

# COURSE DESCRIPTIONS

## Driver Education (DRED)

- 201. General Safety 3 Hours**  
A study of safety principles related to public situations, the home, school, community and industry. Includes considerations of precautions and equipment for tasks to be performed. Includes Red Cross Standard First Aid. \$28 lab fee.
- 202. Traffic Safety 3 Hours**  
A study of traffic safety dealing with engineering, education and enforcement of ordinances and laws. Statistics from the National Safety Council are studied. Practice teaching of the classroom phase of driver education and observation of the behind-the-wheel phase of driver education is required.
- 203. Simulation & Range 3 Hours**  
A course designed to allow students to perform the driving task in a simulator vehicle. (Several of the classes are held in Fort Wayne or at another school that has simulators.) Students develop procedural techniques and practice judgment and decision making. In-car practice teaching is required in order to pull the 3-phase program together for the student. Range preparation and practice is also required. \$30 lab fee.
- 204. Basic Driver Education 3 Hours**  
Training for teachers of high school driver education. Classroom instruction and laboratory behind-the-wheel techniques are included. Each student has the experience of teaching automobile driving instruction. Must be a junior or above. \$50 lab fee.  
**Prerequisite:** DRED 202 and 203.

## Early Childhood Education (ECED)

- 111. Introduction to Early Childhood Education 3 Hours**  
This course provides the student with an overview of the field of early childhood education. Included are a historic perspective, theories and philosophies, program models, the role of the teacher, parents and teachers as partners, creating a learning environment, understanding and guiding child behavior, evaluat-

ing for effectiveness and current issues and trends.

- 112. Nutrition for Early Childhood 2 Hours**  
This course explores the requirements for providing food service in a licensed daycare facility. Included are food-related behavior, dietary guidelines, meal planning and preparation, meal-time environment, sanitation and food safety guidelines and qualification and specification requirements for meeting state and Child and Adult Care Food Program (CACFP) requirements.
- 113. Infant/Toddler Learning Environment 3 Hours**  
The focus of this course is on quality care for infants and toddlers from birth to three years of age. The student learns to prepare a developmentally appropriate environment including room arrangement, equipment, toys and healthful conditions. Licensing requirements and current research are studied. Developing caregiving skills, organizing the time and preparing developmentally appropriate learning activities are a part of the course.  
**Prerequisites:** ECED 111.
- 211. Young Child Learning Environment 3 Hours**  
This course focuses on the preschool/kindergarten environment of the young child from three years of age to school entrance. To stimulate children's development and their understanding of their world around them, the student studies the preparation of learning centers, schedules and selection of developmentally appropriate materials, activities and experiences.  
**Prerequisites:** ECED 111.
- 212. Fieldwork in Early Childhood Education 4 Hours**  
This course offers an opportunity for practical hands-on experience in an early childhood classroom/center (consisting of 100 hours). The student plans appropriate activities and accepts major responsibility for guiding the children.  
**Prerequisites:** ECED 113, 211, 213.
- 213. Child Care Administration 3 Hours**  
This course focuses on the administration of early childhood programs. Program

planning, operational aspects and program services are main content areas.

**Prerequisite:** ECED 113 or ECED 211.

## Education (EDUC)

### 102. Foundations of Education 3 Hours

The study of selected historical and philosophical foundations of American education. Engages students in evaluating their potential for teaching. Also includes: Bethel's teacher education program requirements, the supply and demand situation in teaching, the governance and financing of public education, the role of teacher unions and professional associations and selected issues in education. Field experiences at three levels are required: elementary, middle school/junior high and high school.

**Prerequisite:** At least a 2.0 G.P.A.

### 204. Diversity in the Classroom 3 Hours

Provides an overview of students from diverse cultural, racial, economic and language groups as well as students with physical, psycho-social and intellectual exceptionalities. Educational needs and teaching approaches appropriate for these learners are included. Understanding is broadened through school and community-based field experiences. Fifteen hours of field experience is required.

### 205. Educational Pedagogy I 3 Hours

This course introduces students to theories and research concerning teaching and learning. Discussion of the following are included: theories of learning; theories of classroom management; learning styles; motivation; research on effective teaching and effective schools; assessment and evaluation technique; how to interpret test scores; and how to explain them to parents. Fifteen hours of field experience are included.

**Prerequisite:** EDUC 102.

### 301. Elementary Methods Experience 0 Hours

This course is designed to provide an opportunity to participate in a "real world" environment. A minimum of three full-day weeks in a classroom with students and a cooperating classroom teacher during which students will assist, prepare and present lessons.

**Prerequisite:** Admission to teacher education program and must be taken concurrently with ELED 418, ELED 419, ELED 425, ELED 431 and PHED 253.

### 305. Educational Pedagogy II 3 Hours

This course is designed to help students apply theory to the school classroom. Areas emphasized include planning for instruction, instructional strategies and evaluation and assessment of student learning. Classroom management strategies will also be addressed. Students will plan and implement lessons. The technology aspect of the course will include word processing, presentations, CAI, record keeping and use of the computer as an aid to instruction/learning. A variety of educational software and teacher utilities will be used. Fifteen hours of field experience are included.

**Prerequisites:** PSYC 284 or 285 and EDUC 205.

### 406. Workshop in Education 1-4 Hours

A workshop dealing with an educational problem or issue.

### 407. Independent Study 1-4 Hours

An opportunity for an elementary or secondary education student to study an area of educational concern through stimulation of his/her own initiative by independent research.

### 409. Practicum 1-2 Hours

This course is designed to give the student teaching experience usually in a laboratory setting. They will have the opportunity to apply techniques learned in the methods courses to practical situations. Permission of the divisional chairman is required.

### 411. Senior Seminar in Education 2-3 Hours

**Prerequisite:** Admission to teacher education program.

These seminars vary in content according to current trends and issues in education. Seminars are offered in the areas of:

a. **Research in Education:** This course includes exploration of descriptive, correlational, experimental and action research. Research reading, development of a research proposal and a brief study of statistical analysis will be covered.

b. **Reading and Language Arts Assessment and Strategies:** This course is for education students who are preparing to teach in elementary, middle or high schools. The focus of this course is on the assessment of communication skills with emphasis on reading and study skills and

- strategies to improve these skills. Fifteen hours of fieldwork are required.
- c. **Trends and Issues in Education:** This course explores the current issues in education including school improvement, conflict management and assessment. Students will develop and present projects on current topics.
  - d. **Trends and Issues in Christian Schools:** This course explores the unique history, concerns and contributions of private, Christian schools and their unique role in the current culture.
  - e. **Intercultural/International Education:** This course explores cultural and international similarities and differences. It includes a travel component to another region of the United States or an international experience.
  - f. **School Law:** This course provides for a more in depth exploration of laws that affect schools and educators. The legal responsibilities and the implications of the law are the focus.
- 441. Professional Education Seminar 0-2 Hours**  
The professional seminar is taken during the student teaching semester. Strategies for success in student teaching and procedures for making the transition from student to professional are explored. The legal and ethical responsibilities of Christian educators in both public and private schools are addressed. In addition, philosophical and theoretical foundations of education are applied to the refinement of a personal philosophy of education encompassing a Christian worldview. Taken concurrently with student teaching. Passage of required state tests for teacher certification must all be accomplished prior to completion of this course and graduation.
- 470. Teaching in the 21<sup>st</sup> Century 6 Hours**  
This foundational course begins with a study of selected historical and philosophical foundations of American education. It engages students in evaluation of their potential for teaching. In addition, this course introduces students to theories and research of teaching and learning, discussion of motivation, and assessment and evaluation techniques. Application areas include planning for instruction, instructional strategies and evaluation and assessment of student learning. Use of technology in teaching and learning is emphasized throughout the course.  
**Prerequisite:** Admission to the Transition to Teaching Program.
- 471. Classroom Environment 3 Hours**  
This course is designed to prepare teachers to effectively manage a classroom environment through positive expectations, classroom management and lesson mastery. This course is also designed to familiarize students with the various diversities encountered in the classroom and with the ways such diversities can be accommodated. Lastly, this course is designed to complement the student teaching placement by addressing strategies for success in student teaching as well as procedures for making the transition from student to professional.  
**Prerequisite:** Admission to the Transition to Teaching Program.
- 475. Reading Foundations 3 Hours**  
This course introduces students to the fundamentals of Reading/Language Arts. The course acquaints students to how children learn to speak, listen, read and write effectively. With their knowledge and understanding of language, language development and the language arts, students design instruction to build experiences for children to become competent, effective users of language.  
**Prerequisite:** Admission to the Transition to Teaching Program.
- 477. Advanced Reading Methods 3 Hours**  
In the course attention is given to a balanced and interrelated reading/language arts program that includes instruction, assessment and intervention practices. The IRA/NCTE standards for English Language Arts serve as a guide for developing curriculum for the language skills necessary for children to achieve in school and life.  
**Prerequisite:** Admission to the Transition to Teaching Program.
- 479. Field Work – Elementary 0 Hours**  
This course is designed to provide an opportunity for extensive participation in an elementary classroom. Students spend a minimum of 125 hours working with teachers and students in the school classroom.

**Prerequisite:** Admission to the Transition to Teaching Program. Concurrent with ELED 476 and EDUC 477.

- 48X. Methods of Teaching Secondary Grades 3 Hours**  
Students study the curriculum, materials and teaching methods required to be an effective teacher of the specific content area.  
**Prerequisite:** Admission to the Transition to Teaching Program. Concurrent with EDUC 489.
- EDUC 480 Music - Instrumental
  - EDUC 481 Physical Education
  - EDUC 482 Music - Choral
  - EDUC 483 Science
  - EDUC 484 Social Studies
  - EDUC 485 English
  - EDUC 486 Mathematics
  - EDUC 487 Business

- 488. Reading & Writing Across The Curriculum 3 Hours**  
Reading theory, programs, methods and techniques for developing reading in the content areas are emphasized. Study skills and assessment are also covered.  
**Prerequisite:** Admission to the Transition to Teaching Program. Concurrent with EDUC 489.

- 489. Field Work - Secondary 0 Hours**  
This course is designed to provide an opportunity for extensive participation in a secondary classroom. Students spend a minimum of 80 hours working with teachers and students in the school classroom.  
**Prerequisite:** Admission to the Transition to Teaching Program. Concurrent with EDUC 488 and a specific methods course.

- 490. Student Teaching/Internship 3 Hours**  
A full-time teaching assignment in a school classroom under the guidance of a cooperating teacher or other school supervisor and a Bethel college representative.

## Elementary Education (ELED)

- 221. Children's Literature 3 Hours**  
A study of children's literature for the elementary grades, considering the various types, with attention given to the reading and evaluation.
- 305. Teaching in the Primary Grades 3 Hours**  
In this course students explore the role of families, communities and schools in

supporting learning through creativity and play, especially in the primary grades. The course includes investigation and design of appropriate methods and strategies for psychosocial interaction, including creation of classroom environments that provide for elementary students' optimum development to learn with peers and adults. Fifteen hours of classroom observation/participation are required.

**Prerequisite:** EDUC 102, EDUC 205 and PSYC 284.

- 418. Social Studies Methods 3 Hours**  
Surveys the curriculum, materials and methods for teaching social studies in the elementary school classroom. Field experience is required.

**Prerequisites:** Admission to the Teacher Education program and EDUC 305. Must be taken concurrently with ELED 419, ELED 425, ELED 431 and PHED 253.

- 419. Science & Health Methods 3 Hours**  
Surveys the curriculum, materials and methods for teaching science and health in the elementary school classroom. Field experience is required.

**Prerequisites:** Admission to the Teacher Education program and EDUC 305. Must be taken concurrently with ELED 418, ELED 425, ELED 431 and PHED 253.

- 421. Reading & Language Arts I 3 Hours**  
This course is for students preparing to teach Pre-K through grade six. Attention is given to emergent literacy, the how and why of teaching the communication skills and the organization of language arts including literature-based programs. Field experience is included.

**Prerequisite:** EDUC 205 and admission to the teacher education program.

- 425. Mathematics Methods 3 Hours**  
Methods and materials for teaching mathematics in the elementary classroom are examined. Field experience is required.

**Prerequisites:** MATH 281 & 282 (or college math), EDUC 305 and admission to teacher education program. Must be taken concurrently with ELED 418, ELED 419, ELED 431 and PHED 253.

- 426. Student Teaching I 2-8 Hours**  
A 10-week teaching experience in a public elementary school under the joint direction of a cooperating teacher and a

college supervisor. May be repeated for credit to gain additional teaching experience when it is deemed necessary or desirable.

**Prerequisites:** Completion of all professional education courses and approval of the Teacher Education Committee.

**427. Student Teaching II 4 Hours**

The second portion of the semester of student teaching in a different setting and/or level than ELED 426.

**Prerequisites:** Completion of all professional education courses, approval of the Teacher Education Committee and enrollment in ELED 426.

**431. Reading & Language Arts II 3 Hours**

This is a continuation of the Reading & Language Arts I Course. Attention is given to reading theory, strategies for teaching word identification, comprehension, assessment and study skills, as well as issues in language arts instruction.

**Prerequisites:** ELED 421 taken concurrently with ELED 425, ELED 418, ELED 419 and PHED 253.

**476. Methods of Teaching Elementary Grades 6 Hours**

In this course students study the curriculum, materials and methods of teaching mathematics, social studies and science in the elementary school classroom.

**Prerequisite:** Admission to the Transition to Teaching Program. Concurrent with EDUC 479.

**Physical Education & Health (PHED)**

Physical Education Requirements: Students in the B.A. degree program are required to complete two semester hours of activity courses. Students in the A.A. degree program are required to complete one semester hour of activity courses. Not more than one course may be repeated for credit, unless an exception is made by request of a student's physician.

**Activity Courses (Not applicable to Physical Education majors or minors):**

**100. Lifelong Physical Awareness 1/2 Hour**

This course is designed to help students identify the essential physical and nutritional components of personal health

maintenance. A variety of assessments will determine students' current physical health and eating habits, leading to discussion of possible lifestyle improvements. *Required of all students.*

- 112. **Volleyball** 1/2 Hour
- 113. **Bowling** 1/2 Hour
- 114. **Tennis** 1/2 Hour
- 115. **Golf** 1/2 Hour
- 116. **Basketball** 1/2 Hour
- 118. **Softball** 1/2 Hour
- 119. **Downhill Skiing** 1/2 Hour
- 120. **Cross-Country Skiing** 1/2 Hour
- 122. **Soccer** 1/2 Hour
- 123. **Baseball** 1/2 Hour
- 124. **Aerobics** 1/2 Hour
- 128. **Physical Fitness** 1/2 Hour
- 130. **Racquetball** 1/2 Hour
- 131. **Community First Aid & CPR** 1/2 Hour
- 132. **CPR** 1/2 Hour
- 133. **Cross-Country Track** 1/2 Hour
- 135. **Weight Training I** 1/2 Hour
- 136. **Weight Control I** 1/2 Hour
- 137. **Scuba** 1 Hour

Theory and practice of SCUBA. Course demands good swimming techniques and good physical condition. Leads to lifelong YMCA certification. Lab fee plus the cost of open water dives.

The following courses (224, 228, 235 and 236) are designed to be a field experience in which the student is involved in the planning, organization and instruction of the 100 level course of that same title. They are to be taken concurrently with the 100 level course. The courses are open only to physical education or sport studies majors and may only be taken with the permission of the course instructor.

- 224. **Aerobics II** 1/2 Hour
- 228. **Physical Fitness II** 1/2 Hour
- 235. **Weight Training II** 1/2 Hour
- 236. **Weight Control II** 1/2 Hour

**166. Foundations of Physical Education 3 Hours**

An introduction to the historical development of physical education and its growth and continuing role in the modern school and society. Emphasis is placed on the aims and objectives, scientific basis, curriculum development and career opportunities.

**168. Sports & Recreation Activities I 3 Hours**

A study of sports and recreation activi-

ties with emphasis on mastery of performance skills, teaching methods and techniques, and designing of unit and lesson plans. Includes lab.

**169. Sports & Recreation**

**Activities II 3 Hours**

A continuation of the study of sports and recreation activities with emphasis on mastery of performance skills, teaching methods and techniques and designing of unit and lesson plans. Includes lab.

**Prerequisite:** PHED 168, Recreation major or P.E. minor.

**250. Rhythmic Activities 1 Hour**

A study of basic rhythmic activities for children beginning with rhythmic games, basic steps, culminating with folk and square dance. Emphasis on performance mastery and techniques for teaching children.

**251. Introduction to Gymnastics 1 Hour**

A study of the basic skills of gymnastics with emphasis on mastery of performance and techniques for spotting and teaching.

**252. Fitness/Wellness 1 Hour**

Establishment of "lifespan" fitness behavior will be stressed. A variety of fitness and wellness topics will be discussed including nutrition and weight management, aerobic exercise, six dimensions of wellness, cardiovascular dynamics and stress reduction.

**253. Health, Nutrition & Physical Education 3 Hours**

Healthy lifestyle instruction of the elementary school child. Meets practical needs of the teacher of elementary school children. Emphasis on preceptual and motor development, exercise, appropriate diet, safety, teaching methods and integrative school curriculum. Field experience in included.

**254. International Health Seminar 1-2 Hours**

This course provides students with a worldview of nursing as a profession/vocation. Content focuses on health care, nursing and nursing education in selected countries around the world. This course has four class sessions of four hours each (one credit). Students may contract for a second hour of credit (TBA). This course is cross-listed as NUR 361 and open to any Bethel student.

**262. Lifeguard 2 Hours**

Theory and practice of advanced swimming, and coping with emergencies in and around water activities. Course demands good swimmers in top physical condition. Must be certified in or enrolled in CPR and Standard First Aid. Lab fee includes books.

**263. Water Safety Instructor 2 Hours**

A course taught by the American Red Cross. Leads to WSI certification. Course demands good swimming techniques and being in good physical condition. Includes required Introduction or Instructor Candidate Training Certification. Must pass pre-test qualifications before start of course.

**Prerequisite:** PHED 262 or a valid Senior Lifesaving Certificate. Lab fee includes books.

**268. Introduction to Health 4 Hours**

The study of community and school health programs, services and environments. Discusses the need for coordination and cooperation between these various programs. Includes drug education, AIDS and other communicable diseases education, and wellness issues and programs.

**269. First Aid, CPR & Athletic Training 3 Hours**

This course involves three sections: (1) training in the immediate care procedures for first aid emergencies such as shock, wounds, poison, burns, rescue and transfer; (2) CPR training for respiratory and circulatory emergencies and includes Community CPR (adult, infant and child CPR methods); (3) a study of the causes, prevention and care of athletic injuries. The first aid and CPR training leads to Red Cross Standard First Aid and CPR Certification.

**270. First Aid & CPR Instructor Certification 1 Hour**

A study of the instruction techniques of teaching First Aid Certification and CPR courses and includes the Red Cross course, "Introduction to Teaching First Aid." Leads to Red Cross Standard CPR and First Aid Certification.

**Prerequisite:** PHED 269 or instructor's approval and Red Cross Standard First Aid Certification.

**340. Sociology of Sport 3 Hours**

Sport is examined in societal, institutional, organizational and interpersonal contexts. Pertinent issues, theories and research

applications will be considered in the pursuit of a scholarly understanding of sport from a sociological perspective.

- 341. History of Sport in American Life** **3 Hours**  
This course is a study of the rise of modern sport systems from the colonial period. Emphasis will be placed on the history of physical culture in the United States, the formative year of the sports, personalities involved in their development, sport heroes through the years and the influence of these sports on American life.
- 342. Philosophy of Sport** **3 Hours**  
Critical examinations of theories of reality and value as applied to sport. This class makes extensive use of sport literature, both scholarly and popular. The central issues to be treated in class include gender equity, problems of violence, race, class, substance abuse, moral standards appropriate for sport and aesthetic properties of sport.
- 349. Motor Learning** **2 Hours**  
Studies the physical and mental processes in motor skill acquisition. Examines the factors which enhance or detract from physical performance.
- 350. Motor Development** **3 Hours**  
A study of the physical and motor growth and development of children, adolescents and adults. Focus will be placed on motor development and movement performance, and how these relate to cognitive and affective development.
- 351. Developmental Differences in Physical Education** **2 Hours**  
A study of the developmental disabilities of school age children and the motor development patterns of the various handicapping conditions. Includes an introduction to Public Law 94-142 and mainstreaming as it affects the teaching of developmentally delayed students in physical education classes.
- 357. Analysis of Coaching Cheerleading** **2 Hours**  
A study of the techniques of the basic and advanced skills and routines of the various events in cheerleading. Safety, spotting techniques, fundamentals, conditioning, equipment and techniques of coaching are included. (Offered on demand.)
- 358. Coaching of Gymnastics** **2 Hours**  
A study of the techniques of the basic and advanced skills and routines of the various events in both men's and women's gymnastics. Rules, safety, spotting technique, fundamentals, scheduling, conditioning, care and choice of equipment and techniques of coaching are included. (Offered on demand.)
- 359. Analysis of Coaching Individual Sports** **2 Hours**  
Skills and strategies of the sports of badminton, bowling, golf and tennis. Rules, fundamentals, scheduling, conditioning, scouting, equipment and techniques of coaching are included. (Offered on demand.)
- 360. Analysis of Coaching Baseball** **2 Hours**  
This course includes theory and fundamentals of playing each position. Offensive and defensive situations, along with building and maintaining a baseball field are also presented.
- 361. Analysis of Coaching Basketball** **2 Hours**  
A study of individual fundamentals, along with offensive and defensive team play. Conditioning, scheduling, care of equipment, philosophy and public relations are also presented.
- 362. Analysis of Coaching Soccer** **2 Hours**  
A study of fundamentals, techniques, defensive and offensive play, formations, equipment, theory and modern trends.
- 363. Analysis of Coaching Softball** **2 Hours**  
This course includes theory and fundamentals of playing each position. Offensive and defensive situations, along with building and maintaining a softball field are also presented.
- 364. Analysis of Coaching Track** **2 Hours**  
Coaching methods of track and field activities are discussed with demonstrations of technique and proper form for each. Further study is made in the purchasing and care of equipment, scheduling, and management of track and field meets.
- 365. Analysis of Coaching Volleyball** **2 Hours**  
A study of offensive and defensive play with emphasis on modern trends. Rules, fundamentals, scheduling, conditioning, scouting, care and choice of equipment and techniques of coaching are included.

## EDUCATION

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- 368. Sports Psychology** **2 Hours**  
Selected psychological and related theoretical factors that influence behavior of individuals participating in sport and physical exercise.  
**Prerequisite:** PSYC 182.
- 459. Sport Management** **3 Hours**  
Focuses on the theory and application of management to sport, exercise and play. Attention is given to business objectives, service, leadership, law and organizational structure.
- 460. Administration & Organization of Physical Education & Recreation** **3 Hours**  
The basic principles of administration and organization of physical education, athletic relationships, care and purchase of equipment, finances, public relations, facility planning and management, and supervision.
- 461. Evaluation in Physical Education** **2 Hours**  
An introduction to evaluation in physical education. Emphasis will be placed on sports skills tests and measurement of physical fitness and motor abilities. Some emphasis will be on written tests appropriate to physical education.  
**Prerequisite:** MATH 111.
- 462. Physiology of Exercise** **3 Hours**  
Physiological principles based on the adjustment of the human body during exercise are studied, with emphasis placed on neuro-muscular activity, circulation, respiration, metabolism, fatigue and physical fitness.  
**Prerequisite:** NS 292, BIOL 214.
- 463. Kinesiology** **3 Hours**  
An analysis of human movement based on anatomic and mechanical principles. Emphasis is given to the application of these principles to the understanding of athletic performance.  
**Prerequisite:** NS 292, BIOL 214.
- 464. Practicum in Physical Education** **1-4 Hours**  
An opportunity for the student to apply athletic or physical education principles in practical experience situations under the supervision of a college-approved organization. (Only open to P.E. majors or minors.)  
**Prerequisite:** Junior standing.
- 466. Seminar in Health** **1-4 Hours**  
A study of current trends in health, spe-

cial problems and observation of actual programs in operation. Includes interviews and research.

**Prerequisite:** Junior standing.

- 467. Seminar in Physical Education** **1-4 Hours**  
A study of current trends in physical education, special problems and observation of actual programs in operation. Includes interviews and research.  
**Prerequisite:** Junior standing.
- 468. Independent Study in Physical Education** **1-4 Hours**  
This course is designed to give physical education students an opportunity to study an area of physical education utilizing the research methods. (Only open to P.E. majors or minors.)  
**Prerequisite:** Junior standing.

## Secondary Education (SCED)

- 329. Adolescent Literature** **3 Hours**  
This course covers primarily genres and themes in young adult literature applicable for middle and high school curriculum with some children's literature. Along with surveying contemporary literature and professional resources, lesson planning and reading theory will be discussed.  
**Prerequisites:** 200 level LIT course or admission to the Teacher Education Program and EDUC 205.
- 331. Organization & Curriculum of the Jr. High/Middle School** **2 Hours**  
This is a study of the curriculum development and organization of the junior high/middle school in terms of the needs and characteristics of the adolescent student. Emphasis will be placed on interdisciplinary curriculum.
- 431. Practicum/Methods** **2-4 Hours**  
A minimum of four weeks is spent in a junior high/middle school including observing, teaching, participating in curricular learning situations and cocurricular activities. Specific methods of instruction in subject matter fields are also studied in the instructional phase of this course.  
**Prerequisite:** SCED 331. Must be taken concurrently with ELED 426 or SCED 449.
- 439. Teacher Practicum in Instrumental Music Education** **0 Hours**  
Public school observation/teaching

- experiences. Music education majors are assigned to a middle school/high school instrumental music teacher as an aid. Students are required to complete weekly teaching assignments in their assigned public school settings. **Must be taken with SCED 440.** (Grading will be on a p/np basis. In the event of a np grade, practicum may be retaken with permission of instructor.)
- 440. Materials & Methods for Teaching Instrumental Music 3 Hours**  
Teaching methods and instructional materials for instrumental music in all grades, 5-12. Administration of the music program, recruitment and public relations are also studied. (Offered even-numbered fall terms.) Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee. Must be taken concurrently with SCED 439 and MUED 240.
- 441. Specific Methods in Physical Education 3 Hours**  
Methods and materials for teaching physical education are examined and employed. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 442. Materials & Methods for Teaching Choral Music 3 Hours**  
Teaching methods and instructional materials for choral music in all grades, 6-12. Administration of the music program, recruitment and public relations are also studied. (Offered even-numbered fall terms.) Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee. Must be taken concurrently with SCED 450.
- 443. Specific Methods in Science 2 Hours**  
Methods and materials for teaching Science are examined and practiced. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 444. Specific Methods in Social Science 3 Hours**  
Methods and materials for teaching Social Science are examined and practiced. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 445. Specific Methods in English 3 Hours**  
Methods and materials for teaching English are examined and practiced. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 446. Specific Methods in Math 3 Hours**  
Methods and materials for teaching Math are examined and practiced. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 447. Specific Methods in Business Education 3 Hours**  
Methods and materials for teaching Business are examined and practiced. Field experience is required.  
**Prerequisite:** Approval of the Teacher Education Committee.
- 448. Developmental Reading in Secondary School 3 Hours**  
Reading theory, programs, methods and techniques for developing reading in the content areas are emphasized. Study skills and assessment are also covered. 15 hours of observation and participation in area schools are required.  
**Prerequisites:** EDUC 305 and admission to the teacher education program.
- 449. Secondary Student Teaching 2-8 Hours**  
A 10-week teaching experience in a public secondary school under the joint direction of a cooperating teacher and a college supervisor. This course may be repeated for credit to gain additional teaching experience when it is deemed necessary or desirable.  
**Prerequisites:** Completion of all professional education courses and approval of the Teacher Education Committee. Must be taken concurrently with EDUC 441.
- 450. Teaching Practicum in Choral Music Education 0 Hours**  
Public school observation/teaching experiences. Music education majors are assigned to a middle school/high school choral music teacher as an aid. Students are required to complete weekly teaching assignments in their assigned public school settings. **Must be taken with SCED 442.** (Grading will be on a p/np basis. In the event of a np grade, practicum may be retaken with permission of instructor.)

