Fall Odd  
An introduction to understanding and working with behavior problems commonly found in children and adolescents. Students will become familiar with the identification and assessment of problem behaviors, planning classroom interventions, monitoring progress, choosing corrective strategies, and supporting interventions beyond the classroom. This course has implications for both the regular and special education teacher. Prerequisites: Education 251; admission to the Teacher Education Program; or by permission of instructor.
- 253 **Introduction to the Education of Children and Youth with Mild Disabilities (3)** .....Fall Odd  
A survey course dealing with the provision of educational services to students with mild disabilities, focusing on the history of special education, legal issues related to the field of special education, and an in-depth study of the characteristics of learners with mild to moderate disabilities.
- 254 **Collaboration and Consultation in Education (3)** ..... Fall  
Deals with the increasing emphasis on the knowledge of family systems, dynamics, parent and student rights, advocacy, and communication among students, teachers, parents, paraprofessionals, and administrators. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 260 **Teaching Bible in Pre-K through Middle School (1.5)** ..... Fall, Spring  
Designed to discuss the role of Bible teaching in the Christian school, to examine curriculum materials, to develop pedagogical skills for teaching Bible, and to involve students in the designing of their own appropriate curriculum materials. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 261 **Teaching Bible to Adolescents (3)**.....Fall Odd  
Discussion of a Reformed approach to the teaching of Bible. This course includes the study of the nature of faith, adolescent faith development, Reformed hermeneutics, pedagogical skills for teaching the Scriptures, and methods and content of the secondary (7-12) Bible curriculum. The course will cover theological and pedagogical foundations and the practical

content of teaching Bible. Prerequisite: admission to the Teacher Education Program or by permission of instructor.  
[Cross-listed: Theology 254]

- 262 **Creative Dramatics for Children (3)** .....Fall Odd  
An introduction to informal dramatics for the classroom, especially elementary and middle school. Emphasis is on dramatic activity requiring minimal equipment and facilities. Field experience required in area schools. Prerequisite: admission to the Teacher Education Program or by permission of instructor. [Cross-listed: Theatre Arts 262]
- 265 **Reading in the Content Areas - Elementary (1.5)**..... Fall  
Designed to enhance the use of text materials. Attention is given to organizational and study skills necessary for content learning and to the development of functional techniques for teaching content materials. The responsibility of Christian educators toward helping all students develop their potential in reading in content areas will be emphasized. Prerequisites: Education 333; admission to the Teacher Education Program; or by permission of instructor.
- 266 **Middle School Curriculum and Instruction (3)**..... Fall  
Introduces students to curriculum design and instruction for the middle school. Emphasis is on pedagogy and methods appropriate to the developmental needs of the middle-level child. Attention is given to traditional and emerging techniques and innovations, including interdisciplinary teaming, advisor/advisee relationship, exploratory curriculum, and integrated curriculum. The course also provides a study of the middle school concept, its philosophy and the distinctive components and characteristics of exemplary middle schools. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 267 **Secondary Instructional Design and Content Area Reading (3)** .....Spring  
Explores a vision for developmentally responsive high schools based on a biblical view of the secondary student as image-bearer and responsive disciple; curriculum design for the secondary level; instructional strategies appropriate to the adolescent learner, including reading, writing, speaking, and listening to learn within secondary content areas; and assessment strategies. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 270 **Comparative and International Education (3)** .....  
Course is currently being developed.
- 281- **Service-Learning (1-3)** .....Fall, Spring, Summer  
283 See page 161, Individual Studies
- 300 **Philosophy of Education (3)** ..... Fall, Spring  
Why do we “do school” the way we do? Are the ways we educate the best? What does “the best” mean when we apply it to education? Most of all, what do the ways we “do school” say about our most basic commitments and beliefs? Philosophy of Education explores these questions and others like it, examining how basic commitments affect the ways we govern schools, see students, plan teaching and learning, and make curriculum. Students draw on resources, especially those from the tradition of Reformed Christian education, to construct a statement describing their own education philosophy. While this course meets a requirement in the Teacher Education Program, it does not assume a background in teacher education. Students from outside teacher education are welcome. Prerequisite: CORE 200. [Cross-listed: CORE 310]
- 310 **Assessment and Diagnosis in Special and Remedial Education (3)**..... Fall  
Introductory course in the use of assessment techniques in special and remedial education. Various formal and informal assessment techniques are examined and applied to the development of educational programs  
  
that meet the needs of the handicapped. Prerequisites: Education 251; admission to the Teacher Education Program; or by permission of instructor.
- 314 **Diagnosis and Remediation of Language/Reading Difficulties (3)**.....Spring  
A study of the causes of reading difficulties in the preschool, elementary, middle-level, and secondary school, their

diagnosis and correction in both classroom and remedial setting. Corequisite: Education 339. Prerequisites: Education 333 for elementary education students; secondary education students must see the instructor; admission to the Teacher Education Program; or by permission of instructor.

- 315 **Instructional Methods and Strategies for the Education of Students with Mild Disabilities—Preschool, Elementary, and Middle School (3)**..... Fall Even  
Deals with the instruction of students with mild disabilities such as learning disabilities, mild behavior disorders, and cognitive disabilities. Focus is on strategies directed toward the successful integration of students with mild disabilities into the regular elementary or middle level classroom. Prerequisites: Education 251; admission to the Teacher Education Program; or by permission of instructor.
- 316 **Instructional Methods and Strategies for the Education of Students with Mild Disabilities—Middle and Secondary School (3)**..... Fall Even  
Same as Education 315 for regular middle level and senior high classroom. Prerequisites: Education 251; admission to the Teacher Education Program; or by permission of instructor.
- 317 **Transitional Collaboration in Elementary and Middle Schools (1.5)**.....Spring  
Acquaints students with sources of services, organizations, and networks that provide transitional, career, and vocational supports for students with disabilities at all levels of development with particular focus on the needs of students in elementary and middle school. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 318 **Transitional Collaboration –Middle and High School (1.5)**.....Spring  
Same as Education 317 for middle and high schools.
- 319 **Supervised Practicum in Special Education (1.5)** ..... Fall, Spring  
A supervised field experience that allows the student to aid/observe in a special education classroom. The practicum is provided in a setting appropriate for the endorsement sought. Graded pass/no-record. Prerequisites: Education 251; admission to the Teacher Education Program; or by permission of instructor.
- 320 **Reading and Language Development in Early Childhood (3)** .....Spring  
Designed to cover the methods and materials appropriate for developing literacy in children up to age 8. Special attention is given to oral and written language development and to reading. Phonics and other beginning reading strategies are emphasized. Prerequisites: Education 333; admission to the Teacher Education Program; or by permission of instructor.
- 322 **Introduction to Early Childhood (4)** .....Fall Odd  
Designed to provide an overview of the field of early childhood education. Included are the following topics: growth and development of children from ages birth to eight; current trends in early childhood education; age appropriate lesson planning; what constitutes a supportive environment for young children; and the development of a professional Christian attitude towards children. Includes a 20-hour practicum in a child development center for children ages 0-5. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 326 **Organization and Administration of Early Childhood Programs (3)**..... Fall Even  
This course focuses on the administrative aspects of running a preschool. Topics include legal and licensing issues, as well as the development of a facility that is safe and organized in a way that promotes child development. Issues related to assessing program quality in terms of curriculum and personnel and ways to foster positive child-family-school relationships will be addressed. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 331 **Teaching Social Studies in Pre-K through Middle School (3)** ..... Fall, Spring  
An introduction to a basic framework for social studies teaching with focus on methodologies, lesson and unit planning, learning resources, classroom organization, and new-tech media. Includes practical application activities for each major topic. Also includes content in geography and economics. Prerequisite: admission to the Teacher Educa-

tion Program or by permission of instructor.

- 332 **Teaching Mathematics in Pre-K through Middle School (3)**.....Spring  
Mathematics 108 and Education 332 form an integrated sequence in the content and methods of teaching mathematics in the elementary and middle school. Mathematics content topics include problem-solving, numbers and numeration systems, computation and representation with integers, rational numbers and decimals, probability, geometry, and measurement. Methods topics include the materials, methods, goals, and evaluation of the teaching of mathematics. Mathematics 108 focuses more on mathematics content, while Education 332 places more emphasis on the methods of teaching mathematics. Prerequisites: Education 201; Mathematics 108; admission to the Teacher Education Program; or by permission of instructor.
- 333 **Teaching Reading and Language Arts in Pre-K through Middle School (4)** ..... Fall, Spring  
Designed to cover basic principles involved in the teaching of language arts. Special attention will be given to reading and writing. Handwriting, spelling, grammar, listening, speaking, and viewing will also be addressed. Various approaches and materials will be studied. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 334 **Teaching Science in Pre-K through Middle School (3)** ..... Fall, Spring  
A basic course in the principles and techniques of teaching natural sciences. The primary focus is on the development of materials for use in the elementary and middle-level science classroom. Includes content in earth science. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 339 **Supervised Practicum in Reading (1)** .....Spring  
This course gives the pre-service teacher an opportunity to work with a student who is experiencing reading difficulties. Graded on a pass/fail basis. Corequisite: Education 314. Prerequisites: Education 333; admission to the Teacher Education Program; or by permission of instructor.
- 341 **Foundations and Methods of ESL/EFL Teaching (3)** ..... Fall Even  
This course examines the principles, theories, and philosophy of ESL/EFL teaching that provide the foundation for classroom practice. First and second language acquisition theories will be presented and evaluated. The focus of the course is on communicative, interactive teaching strategies, and how this type of teaching is implemented in the ESL/EFL and bilingual classroom. Context and learner variables, as well as teaching strategies and assessing various language skills are presented. Corequisite: Education 349. Prerequisite: admission to the Teacher Education Program.
- 349 **Supervised Practicum in Teaching English as a Second Language (1.5)**..... Fall, Spring  
This course provides pre-service teachers who are seeking to complete the Iowa Teaching English as a Second Language (ESL) endorsement an opportunity to gain valuable experience in K-12 ESL classrooms. Students will complete a designated number of hours in a supervised practicum. They will identify learning needs of K-12 students and design and evaluate strategies appropriate for English language learners. Corequisite: Education 341. Prerequisite: admission to the Teacher Education Program.
- 350 **Methods of Teaching Art in High Schools and Middle Schools (3)**..... Fall Even  
Methods and techniques of organizing and motivating art on the secondary school level. Media explored depends on the needs and interests of the class. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 351 **Methods of Teaching Sciences in High Schools and Middle Schools (3)** ..... Fall Even  
A review of recent trends in science teaching in middle and secondary schools. Use of audio-visual materials pertinent to the various sciences, methods of evaluation, laboratory techniques, and textbook evaluations are included. Students give several class presentations and observe actual teaching situations. Prerequisite: admission to the Teacher Education Program or by permission of instructor.

- 354 **Methods of Teaching English and Language Arts in High Schools and Middle Schools (3)** ..... Fall Even  
Discussion of a Christian approach to the teaching of English in middle and secondary schools. Methods and approaches to teaching literature, reading, language, and composition, as well as micro-teaching in these areas. Attention is given to lesson, unit, course, and curriculum planning and to the use of audio visual materials. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 355 **Methods of Teaching a Second Language in Grades K-12 (3)**..... Fall Even  
Presentation of various methods of teaching a second language in middle and secondary schools. This course includes teaching of listening, speaking, reading, and writing skills. Phonetics, morphology, syntax, meaning, vocabulary, culture, and literature are emphasized. A survey of ESL and foreign language materials is included. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 356 **Methods of Teaching History and Social Studies in High Schools and Middle Schools (3)**..... Fall Even  
Discussion of a Christian approach to the teaching of history and social studies in middle and secondary schools. Emphasis is on current methods and consideration of practical suggestions in classroom procedure. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 357 **Methods of Teaching Mathematics in High Schools and Middle Schools (3)** .....Spring  
Methods of effective teaching of mathematics in middle and secondary schools. Prospective teachers attain understanding of the basic mathematics taught at the secondary level. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 358 **Methods of Teaching Speech, Communication, and Theatre Arts in High School and Middle School (1)**  
Arranged  
This course provides pre-service teachers who are seeking to complete the Iowa English/Language Arts--All endorsement an opportunity to gain valuable experience in high school/middle school speech and/or theatre arts classrooms. Students will complete a minimum of 20 clock hours in a supervised practicum. They will identify learning needs of secondary level students and design and evaluate strategies appropriate for the speech/theatre arts setting. Graded on a pass/fail basis. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 359 **Methods of Teaching Business in High Schools and Middle Schools (3)**..... Fall Even  
Examination of the role of business education in the curriculum and current concerns in business education. Study of methods and materials for courses in business education at the secondary and higher education levels. Prerequisite: admission to the Teacher Education Program or by permission of instructor.

### LEVEL III COURSES

- 370 **Student Teaching—Early Childhood (4-8)**..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in pre-kindergarten classrooms.
- 371 **Student Teaching—Elementary (4-16)** ..... Fall, Spring  
Students work 4 to 16 weeks with qualified cooperating teachers in elementary (grades K-6) classrooms.
- 372 **Student Teaching—Middle Level (4-8)** ..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in middle-level (grades 5-8) classrooms.
- 373 **Student Teaching—Secondary (4-16)**..... Fall, Spring  
Students work 4 to 16 weeks with qualified cooperating teachers in secondary (grades 5-12) classrooms.
- 374 **Student Teaching—Vertical (4-16)** ..... Fall, Spring  
Students work 4 to 16 weeks with qualified cooperating teachers in grades K-12 art, music, physical education, or

Spanish classrooms.

- 375 **Student Teaching—English as a Second Language (4-8)** ..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in English Language Learner classrooms.
- 376 **Student Teaching—Reading (4-8)** ..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in reading classrooms.
- 377 **Student Teaching—Elementary Instructional Strategist (4-8)** ..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in an elementary (grades K-6) special education/  
instructional strategist setting.
- 378 **Student Teaching—Secondary Instructional Strategist (4-8)** ..... Fall, Spring  
Students work 4 to 8 weeks with qualified cooperating teachers in a secondary (grades 5-12) special education/in-  
structional strategist setting.
- 379 **Student Teaching—Multiple Endorsements (4-16)** ..... Fall, Spring  
Students work 4 to 16 weeks with qualified teachers in more than one endorsement area.
- 381 **Interim Seminar—Student Teaching (1)** ..... Fall, Spring  
Education 381 is part of the professional semester of student teaching. It debriefs students on the first session of the  
student teaching experience and prepares them for session II. Emphasis is on developing a coherent biblical philoso-  
phy of education, developing appropriate motivation techniques, developing effective classroom management, and  
understanding legal and ethical issues applicable to the teaching profession. Graded on a pass/fail basis.
- 391- **Individual Studies (1-3)** ..... Fall, Spring, Summer  
393 See page 161, Individual Studies

## Graduate Courses

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*The following 500-level courses are graduate education courses, closed to undergraduate students unless they have completed all degree requirements except student teaching.*

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- 501 **Current Issues in Education (3)** ..... Summer  
Critically examines the philosophical and historical background and context of contemporary educational practice. The focus is on the key issues currently affecting the areas of teaching, curriculum, learning, and the school as an institution. Emphasis falls on relating philosophical and historical contexts to daily classroom practice. The course is not designed for philosophers or historians but for school teachers and advanced education students.
- 502 **Advanced Educational Psychology (3)** ..... Summer  
Presents a biblical model of the student, develops a theory of learning based on this model, and extrapolates these into instructional practices for the classroom. Contemporary models of humankind and their theories of learning are examined and evaluated against a biblical framework.
- 503 **Research Methods in Education (3)** ..... Summer  
This course provides graduate students with a conceptual introduction to the philosophical foundations, essential principles, and appropriate methods of educational research so they are equipped to analyze and interpret existing research and critique contemporary methods, techniques, and trends in education. The course will provide an over-  
view of quantitative, qualitative, and mixed research designs and include a brief introduction to statistical analysis.

- 521 **Structuring School Curriculum (3)** ..... Summer  
Examines and develops curricular structure for the school. State or provincial standards are examined. A school-wide course of study with a scope and sequence is developed, based on a biblical orientation and creational structure. The structure of each sphere of reality and its relationship to other spheres is examined.
- 522 **Constructing Thematic Units (3)** ..... Summer Odd  
Examines and develops curriculum materials as they are used within a particular classroom or grade level. Textbooks, software, and other curricular materials are evaluated against Christian pedagogical criteria. Integrated units of study are written for use in the students' classrooms.
- 531 **Implementing Instructional Strategies (3)** ..... Summer  
Introduces instructional strategies that acknowledge the biblical nature of the student and the structure of knowledge within each sphere of study. The work of the Dordt College Center for Educational Services is shared, examined, and practiced as it relates to instructional strategies in the classroom. The guiding-unfolding-enabling model serves as a framework in the development of distinctively Christian pedagogy.
- 532 **Inclusion of Students with Special Needs (3)** ..... Summer, Occasional  
Designed to increase the abilities of regular classroom teachers to identify and meet the instructional and social behavioral needs of all students, including those who have mild disabilities or who may be identified as talented and gifted. Students become familiar with classroom-based procedures for identifying which students have difficulties in class, what those difficulties are, and why the difficulties persist. This course helps students discover strategies that allow all students to succeed in the general class. This course assumes that students have taken an overview of exceptionalities course previously.
- 533 **Enhancing Learning with Technology (3)** ..... Summer  
Learning technologies can open intellectual doors, empower learners, enliven instruction and even change what and why specific content is taught. This course is designed to foster creative and divergent thinking regarding the application and integration of technology to the processes of teaching and learning. The intent is to "distinguish sharply, think critically, and judge wisely" how technology is changing the teaching/learning environment. Hands-on technology training will provide a basis upon which participants will reconstruct curriculum and instructional techniques to support the learning needs of their students.
- 540 **Practicum in Curriculum and Instruction (3)** ..... Online, starts summer, ends December  
Deals with the practice of biblical servant leadership within professional and curriculum development in the school. Specifically, it examines how teachers may help other experienced or inexperienced teachers develop teaching skills or curriculum. It suggests ways of mentoring other teachers and helping them establish guidelines for writing and evaluating curriculum. It examines how curriculum coordinators can help teachers discover sound principles of teaching, organizing, and evaluating learning experiences. Prerequisite: Completion of (or in process of completing) the first eight courses in the program.
- 543 **Middle School Curriculum and Instruction (3)** ..... Online, Summer Even  
This course is designed for in-service teachers to develop their understanding of middle school concept, especially as it pertains to curriculum development and instructional strategies and techniques. This course will emphasize the development of a distinctively Christian approach to the middle school classroom. Various perspectives, traditional and current, on teaching in the middle level grades will be critically examined. The course is intended to enable teachers to adapt teaching strategies and methodology appropriate to the developmental needs of the middle level child. Techniques such as interdisciplinary teaming, advisor/advisee relationships, exploratory curriculum, and integrated curriculum will be examined.
- 544 **Literacy in K-12 Education (3)** ..... Summer Even  
Designed to explore the conditions that encourage and enhance the acquisition of literacy skills in grades K-12. Special attention will be given to current research and best practice. In addition to a common text, students will identify specific standards and select readings from a provided list of readings that best suit their particular teaching context.

- 545 Middle Level Child (3)** .....Online, Summer Odd  
 This course is designed for in-service teachers working with middle level children who desire a thorough knowledge of early adolescent development and an understanding of its implications for productive learning communities. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the middle level child. Emphasis is on developing a biblical view of the student, motivational techniques, classroom management, assessment and evaluation, and how each area influences teaching strategies.
- 560 Introduction to Educational Leadership (3)** .....Fall Odd  
 A comprehensive overview of the field of educational administration including theories of leadership, leadership traits, leadership behaviors, contemporary approaches, and the Iowa School Leadership Standards. Corequisite: Education 560L.
- 560L Field Experience in Educational Administration I (1.5)** .....Fall Odd  
 A field-based learning experience of 80 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into Education 560 and serve as evidence of meeting program performance assessment standards. Corequisite: Education 560. Graded on a pass/no-record basis.
- 561 Supervision of Instruction (3)** .....Spring Even  
 This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. It introduces supervision and inquiry into current issues and best practices in supervision. Students use practical, interactive exercises to develop skills in the clinical process and developmental approach to supervision. Attention will also be given to supervision of the school/district professional development programs. One of two required evaluator approval elements is met in this course. Corequisite: Education 561L. Prerequisite: Education 560.
- 561L Field Experience in Educational Administration II (1.5)** .....Spring Even  
 A field-based learning experience of 80 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into Education 561 and serve as evidence of meeting program performance assessment standards. Corequisite: Education 561. Graded on a pass/no-record basis.
- 562 Legal and Ethical Foundations in Educational Leadership (3)** .....Summer Even  
 Examination of the fundamental issues of law and ethics as they are applied to the classroom teachers and school administrators. Areas to be studied include educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, and tort liability. Prerequisite: Education 560.
- 563 Collaborative Leadership (3)** .....Fall Even  
 Organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. Corequisite: Education 563L. Prerequisite: Education 560.
- 563L Field Experience in Educational Administration III (1.5)** .....Fall Even  
 A field-based learning experience of 80 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into Education 563, and serve as evidence of meeting program performance assessment standards. Corequisite: Education 563. Graded on a pass/no-record basis.
- 564 Management and School Improvement (3)** .....Spring Odd  
 Presentation and development of methods for creating a climate of continuous, systemic improvement in schools. Participants will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Also covered are the basic principles and purposes of effective personnel practices and policies. Attention will be focused on the various approaches to personnel staffing, budgeting, and contract negotiations. The second of two required evaluator approval elements is met in this course. Corequisite: Education 564L. Prerequisite: Education 560.
- 564L Field Experience in Educational Administration IV (1.5)** .....Spring Odd

A field-based learning experience of 80 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into Education 564 and serve as evidence of meeting program performance assessment standards. Corequisite: Education 564. Graded on a pass/no-record basis.

- 590 **Master's Thesis (3)** ..... Fall, Spring  
The master's thesis is the culmination of a student's program. It includes an introduction of the issues for a particular curricular or instructional area, a thorough review of the literature, analysis and evaluation of major research findings on the topic of concern, and a discussion of the implications of the research on the student's own teaching. Prerequisites: Completion of all nine courses, including 501, 502, 503, and 540.
  
- 591- **Individual Studies (1-3)** ..... Fall, Spring
- 593 See page 161, Individual Studies