

2003-2005 Midway College Teacher Education Courses

EDUCATION

Education courses offered annually are indicated by F (fall) or S (spring). All education courses will be offered at least every other year. Exceptions may be determined by need sufficient to create a class.

EDU 085 Preparing for the ACT

This non-credit course is designed to assist students (nursing, teacher education, etc.) to meet requirements for admission to various programs. Most such programs require a minimum score of 21 on the ACT. This class will review mathematics, English, social studies, and science as well as test taking skills.

EDU 100 Introduction to the Teaching Profession 1 (F)

This course will be an introduction to the teacher Education Program at Midway College and the Kentucky Department of Education. The course will lay the foundation for students to have an understanding of the requirements for the teacher education program at Midway College. It will also show the relationship that the teacher education program has to the state requirements for becoming a teacher. The course is met to set the direction for a student to embark on his/her journey through the program and to be a leader in the field of education.

EDU 103 Introduction to Education 2 (F)

This course is an introduction to teaching. The role of education in contemporary society, the history of education, the nature of teaching, and requirements of the education program at Midway College are emphasized.

EDU 105 Introduction to Elementary Education 1 (F)

A survey of the philosophies and objectives of elementary school education. Points of high quality primary education are examined.

EDU 106 Introduction to Middle School 1 (F)

A study of the philosophies and objectives of middle school education. A variety of models are reviewed and critiqued.

EDU 118 Art in the Child's World 3 (Offered as needed)

Course designed to acquaint students with theories of artistic development in young children. Methods and materials to develop artistic endeavors through visual and musical expression explored. Integration of creative expression into other curricular areas discussed. Actual project productions will be made in the studio. Studio fee required.

EDU 130 Introduction to Secondary Education 1 (F)

This course is an introduction to secondary school teaching. The role of secondary education in contemporary society, the history of secondary education, the philosophy of secondary school teaching, the nature of the secondary school learner, the goals and academic expectations, and curriculum of the secondary schools are studied in this course.

EDU 200 Health Issues and Teaching 3 (F)

This course is an overview of health issues for all education majors. First aid, health crisis facing students today, nutrition, and physical development will be reviewed. Within the course, differentiated activities will be offered to elementary and middle school majors that address special concerns of each age level.

EDU 201 Technology in the Educational Setting 3 (S)

The course will explore the expanding use of technology in the educational setting. While major emphasis will be placed on the microcomputer in both the stand-alone or network setting and the laboratory or distributed environment, other technologies such as calculators, CD-ROM, television and interactive video and digital cameras will be considered. Technology will be approached from both the aspect of assisting the educator with the instruction of students and in preparation of presentation materials, record keeping, etc. Also listed as CS 201.

EDU 208 The Child, Family, Community-Resources and Cultural Diversity 3 (S)

Study of the child's relationship in the family and community. Roles of the family, service providers and educators and their influence on the young child's development explored. Importance of collaboration with parents and appropriate persons and agencies to form an effective interdisciplinary team will be emphasized. Cultural values, attitudes, and diversity as well as gender and societal influences addressed. Designated diversity studies course

EDU 210 Teaching and Learning I 3 (S)

A study of the theories of learning and motivation. Learning styles and appropriate corresponding teaching styles and techniques are examined. Admission to teacher education program usually occurs simultaneously while taking this course. Prerequisite: EDU 100, EDU 103.

EDU 211 Teaching and Learning II 3 (F)

A study of the techniques of classroom management and discipline. The student develops space and time management skills, report writing skills, and testing and assessment strategies. Prerequisite: EDU 103 and EDU 210.

EDU 240 Children's Literature and Related Materials 3 (F)

A survey course which covers traditional and modern literature for children. Materials, books and multimedia, are included for children ages birth through age ten. Also listed ENG 240.

EDU 314 Integrating the Arts into Teaching 3 (F)

This course will offer an overview of art, music and movement education. Students will gain an understanding as to how to work with art, music, and physical education specialists as well as how to include fine arts, humanities, and movement activities in their teaching. Prerequisites: Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites.

EDU 315 The Exceptional Child 3 (F)

This course is designed to provide a cross-categorical survey of knowledge concerning the identification,

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evaluation, education, learning characteristics, and academic/social needs of exceptional children and youth. Course content will review the categories of exceptional individuals in terms of mental, physical, and emotional characteristics. Major emphasis will be focused upon current trends, issues, legislation, and educational procedures as they relate to the integration of exceptional students in regular classroom settings. Prerequisites: EDU 100, EDU 103, EDU 210

EDU 316 Language Arts Teaching Methods 3 (S)

Methods and materials for teaching language arts to elementary and middle school students. Emphasis will be on language development and the integration of reading, writing, listening, and speaking skills in the language arts classroom and across the curriculum. Prerequisites: Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites.

EDU 317 Reading Teaching Methods 3 (F)

This course focuses on methods and materials for teaching reading to elementary and middle school children. Includes the foundation of literacy instruction, and the interrelationships between reading and other curricular areas. Prerequisites: Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites.

EDU 318 Science and Mathematics Teaching Methods 3 (F)

This course will prepare students to acquire the knowledge base to be an effective teacher in the content areas of Science and Math. The course includes instructional practices that will give the students the tools they will need to be successful in an elementary Science and Math classes. The course will also give students the understanding of the elements in designing units of study in Science and Math. Attention will be given to practical experiences and assignments that will have a direct impact on the teaching of Science and Math. (Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites).

EDU 319 Social Studies Teaching Methods 3 (S)

This course focuses on methods and materials for teaching social studies to elementary and middle school children. Students will demonstrate an understanding of historical perspective, geography, economics, government and civics, and culture and society as it relates to the classroom (Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites).

EDU 321 Characteristics of Children and Youth with Learning and Behavior Disorders 3

This course provides an in-depth study of characteristics of children and youth with learning and/or behavior problems. Course content will also include a review of recent brain research, the concept of multiple intelligences, different learning styles, and differentiated instruction relative to the planning and provision of appropriate educational program for children/youth with learning/behavior problems.

EDU 322 Dimensions of Mothering 3 (Offered as needed)

Students in this course will examine feminist discussions of mothering along with those of child care specialists. In addition they will consider and reflect upon their own experiences and the ways in which they contribute to knowledge of the subject. Students will construct knowledge of dimensions of mothering and its effect upon women, men and children. Designated women's studies course.

EDU 329 Characteristics and Educational Programming for Secondary LBD Students 3

This course provides an in-depth study of specific characteristics and needs of secondary students (grades 6-12) who experience learning and/or behavior problems. Course content will emphasize factors to consider in planning and providing appropriate educational programs for students integrated into regular classroom settings. Activities will include evaluation, design, and implementation of alternative approaches/strategies for LBD students in basic skill areas of reading, writing, and mathematics. Discussion will also include preparation of LBD secondary students into the work world.

EDU 331 Secondary School Language Arts 3 (S)

This course focuses on methods and materials for teaching language arts at the secondary level. Includes instruction and assessment to prepare English language arts teachers who are knowledgeable about language, an extensive range of literature, oral and written composition. Includes an examination of ways students respond to literature and read for different purposes. Prerequisites: All course identified as methods courses (Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites).

EDU 332 Educational Evaluation Techniques 3

This course is a study of evaluation principles relative to academic, social, and personal characteristics of children & youth. Formal/ informal evaluation & diagnosis, as a basis for writing Individual Education Programs (IEPs), will be emphasized. Applied behavior analysis will be contrasted with alternative evaluation techniques.

EDU 336 Secondary School Reading 3 (F)

Applying reading methods at the secondary school level with an emphasis on literacy programs and the importance, processes, and skills of reading. Prerequisites: All course identified as methods courses (Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites).

EDU 340 Classroom and Behavior Management for Children/Youth with Learning & Behavior Disorders 3

This course emphasizes the integration of theory, research, and practice necessary for understanding, influencing, and impacting positive behavior changes in children and youth. Emphasis is placed on identification of observable behaviors, performing task analysis, structuring learning environments, selecting and implementing behavior management strategies and utilizing methods for monitoring behavior changes.

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EDU 350 Instructional Technology, Materials and Community Resources for Children and Youth with Learning/Behavior Problems 3

The focus of this course is the utilization of instructional technology, appropriate materials, and community resources available for remediating/reinforcing skills and influencing positive behavior changes. Students will have ample opportunities to analyze appropriateness of materials, adapt, and create materials for use with children/youth experiencing learning and/or behavior problems. Opportunities will also be provided for students to operate technology hardware and make software decisions.

EDU 380 Educational Programming for Elementary Students with Learning and Behavior Disorders 3

This course emphasizes educational programming in academic areas of reading, writing, language, and math for elementary students experiencing learning and behavior problems. Course content activities will include reviewing skill sequences, analyzing evaluation data, writing academic objectives for IEPs, constructing lesson plans, utilizing alternative teaching strategies, and planning effective management of classroom time, space, and instruction. This course will also prepare students to interact with parents, conduct successful parent conferences and design appropriate interventions for parents to implement at home.

EDU 390 Inclusion of Students with Special Needs in Regular Classroom Settings 3

Focus of this course is a review of the rationale, practice, and dynamics of the inclusion approach for exceptional children and youth in regular class settings. Emphasis will be on special needs of students with learning/behavior problems, alternative teaching strategies, and procedures for collaborating with regular classroom teachers.

EDU 401 Methods in Secondary Science Education 3 (S)

This course focuses on methods and materials for teaching science at the secondary level. Includes a variety of instructional strategies, science curricula, designing and implementing laboratory and field based learning activities. Prerequisites: All course identified as methods courses (Completion of EDU 210 and EDU 211 and admission to the Teacher Education Program as prerequisites).

EDU 497 Practicum in Special Education 6

Application of instructional theory and practice in classroom settings. Experiences in selection of instructional goals and objectives, implementing teaching strategies, and evaluating student progress. Periodic seminars are scheduled throughout the practicum experience.

EDU 498 Student Teaching 12 (F, S)

The student is assigned to an appropriate program or educational setting for one semester. The student will spend eight weeks in each of two separate environments. The student will also attend a seminar one afternoon per week on campus. Early elementary placements must span not less than three age levels. Prerequisites: senior

standing, completion of at least 33 hours of professional education requirements and formal application for student teaching.