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 2015-16 academic year. i.e., fall 2015-16 is Fall Odd, spring 2015-16 is Spring Even.

Education

Master of Education Program  See pages 85, 91-93.

Teacher Preparation Program  The Teacher Preparation 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 one or more of the four options listed below, students are recommended for the initial level of licensure granted by the State of Iowa.

Admission to the Program  Application for admission to the Teacher Preparation Program is required. Application is completed through the Office of the Director of Teacher Preparation. The standards for admission to the program are described in the Teacher Preparation Program Handbook. Completed applications are evaluated by the education department and approved by the Teacher Preparation Committee.

The Teacher Preparation 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 Teacher Preparation. Generally, acceptance into the Teacher Preparation Program must precede approval for the professional year, including student teaching, by at least one semester. Each applicant is informed in writing of the decision of the Teacher Preparation Committee regarding admission to the program.

The following are the criteria for admission to the Teacher Preparation Program:

- Indicate to the Director of Teacher Preparation intention to apply to the Teacher Preparation Program.
- Pass a basic skills (reading, writing, mathematics) test. Students may choose to take either the Collegiate Assessment of Academic Proficiency (CAAP) or Praxis CORE tests. Students must achieve CAAP passing scores of 57 in reading, 59 in writing, and 54 in mathematics or Praxis CORE tests passing scores of 156 in reading, 162 in writing, and 150 in 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 Preparation Candidate Assessment Plan.
- Acceptable professional dispositions based on a dispositions for teaching interview with the education department along with recommendations from student services and the education department.
- Satisfy program standards response requirements at level one.
- Submit a current résumé to the candidate’s education department advisor.

Approval for the Professional Year and 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. Application for approval for student teaching is required. Application forms are distributed or may be obtained from the Director of Teacher Preparation. The criteria for approval for student teaching are described in the Teacher Preparation Program Handbook. Completed applications are evaluated by the education department and approved by the Teacher Preparation Committee. Each applicant is informed in writing of the decision of the Teacher Preparation Committee regarding approval for student teaching.

The following are the criteria for approval for student teaching:

- Application to student teaching.
- Cumulative GPA of 2.60 or above.
- GPA of 2.60 or above in each endorsement area.
- Acceptance into the Teacher Preparation Program at least one semester prior to student teaching.
- Successful completion of level two courses with competencies as indicated in the Teacher Preparation Candidate Assessment Plan.
- Grade of C or higher in all level two education courses.
- Acceptable professional dispositions based on a dispositions for teaching interview with the education department along with recommendations from student services and the education department.
- Satisfy program standards response requirements at level two.
- Submit a current résumé to the candidates education department advisor.
Requirements for Institutional Recommendation for Licensure  To be recommended by the Teacher Preparation Committee for initial Iowa licensure, the teacher candidate must have completed student teaching and successfully met all standards described in the Teacher Preparation Candidate Assessment Plan. Formal application for licensure is required. Application forms are distributed or may be obtained from the Director of Teacher Preparation. Completed applications are evaluated by the education department and approved by the Teacher Preparation Committee. Each graduate is informed in writing of the decision of the Teacher Preparation Committee regarding recommendation for licensure.

The following are the criteria 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.
- Successful completion of student teaching including satisfactory completion of performance competencies for each teacher preparation program standard.
- Satisfy program standards response requirements at level three.

All teacher preparation graduates, regardless of the option being completed, must pass the state-approved entry to the teaching profession exams. The state of Iowa offers two options:

- Two Praxis II tests: (1) a Professional Learning and Teaching (PLT) test applicable to the grade levels of the endorsement, and (2) a Content Knowledge test applicable to the subject area major of the endorsement chosen. Qualifying scores are set by the State of Iowa and are listed in the Teacher Preparation Program Handbook. There is a charge of approximately $130* for each Praxis II assessment.
- The edTPA (Education Teacher Performance Assessment). Qualifying scores are set by the State of Iowa and are listed in the Teacher Preparation Program Handbook. There is a charge of $300* for the edTPA assessment.

*Testing fees are subject to change annually. Information regarding selection of tests and passing scores may be obtained from the director of teacher preparation.

Program Options and Requirements  Successful completion of the program of courses in teacher preparation meets requirements for graduation and enables the student to satisfy the requirements for initial licensure from the State of Iowa.

Each program option in teacher preparation includes:

- Core Program requirements.
- Professional education requirements.
- Content course requirements in the selected endorsement program(s).
- Electives (depending on the program option selected).

Note the following Core Program requirements for teacher preparation students:

- Education 145 meets the Core Program cross-cultural requirement.
- Mathematics—all teacher preparation students take Statistics 131 to meet the Core Program quantitative reasoning requirement.
- Psychology 204 meets the Core Program persons in community requirement (CORE 250-259) and a professional education requirement.
- Education 300 meets the Core Program advanced reformed thought requirement (CORE 310-329) and a professional education requirement.

Teacher preparation candidates choose from four major emphases. Several endorsement options are available under each emphasis.

**Education Major:** Education 101, 145, 165, 209, 300, 239 or 369, 381, 382; fourteen credits of student teaching; Psychology 204; Statistics 131; one of the following sequences of courses:

1. ELEMENTARY SEQUENCE: Education 201 or 202, 333, 335 or 336.
2. ELEMENTARY SUBJECT AREA SEQUENCE: Education 201 or 202, 265, 335 or 336.
3. SECONDARY SEQUENCE: Education 202 or 203, 265, 336 or 337.
4. VERTICAL SEQUENCE: one course from Education 201, 202, 203; Education 265; one course from Education 335, 336, 337.

**OPTION I: Elementary General Classroom Content Major** Endorsement 102. Education 155, 175, 220, 331, 332, 334; Geography 151; Mathematics 108; one course from CORE 211, 212, 214; one course from CORE 222, 223, 224; completion of a 12 credit field of specialization from the available options. [Note: certain core requirements are also required for this major: CORE 140, 145, and core English competency requirement. Students with transfer credit for any of these core components must have the courses approved by the education department for the endorsement requirements.]

**Fields of Specialization** Note: unless indicated, 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 course from Art 207, 208, 209; Art 216 or 218.
3. ENGLISH/LANGUAGE ARTS: English 306, 336; one course from English 203, 207, 208; one course from CORE 110, Communication 311, 314.
4. ESL: Education 355; English 336; Linguistics 201, 301.
5. HEALTH: HHP 202, 209, 211; Sociology 225.
6. MATHEMATICS: Mathematics 138, 140; Statistics 131; one course from Mathematics 145, 151, 152.
7. MUSIC: Music 103, 103L, 104, 104L, 312; one semester each of Music 240 and Music 250.
8. PHYSICAL EDUCATION: three courses from Biology 203, HHP 206, 207, 308; two courses from HHP 212-217.
9. READING: Education 175, 210, 265, 314, 339; English 306.
10. SCIENCE: one course from Biology 125, CORE 211, 212; one course from Chemistry 101, 111, Physics 215; one course from Earth Science 121, 151, 201.
11. SOCIAL STUDIES: History 201 or 202; one course from History 212, 213, 214; Geography 151; Political Science 201.
12. SPANISH: Spanish 201, 202; Spanish 204 or 206; three hours of Spanish 251-258 or Spanish 301. Study-abroad courses are recommended.
13. SPECIAL EDUCATION: Education 210, 253, 315, 317.
14. SPEECH COMMUNICATION/THEATRE: Communication 201, 220; Theatre Arts 102 or 384; Education 262.
15. THEOLOGY: Theology 110; one course from Theology 211-214; one course from Theology 215-217; Theology 221 or 351.

Elementary Subject Area Minor Completion of the Elementary General Classroom Content Major along with one of the following subject area minors provides an additional endorsement or endorsements 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 methods of teaching course.)
2. EARLY CHILDHOOD WITH SPECIAL EDUCATION: Endorsement 100. Education 170, 175, 210, 253, 320, 321, 322, 326.
3. ENGLISH/LANGUAGE ARTS: Endorsement 119. Theatre Arts 384 or Education 262; Education 155; English 201 or 202; English 306, 336; one course from English 241, 301, 302, 303, 304; one course from English 203, 205, 207, 208, 210, 314. (Education 333 is required as a professional methods of teaching course.)
4. HEALTH: Endorsement 137. Biology 203; HHP 101, 202, 205, 207, 209, 211; Sociology 225. (HHP 306 is required as a professional methods of teaching course.)
5. MATHEMATICS: Endorsement 142. Mathematics 108, 118, 138, 151 or 152, 207, 390; Computer Science 111; Statistics 131. (Education 332 is required as a professional methods of teaching course.)
6. MIDDLE SCHOOL: Teacher candidates earn middle school teaching endorsements by completing Education 202, 333, 336, 369 and at least two of the following fields of specialization: (Education 369 PDS Internship must be completed in a grade 5-8 classroom.)
   A. ENGLISH/LANGUAGE ARTS: Endorsement 1821. English 306, 336; Education 155; one course from English 203, 207, 208; one course from CORE 110, Communication 311, 314.
   C. SCIENCE: Endorsement 1823. One course from Chemistry 101, 111, Physics 215; one course from Biology 125, CORE 211, 212; one course from Earth Science 121, 152, 201.
   D. SOCIAL STUDIES: Endorsement 1824. History 201 or 202; one course from History 212, 213, 214; Geography 151; Political Science 201.
7. MUSIC: Endorsement 144. Music 103, 103L, 104, 215; one course from Music 206, 207, 208; Music 205 or 222; one course from Music 203, 206, 207, 208, 209, 305, 318-319; four large ensemble credits or an additional course from Music 203, 206, 207, 208, 209, 305; Music 19; three semesters of Music 09; one semester each of Music 240 and Music 250. (The following are required as professional methods of teaching courses: Music 312, 313, 316, 317.)
8. PHYSICAL EDUCATION: Endorsement 146. Biology 203; HHP 12, 13, 101, 206, 207, 208, 308, 325. (HHP 306 is required as a professional methods of teaching course.)
9. READING: Endorsement 148. Education 145, 155, 165, 175, 210, 265, 314, 320, 321; English 306. (Education 333 is required as a professional methods of teaching course.)
10. SCIENCE–BASIC: Endorsement 150. Three courses from CORE 221, Physics 215, 216, Chemistry 101, 122; two courses from CORE 212, Biology 122, 215; two courses from Environmental Studies 151, Astronomy 121, Earth Science 201, 202, 227. Physical Science 201 or Biology 251 recommended. (Education 334 is required as a professional methods of teaching course.)
11. SOCIAL STUDIES: Endorsement 164. CORE 266; Geography 151; History 201 or 202; one course from History 212, 213, 214; two courses from History 220-225, 230; two courses from Political Science 201, 202, 214, 312. (Education 331 is required as a professional methods of teaching course.)
12. SPANISH: Endorsement 133. Spanish 201, 202, 204 or 206, 300, 301, 302; Linguistics 201; one course from Spanish 304, 341-348, 393. Three credits in study-abroad courses are required. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.) (Education 355 is required as a professional methods of teaching course.)

13. SPECIAL EDUCATION: K-6 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 260. Education 145, 165, 210, 252, 253, 314, 317. (Education 315 is required as a professional methods of teaching course.)

14. SPEECH COMMUNICATION/THEATRE: Endorsement 167. Communication 201, 220; one additional course from communication; Education 262; Theatre Arts 102, 382, 384. (Education 333 is required as a professional methods of teaching course.)

**Option II: Elementary Subject Area Classroom Emphasis Major**
Completion of the Education Major: Elementary Subject Sequence 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 methods of teaching course.)

2. FOREIGN LANGUAGE:
   A. SPANISH: Endorsement 133. Spanish 201, 202, 204 or 206, 300, 301, 302, 304; Linguistics 201; one course from Spanish 202, 207, 341-348, 393; four semesters of Spanish 251-258. Six credits in study-abroad courses are required. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.) (Education 355 is required as a professional methods of teaching course.)
   B. FRENCH: Endorsement 123. French 101, 102, 201, 202, 204, 206; Linguistics 201; four semesters of French 251-258. Six credits in study abroad courses to include advanced French study are required. (Education 355 is required as a professional methods of teaching course.)

3. SPECIAL EDUCATION: K-6 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 260. Education 145, 165, 210, 252, 253, 314, 317, 320. (Education 315 is required as a professional methods of teaching course.)

4. MUSIC: Endorsement 144. Music 103, 103L, 104, 104L, 203, 203L, 205, 222; two courses from Music 206, 207, 208; one course from Music 204, 209, 305; Music 19; six semesters of Music 09; two semesters each of Music 240 and Music 250; four large ensemble credits. (The following are required as professional methods of teaching courses: Music 312, 313, 316, 317.)

5. PHYSICAL EDUCATION: Endorsement 146. Biology 203; HHP 12, 13, 101, 205, 206, 207, 208, 308, 325; two courses from HHP 212-217. (Note: HHP 212-217 are half-courses.) (HHP 306 is required as a professional methods of teaching course.)

**OPTION III: Secondary Subject Area Classroom Emphasis Major**
Completion of the Education Major: Secondary Sequence 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. AGRICULTURE: Endorsement 112. Agriculture 101, 105, 111, 201, 221, 232, 252, 290, 302, 370; Chemistry 101 or 111, 122. (Education 352 is required as a professional methods of teaching course.)

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 355 is required as a professional methods of teaching course.)

3. BUSINESS–ALL: Endorsement 1171. Two courses from Business Administration 200, 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, 203; one course from English 305, Communication 220, 228. (Education 359 is required as a professional methods of teaching course.)

4. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 155; English 201, 202, 210, 306, 314, 316, 336; one course from English 241, 301, 302, 303, 304; one course from English COURSES FOR MAJORS. English 203, 312, and 333 recommended. (Education 354 is required as a professional methods of teaching course.)

5. ENGLISH/LANGUAGE ARTS–ALL: Endorsement 1201. Education 155, 265; 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, 384; CORE 110. (Education 354 and 358 are required as professional methods of teaching courses.)

6. FOREIGN LANGUAGE:
   A. 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 in study-abroad courses are required. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.) (Education 355 is required as a professional methods of teaching course.)
   B. FRENCH: Endorsement 124. French 101, 102, 201, 202, 204, 206; Linguistics 201; four semesters of French 251-258. Six credits in study abroad courses to include advanced French study are required. (Education 355 is required as a professional methods of teaching course.)
7. 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, 220-226, 230, 319, 321, 326, 327, 328, 335, 341-344; four American history electives from History 202, 301, 306, 307, 308. History 388 or 389 strongly recommended. (Education 356 is required as a professional methods of teaching course.)
B. HISTORY-WORLD: Endorsement 166. History 230, 280, 380; one course from History 212, 213, 214; seven history courses numbered above 201. A maximum of three courses may be from History 202, 301, 306, 307, 308, 345-348. At least three courses must be 300-level. History 388 or 389 strongly recommended. (Education 356 is required as a professional methods of teaching course.)

Students who complete a history major can add an endorsement in American government, economics, psychology, or sociology by completing fifteen semester hours in one of these social sciences:
• Endorsement 160–Economics: Economics 202, 203, 303; two courses from Economics 309, 315, 321, 334. (NOTE: Economics 309, 315, 321, and 334 are offered in alternate years.)
• Endorsement 163–Psychology. Psychology 201, 210, 362; two courses from Psychology 218, 224, 374, 376.
• Endorsement 165–Sociology. Sociology 201, 216; three electives in sociology.

8. SPECIAL EDUCATION: 5-12 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 261. Education 145, 165, 210, 252, 253, 265, 271, 272, 314, 317. (Education 315 is required as a professional methods of teaching course.)

9. MATHEMATICS: Endorsement 143. Mathematics 152, 153, 203, 208, 212, 215, 216, 291, 304, 311, 390, 392; Computer Science 111. (Education 357 is required as a professional methods of teaching course.)

10. MUSIC:
A. MUSIC–CHORAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 206, 207, 208, 215, 222, 315, 323; one course from Music 205, 209, 305; Music 19; six semesters of Music 09; four semesters of Music 240; one additional semester from Music 240, 250, 260, 270; six semesters of Concert Choir or Chorale. (The following are required as professional methods of teaching courses: Music 312, 313, 316, 317.)
B. MUSIC–INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 206, 207, 208, 215, 305, 315, 316-319; Music 19; six semesters of Music 09; four semesters of Music 270; Music 240 or 04; one additional semester from Music 240, 250, 260, 270; six semesters of Band or Orchestra. (The following are required as professional methods of teaching courses: Music 312, 314, 323.)
C. MUSIC–CHORAL/INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 206, 207, 208, 215, 222, 305, 315, 316-319, 323; Music 19; six semesters of Music 09; four semesters of Music 240; four semesters of Music 270; four semesters of Concert Choir or Chorale; four semesters of Band or Orchestra. (The following are required as professional methods of teaching courses: Music 312, 313, 314.)

11. PHYSICAL EDUCATION: Endorsement 147. Biology 203; HHP 12, 13, 101, 205, 206, 207, 208, 308, 325; two courses from HHP 212-217. (Note: HHP 212-217 are half-courses.) (HHP 305 is required as a professional methods of teaching course.)

12. SCIENCES: (Single Academic Program Science Majors)
A. BIOLOGY: Endorsement 151. Biology 122, 125, 180, 200, 215; three 3- or 4-credit courses from: Biology 210 or above, Agriculture 251, 315 (at least seven credits must be in biology); Chemistry 111 or 122 (Chemistry 122 recommended). (Education 351 is required as a professional methods of teaching course.)
B. CHEMISTRY: Endorsement 152. Chemistry 111, 180, 212, 225, 231, 261, 271; three credits from chemistry courses numbered 200 or above; Mathematics 151 or 153, Physical Science 201 recommended. (Education 351 is required as a professional methods of teaching course.) Note: Mathematics 151 or 153 will fulfill the Core Program quantitative reasoning requirement for education majors.
C. PHYSICS: Endorsement 156. Physics 201, 202, 203; Physical Science 201; Mathematics 152, 153; three courses from Physics 206, 325, 326, 331, 337, 393. (Education 351 is required as a professional methods of teaching 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. BIOLOGY: Endorsement 151. Biology 122, 125, 180, 200, 215. (Education 351 is required as a professional methods of teaching course.)
E. CHEMISTRY: Endorsement 152. Chemistry 111, 180, 212, 122 or 225, 251, 252. (Education 351 is required as a professional methods of teaching course.)
F. EARTH SCIENCE: Endorsement 153. Earth Science 121, 151, 201, 202, 227. (Education 351 is required as a professional methods of teaching course.)
G. PHYSICS: Endorsement 156. Physics 201, 202, 203; Mathematics 152, 153; one course from Physics 206, 325, 326, 331, 337, 393. (Educa-
tion 351 is required as a professional methods of teaching course.) Mathematics 152 and 153 will fulfill the Core Program quantitative reasoning requirement for education majors. Most of the course options have additional prerequisites.

13. 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 Science 202, 214; Political Science 201 or 210; Psychology 201; one course from Psychology 210, 218, 224; Sociology 201; one course from Sociology 215, 216, 225; Geography 151; Geography 201 or 202; Economics 202, 203; Statistics 131. History 380 strongly recommended. (Education 356 is required as a professional methods of teaching course.) *Note: History 380 is a prerequisite for History 388 and 389.

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 Science 201, 202, 214, 322, 333, 370; two courses from Political Science 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 methods of teaching 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 methods of teaching 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 122, 125, 180, 200, 215; a minimum of seven additional credits from: biology courses numbered above 210, Agriculture 251, 315. (Education 351 is required as a professional methods of teaching course.)

5. CHEMISTRY: Endorsement 152. Chemistry 111, 180, 212, 225, 251, 252; a minimum of seven additional credits from Chemistry 231, 261, 271, 321, 322, 323, 362. (Education 351 is required as a professional methods of teaching course.)

6. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 155; English 210, 306, 336; English 201 or 202; English 314 or 316; one course from English 241, 301, 302, 303, 304; one course from English COURSES FOR MAJORS. (Education 354 is required as a professional methods of teaching course.)

7. HEALTH: Endorsement 138. Biology 203; HHP 101, 202, 205, 207, 209, 211; Sociology 225. (HHP 305 is required as a professional methods of teaching course.)

8. HISTORY–WORLD: Endorsement 166. History 280, 380; one course from History 212, 213, 214; three courses from History 201, 202, 220, 221, 223, 224, 225, 230; two courses from History 319, 326, 327, 335. (Education 356 is required as a professional methods of teaching course.)

9. MATHEMATICS: Endorsement 143. Mathematics 152, 153, 203, 208, 212, 215, 216, 390; Computer Science 111. (Education 357 is required as a professional methods of teaching course.)

10. MIDDLE SCHOOL: Teacher candidates earn middle school teaching endorsements by completing Education 202, 265, 336, 369 and at least two of the following fields of specialization: (Education 369 PDS Internship must be completed in a grade 5-8 classroom.)

A. ENGLISH/LANGUAGE ARTS: Endorsement 1821. English 306, 336; Education 153; one course from English 203, 207, 208; one course from CORE 110, Communication 311, 314.


C. SCIENCE: Endorsement 1823. One course from Chemistry 101, 111, Physics 215; one course from Biology 125, CORE 211, 212; one course from Earth Science 121, 152, 201.

D. SOCIAL STUDIES: Endorsement 1824. History 201 or 202; one course from History 212, 213, 214; Geography 151; Political Science 201.

11. PHYSICAL EDUCATION: Endorsement 147. Biology 203; HHP 12, 13, 101, 205, 206, 207, 208, 308; three credits from HHP 209, 212-217, 325. (Note: HHP 212-217 are half-courses.) (HHP 305 is required as a professional methods of teaching course.)

12. 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 methods of teaching course.)

13. SPANISH: Endorsement 134. Spanish 201, 202, 204 or 206, 300, 301, 302; Linguistics 201; three semesters of Spanish 251-258; one course from Spanish 304, 341-348, 393. Three credits in study-abroad courses are required. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.) (Education 355 is required as a professional methods of teaching course.)

14. SPECIAL EDUCATION: 7-12 INSTRUCTIONAL STRATEGIST I: MILD TO MODERATE: Endorsement 261. Education 145, 165, 210,
The following courses with an education major qualify an applicant to be a 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 courses 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 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.

The following courses with an education major qualify an applicant to be a head coach or assistant coach in all sports at all grade levels.

- Biology 203/CORE 212 - Human Biology 1 or HHP 206 - Exercise Physiology and Biomechanics
- HHP 207 - First Aid and Athletic Injuries
- HHP - Coaching Theory (one from HHP 212-217)
- 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...
major. The coaching authorization allows the holder to be head coach or assistant coach in all sports at all grade levels.

2. TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) K-12: Endorsement 104. Students will earn the TESL endorsement by completing the program content courses listed.

TESL-Domestic: Education 320, 349, 355; English 336; Linguistics 201, 301. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.)

TESL-International: Education 239 or 369 (in an international placement), 270, 320, 349, 355; English 336; Linguistics 201, 301; SPICE/SPIN 271. Student teaching must be completed in an international setting. (Students completing both the Spanish and TESL endorsements must take Spanish 301L.)

Master of Education Degree

The following program in teacher leadership meets the master's degree requirements in a recognized endorsement area for a Professional Teacher's License in the State of Iowa.


The following 36-credit program in school leadership meets the master's degree requirements for an Initial Administrator License in the State of Iowa.


Associate of Arts Degree Options

The education department offers the following options for an A.A. degree leading to paraeducator certification from the State of Iowa. See the “Academic Program” section for the Core Program for all A.A. programs (pages 21-22).

1. GENERALIST: Paraeducator Certification 950. Completion of this option provides certification to work as a paraeducator generalist in pre-kindergarten through grade twelve classrooms. Education 101, 145, 155, 165, 175, 201 or 202, 204, 209; Psychology 204; nine additional credits from education courses.

2. EARLY CHILDHOOD: Paraeducator Certification 951. Completion of this option provides certification to work as a paraeducator early childhood specialist in prekindergarten through grade three classrooms. Education 101, 145, 165, 175, 201, 204, 320, 321, 322 or 326; Psychology 204; seven additional credits from education courses. Education 155 strongly recommended.

3. SPECIAL NEEDS: Paraeducator Certification 952. Completion of this option provides certification to work as a paraeducator special needs specialist in prekindergarten though grade twelve classrooms. Education 101, 145, 165, 175, 204, 314, 320; one course from Education 201, 202, 203; Education 332 or 333; one course from Education 210, 252, 253, 315; Psychology 204; three additional credits from education courses.

4. ENGLISH AS A SECOND LANGUAGE: Paraeducator Certification 953. Completion of this option provides certification to work as a paraeducator ESL specialist in prekindergarten through grade twelve classrooms. Education 101, 145, 165, 175, 204, 320, 333, 355; one course from Education 201, 202, 203; Psychology 204; six additional credits from education courses.

5. CAREER AND TRANSITIONAL PROGRAMS: Paraeducator Certification 954. Completion of this option provides certification to work as a paraeducator career and transitional specialist in grade five through grade twelve classrooms. Education 101, 145, 165, 204, 252, 317, 333; one course from Education 201, 202, 203; Psychology 204; eight additional credits from education courses.

101 Introduction to Education (2) ........................................................................................................................................................................... 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. Education 101 is a prerequisite to all other education courses.

104 Pre-Student Teaching Field Experience I (1) ................................................................................................................................................ Fall, Spring
An optional 10 hour field-based practicum designed for students who do not complete Education 101 at Dordt College. Candidates will observe various K-12 classrooms and recognize qualities of effective teaching as identified by the Teacher Preparation Program (TPP) standards. Graded on a pass/no record basis.

145 Learner Differences (3) .................................................................................................................................................................................. Fall, Spring
Examination of individual differences and diverse cultures and communities-ethnicities, SES, immigrant, cognitive (SPED and TAG), gender, learning profiles, as well as English language learners. Focus on designing inclusive learning environments to meet high standards. Prerequisite: Education 101. [Cross-listed: CORE 271]

155 Children's and Adolescent Literature (3) .................................................................................................................................................... Fall Odd, Spring
This course focuses on the classroom use of literature for children and adolescents. It includes a variety of genres, fiction and nonfiction, technology and media-based information, and non-print materials. It introduces the student to a wide range of authors and literature, including a variety of cultures, linguistic backgrounds, and perspectives. Ways to encourage reading and interacting with texts in the content areas are discussed and practiced. Prerequisite: Education 101.

Learning Environments (3) ........................................................................................................................................Fall, Spring
Focus on designing and implementing developmentally appropriate and challenging learning experiences. Creating individual and collaborative learning environments including competency-based, cooperative learning, technology-supported, experiential, and other environments. Prerequisite: Education 101.

Infant/Toddler Instructional Adaptations (1.5) ...........................................................................................................Fall Even
This course will study appropriate infant/toddler programs (birth – age 3) including an overview of typical and atypical development, quality routines, appropriate environments, materials, and activities in the areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior. The importance of working with families, teaching through play, and using developmentally appropriate assessments to inform instruction will be emphasized. This course will also student current legislation that affects services provided to families and young children, including those with special needs. Prerequisite: Education 101.

Foundations of Literacy (1.5) ........................................................................................................................................Fall Even, Spring
This course is an introduction to literacy instruction for prekindergarten thru elementary school. Different philosophical approaches to reading instruction, assessment, and research pertaining to speaking, listening, reading, writing, and viewing will be studied. Topics addressed will include the Science of Reading (including phonemic awareness, phonics, vocabulary, fluency, and comprehension) and the writing process. The standards of the International Reading Association will be introduced. Prerequisite: Education 101.

Planning, Instruction, and Assessment in Elementary Schools (3) ............................................................................Fall, Spring
This course introduces students to an understanding of instructional theory at the elementary school level. Focus is on the planning process and the integral role of instruction and assessment. Emphasis is on the development of a distinctively Christian approach to teaching and learning. Various perspectives on the instructional process are critically examined. Prerequisite: admission to the Teacher Preparation Program. Corequisite: Education 209.

Planning, Instruction, and Assessment in Middle Schools (3) ......................................................................................Fall
This course introduces students to an understanding of instructional theory at the middle school level. Focus is on the planning process and the integral role of instruction and assessment. Emphasis is on the development of a distinctively Christian approach to teaching and learning. Various perspectives on the instructional process are critically examined. Prerequisite: admission to the Teacher Preparation Program. Corequisite: Education 209.

Planning, Instruction, and Assessment in Secondary Schools (3) ..............................................................................Spring
This course introduces students to an understanding of instructional theory at the high school level. Focus is on the planning process and the integral role of instruction and assessment. Emphasis is on the development of a distinctively Christian approach to teaching and learning. Various perspectives on the instructional process are critically examined. Prerequisite: admission to the Teacher Preparation Program. Corequisite: Education 209.

Paraeducator Field Experience (1.5) ..........................................................................................................................Fall, Spring
A 45 hour supervised field-based internship in prekindergarten through grade twelve classrooms (placement determined by the certification option selected). This course is required for all paraeducator certification options. Prerequisite: Education 101.

Service Learning/Tutoring (1) .................................................................................................................................Fall, Spring
A 25 hour field-based experience to be taken concurrently with Education 201/202/203 in which candidates tutor assigned K-12 students.

Assessment and Diagnosis in Remedial and Special 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. Prerequisite: Education 201 or 202.

Teaching the Co-Curricular Areas in Pre-K through Middle School (3) ................................................................. Fall, Spring Odd
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: Education 201 or 202.

Service Learning Field Experience (2) ........................................................................................................................Fall, Spring
A field experience, designed to be taken in conjunction with Education 335/336/337 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 Preparation Program; or permission of instructor.

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. Prerequisite: Education 201 or 202 or 203.

253 Introduction to the Education of Children and Youth with Mild Disabilities (4) .......................................................................................................................................................................................................................................................................................................................... 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. Prerequisite: Education 201 or 202 or 203.

260 Teaching Bible in Pre-K through Middle School (1.5) .......................................................................................................................................................................................................................................................................................................................... Fall Odd
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: Education 201 or 202.

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: Education 202 or 203; or permission of instructor. [Cross-listed: Theology 254]

262 Educational Theatre in the Classroom and Beyond (3) .......................................................................................................................................................................................................................................................................................................................... Fall Odd
An introduction to informal dramatics for the classroom, youth theatre programs, and other applications in fields such as youth ministry, social work, and psychology. Students interested in elementary, middle or high school teaching are encouraged to enroll. Emphasis is on dramatic activity requiring minimal equipment and facilities. Field experience required in area schools, churches, or after-school programs. Prerequisite: admission to the Teacher Preparation Program; or permission of instructor. [Cross-listed: Theatre Arts 262]

265 Content Area Reading (1.5) .......................................................................................................................................................................................................................................................................................................................... Fall
The emphasis of this course is on using instructional strategies in the various content subjects to developing reading, writing, and studying skills for benefit all learners in today's diverse society. As children progress from elementary to middle and high school levels, much of their learning depends on how well they are able to read in the various subject areas. Responsibilities of the Christian educator in helping students develop their potential in reading in content areas will be addressed. Prerequisite: Education 201 or 202 or 203.

270 Comparative and International Education (3) .......................................................................................................................................................................................................................................................................................................................... Occasional
This course in comparative and international education helps pre-service teachers to develop an awareness of the strengths, challenges, and debates impacting education in different locations. An increased knowledge of the culture and education systems explored provide students with greater insights into their own educational systems and will allow them to recognize how a global understanding of education has important implications for what happens within their own context. Corequisite: SPICE/SPIN 271.

271 Special Education Practicum I (2-2.5) .......................................................................................................................................................................................................................................................................................................................... Fall
A supervised field experience in the fall semester 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 on a pass/no-record basis. Prerequisite: Education 201 or 202 or 203.

272 Special Education Practicum II (2) .......................................................................................................................................................................................................................................................................................................................... Spring
A supervised field experience in the spring semester 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 on a pass/no-record basis. Prerequisite: Education 201 or 202 or 203.

281 Service-Learning (1-3) .......................................................................................................................................................................................................................................................................................................................... Fall, Spring, Summer

See page 113, Individual Studies

300 History and 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 Preparation Program, it does not assume a background in teacher preparation. Students from outside teacher preparation are welcome. Prerequisite: CORE 200. [Cross-listed: CORE 310]

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. Prerequisites: Education 175; Education 201 or 202; or permission of instructor.

315 Instructional Methods and Strategies for the Education of Students with Mild Disabilities—Preschool, Elementary, and Middle
Examines the unique emotional, physical, intellectual, social and spiritual development of early to mid-adolescence. Emphasis on strategies directed toward the successful integration of students with mild disabilities into the regular elementary or middle level classroom. Includes embedded practicum experience. Prerequisite: Education 201 or 202 or 203.

317 Transitional Collaboration (1) 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 transitioning from elementary to middle school, middle school to high school, and high school to post high school experiences. Prerequisite: Education 201 or 202 or 203.

320 Phonics (1.5) Spring
The content of this course focuses on the knowledge and instruction of phonics and word identification strategies commonly used by reading professionals, early childhood professionals, and those teaching English as a second language. Planning, instructing, and assessing using strategies that reflect best practices in early literacy instruction will be a central focus. Prerequisite: Education 201 or 202 or 203; or permission of instructor.

321 Early Childhood Literacy (1.5) Spring
This course is designed to cover the stages involved in the development of literacy in children up to the age of eight. Teaching methods and materials will be considered. The ability to communicate is a wonderful gift from God. It is amazing to work with and teach young children as they develop this gift. Prerequisite: Education 201 or 202 or 203; or 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: Education 201.

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: Education 201.

331 Teaching Social Studies in Pre-K through Middle School (3) 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. Prerequisite: Education 201 or 202. Education 331 may change from a 3 credit to a 1.5 credit course beginning Spring 2016.

332 Teaching Mathematics in Pre-K through Middle School (3) Fall
Examines the principles of teaching mathematics including materials, pedagogy, lesson design, goals, and evaluation. Particular focus is placed on application of the Iowa Core Characteristics of Effective Instruction and the Iowa and National Core standards for mathematical practice and content as well as standards from the National Council of Teachers of Mathematics (NCTM). Prerequisite: Education 201 or 202; Mathematics 108. Corequisite: Education 239 or 369.

333 Teaching Reading and Language Arts in Pre-K through Middle School (3) Fall
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: Education 201 or 202 or 203. Corequisite: Education 239 or 369.

334 Teaching Science in Pre-K through Middle School (3) 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. Prerequisite: Education 201 or 202. Education 334 may change from a 3 credit to a 1.5 credit course beginning Spring 2016.

335 Applied Educational Psychology for Elementary Teachers (3) Fall
Examines the unique emotional, physical, intellectual, social and spiritual development of elementary students. Emphasis on developing a biblical view of the student through developmentally appropriate differentiation. Significant focus on the development of positive learning environments utilizing appropriate motivation and classroom management strategies. Prerequisite: Education 201 or 202.

336 Applied Educational Psychology for Middle School Teachers (3) Fall
Examines the unique emotional, physical, intellectual, social and spiritual development of early to middle adolescence. Emphasis on developing a biblical view of the student through developmentally appropriate differentiation. Significant focus on the development of positive learning environments utilizing appropriate motivation and classroom management strategies. Prerequisite: Education 201 or 202 or 203.
337  Applied Education Psychology for Secondary Teachers (3) .......................................................................................................................... Fall Examines the unique emotional, physical, intellectual, social and spiritual development of early to mid-adolescence. Emphasis on developing a biblical view of the student through developmentally appropriate differentiation. Significant focus on the development of positive learning environments utilizing appropriate motivation and classroom management strategies. Prerequisite: Education 202 or 203.

339  Supervised Practicum in Reading (1) .................................................................................................................................................. Spring (Not offered after Spring 2016) 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. Prerequisite: Education 201 or 202.

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. Prerequisite: Education 201 or 202 or 203. Corequisite: Education 355.

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: Education 202 or 203.

351  Methods of Teaching Sciences in High Schools and Middle Schools (3) ............................................................................................. Fall Odd 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: Education 202 or 203.

352  Methods of Teaching Agriculture in Middle and High Schools (3) ..................................................................................................... Occasional Students will examine recent trends in agriculture teaching in secondary schools. Use of audio-visual materials, methods of evaluation, laboratory techniques, and textbook evaluations are included. The course will emphasize the development of a distinctively Christian approach to teaching agriculture. Students participate in an extensive, 40-clock hour, practicum experience in a local agriculture classroom, give several presentations, and observe actual teaching situations. Prerequisite: admission to the Teacher Preparation Program; or 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: Education 202 or 203.

355  Methods of Teaching a Second Language (3 or 4) ................................................................................................................................. Fall Even Presentation of various methods for teaching a second language. Theories of second language acquisition will be examined. Students will learn strategies for teaching oral language, vocabulary, reading, and writing to language learners. Planning of standards-based language instruction that develops the four language skills and takes into account differing learning styles, interests, and varying levels of language proficiency will be emphasized. Students may choose one endorsement area (teaching foreign language OR teaching ESL/EFL) for three credits or do both endorsement areas for four credits. Prerequisite: Education 202 or 203.

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: Education 202 or 203.

357  Methods of Teaching Mathematics in High Schools and Middle Schools (3) .................................................................................... Fall Odd 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: Education 202 or 203.

358  Methods of Teaching Speech, Communication, and Theatre Arts in High Schools and Middle Schools (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: Education 202 or 203.

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: Education 202 or 203.

360  PDS Internship (2-4) ..............................................................................................................................................................Fall A 240-hour practicum experience designed to develop your content expertise, pedagogical skill set, and teaching dispositions. You will have
the opportunity to apply the teaching and learning strategies examined in the methods courses taken concurrently with Education 369. The course includes reflective observation and practice in P-12 classrooms. Participants will observe classroom instruction by qualified teachers as well as co-plan and co-teach lessons to gain the practical experience necessary to reflect, evaluate and improve upon their teaching effectiveness.

370 Student Teaching Internship—Early Childhood (4-8) ................................................................. Fall, Spring
The teaching internship in a pre-school setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

371 Student Teaching Internship—Elementary (4-14) ................................................................. Fall, Spring
The teaching internship in an elementary (grades K-6) setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

372 Student Teaching Internship—Middle Level (4-8) ................................................................. Fall, Spring
The teaching internship in a middle school (grades 5-8) setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

373 Student Teaching Internship—Secondary (4-14) ................................................................. Fall, Spring
The teaching internship in a secondary school (grades 5-12) setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

374 Student Teaching Internship—Vertical (4-14) .................................................................. Fall, Spring
The teaching internship in a P-12 school setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

375 Student Teaching Internship—English as a Second Language (4-8) ................................. Fall, Spring
The teaching internship in an ESL setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

376 Student Teaching Internship—Reading (4-8) ..................................................................... Fall, Spring
The teaching internship in an elementary (grades K-6) setting is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

377 Student Teaching Internship—Elementary Instructional Strategist (4-8) ......................... Fall, Spring
The teaching internship in an elementary (grades K-8) inclusive classroom or in a classroom serving students with mild disabilities is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

378 Student Teaching Internship—Secondary Instructional Strategist (4-8) ............................ Fall, Spring
The teaching internship in a secondary (grades 5-12) inclusive classroom or in a classroom serving students with mild disabilities is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

379 Student Teaching Internship—Multiple Endorsements (4-14) ............................................. Fall, Spring
The teaching internship is the capstone experience of the Teacher Preparation Program. Student interns co-teach, to the greatest extent possible, with qualified mentor teachers in local Professional Development Schools (PDS) or in other partner schools.

381 Senior Seminar I (1) .................................................................................................................. Fall
Education 381 is scheduled in the fall semester of the professional year. Emphasis is on developing professional skills including communication with the home and colleagues, motivation techniques, effective classroom management, and understanding legal and ethical issues applicable to the teaching profession. Graded on a pass/fail basis.

382 Senior Seminar II (1) .................................................................................................................. Fall
Education 382 is scheduled in the spring semester of the professional year and is taken concurrently with the teaching internship. Emphasis is on developing a coherent biblical philosophy of education, appropriate motivation techniques, 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 113, Individual Studies