EDEC 205 Materials and Methods of Early Childhood Education Fall semester; 3
Prerequisite: EDUC 120, EDUC 242 and at the sophomore level. A course designed to teach the methods and materials for designing creative learning experiences for young children in the areas of art, music, movement, drama, language arts, literature, and science. An activity oriented course with approaches to the basic process of inquiry in the physical and natural world. Emphasis is placed on building a positive self concept of children.

EDEC 206 Foundations of Early Childhood Education Fall semester; 3
Prerequisite: EDUC 120, EDUC 242 and at the sophomore level. A course designed to teach the foundations and philosophies of Early Childhood Education, to provide a review of the varying curriculums, to teach the concept of developmentally appropriate practices, as well as to analyze the concepts of play in educating young children.

EDEC 220 Communication and Collaboration in Early Childhood Education Spring semester; 2
This course will provide students information regarding effective communication strategies in the early childhood education profession. This course provides students with the knowledge and dispositions necessary for successful collaborative teaching.

EDEC 245 Early Childhood Health, Nutrition, and Safety Fall semester; 3
Prepares early childhood providers and educators with an understanding of issues related to research-based recommendations for the provision of children’s safety and health. Provides strategies for the preparation of a safe environment and for good nutrition and health.

EDEC 302 Administration of Early Childhood Programs Spring semester; 2
Provides an overview of the organization and administration of nursery schools, kindergartens, and day care centers. A philosophy of working with young children is developed. Techniques and materials for working with young children are introduced.

EDEC 309 Methods and Materials for Teaching Math and Science in Early Childhood Spring semester; 3
This course will examine materials and methods of teaching science and math in early childhood settings. Emphasis is on curricular planning and writing lesson plans for activity-based learning experiences. An introduction to the National Association for the Education of Young Children (NAEYC) and the National Science Teaching Standards recommendations is also presented.

EDEC 311 Programming and Planning for Primary Aged Children Fall semester; 3
The course focuses on the aims, scope, and integration of method of teaching reading, language arts, and social studies, math and science across the curriculum. This course describes the various settings in which school-aged children are serviced. This course emphasizes an integrated approach to teaching using a variety of instructional methods appropriate for primary aged children.

EDEC 312 Programming and Planning for Preschoolers Spring semester; 3
This course focuses on the development of creative abilities of children ages three to five. Combination of study and field based experiences stressing developmentally appropriate curriculum for preschool children from birth to age five. The course will cover aspects of curriculum for young children based on research and theory. A weekly field experience working with children in a preschool setting offers hands on experience. This course will also focus on
early intervention services for preschool-aged children.

**EDEC 313 Programming and Planning for Infants and Toddlers Spring semester; 3**

This course is the study of the aspects of planning and implementing group care for infants and toddlers, including developmental issues, routines and transitions in care giving; curriculum activities, environmental designs, equipment and materials; guiding behavior including limit setting and developing security through behavioral management, and working with parents.

**EDEC 315 Inclusive Early Childhood Education Fall semester; 3**

This course focuses on the foundations of inclusion as they relate to early childhood programs in general. The course will explore etiology and developmental characteristics of young children with children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. Students will gain a foundation upon which they can build the skills to understand, analyze and reflect upon best practices and use/apply sound professional strategies to assist young children. Emphasis shall be placed on the ability to instruct and adapt instruction for children with special needs.

**EDEC 317 Integrated Arts in Early Childhood Education Spring semester; 3**

The purpose of this course is to familiarize students with approaches to the creative arts in early childhood education. Students will learn about the visual arts, music, movement, and drama activities for young children and how creative arts foster total development. The teacher’s role in planning developmentally appropriate creative arts curriculum will be emphasized throughout the course. Students will learn how to adapt instruction and materials for children with special needs. Students will have opportunities to design, implement, and participate in various creative arts projects.

**EDEC 320 Positive Behavior Supports in ECED Fall semester; 2**

This course presents systems that promote positive behavior using research based practices in early childhood, including program-wide supports and interventions that meet classroom and individual student needs.

**EDEC 390 Working with Young Children, Families, and Community Fall semester; 3**

A course designed to provide knowledge and understanding of family and community characteristics, including family structures, socioeconomic conditions, stress and supports, cultural values and community resources. Students will develop skills needed to support and empower families in their children’s development and learning.

**EDEC 424 Observation and Assessment in Early Childhood Education Summer semester; 3**

This course introduces a variety of principles and observation and assessment techniques used in early childhood education, special education and inclusive settings birth to age eight. Attention is given to the practical concerns of classroom teacher and assessment processes.

**EDSP 425 Applied Measurement and Assessment for Exceptional Students Fall semester; 2**

*Prerequisite: EDUC 424 and acceptance into the teacher education program.*

Consultation, referral and assessment processes for students with special needs. Legal and procedural issues for IEP development and implementation, including design and interpretation of formal and informal assessments particularly designed to aide educators in making decisions focused on the needs of exceptional students.

**EDSP 440 Instructional Methods for Students with Disabilities Fall semester; 3**
Prerequisite EDUC 242 and EDSP 418 and acceptance into the teacher education program. Characteristics and models of effective instruction particularly for students with disabilities in inclusive and specialized settings that include adaptation of instructional materials, task analysis, methods for defining current level of functioning, designing interventions, and monitoring student progress.

EDSP 450 Student Teaching—Special Education Fall & Spring Semesters; 2-10
Prerequisites: Admission to Student Teaching requirements. Concurrent enrollment in INTD 499. Student will be involved in the total program of the school(s), including observation, participation, analysis of teaching, and fulltime teaching. The student will work with a qualified cooperating teacher for 12-15 weeks in inclusive and specialized settings that serve students with special needs. The time may be extended for excessive absences and/or to give the student more time to develop competence. Because of the assignment, the student should take only those courses approved by the student's advisor in education. Graded on a pass/fail basis. A one hour seminar will be scheduled each week (INTD 499). A teaching portfolio will be compiled during the student teaching assignment. The portfolio topics will be discussed in the weekly seminar.

EDUC 120 Educational Philosophy and Trends Fall semester; 2-3
An overview of philosophy and trends in American education salient to the individual, church, and societal issues related to education. Christian perspectives that include the study of E. G. White's influence on theory and practice of Seventh-day Adventist education will be presented. Observation experiences in the schools are required.

EDUC 130 Professional Skills Development Fall Semester; 1
An overview of professional skills required for careers in education with emphasis on the pre-professional skills PRAXIS test. Demonstrated knowledge and application of PRAXIS I test process and skills is required.

EDUC 210A Philosophy of Adventist Education Offered through External Degree only; 3
An overview of philosophers and schools of philosophy that are pertinent to the field of education in relation to individuals, church, and societal values. Study of Ellen White’s influence on the theory and practice of Seventh-day Adventist education.

EDUC 242 Human Learning Spring Semester; 3
Prerequisite: PSYC 210. Designed to help future teachers understand and apply to the classroom psychological principles and research findings in behavioral and information processing, cognitive learning, and problem-solving theories of learning. Additional topics are humanistic education, motivation, measurement and evaluation, and classroom management. The student will be expected to spend time each week observing teachers in elementary schools.

EDUC 260 Health Education Offered through External Degree only; 3
Study of health education in elementary and secondary schools. Students must evaluate a healthy education program.

EDUC 294 Topics in Education Offered as needed; 1-4
Prerequisite: Permission of instructor. In-depth study on the lower division level of a topic in education.

EDUC 295 Independent Study in Education Offered as needed; 1-3
Prerequisite: Permission of instructor. Study on an independent basis in collaboration with the instructor on a topic in education at the lower division level.

EDUC 301 Issues in Multicultural Education Spring semester; 3
Prerequisite: EDUC 242. A framework for exploration and appreciation of cultural similarities and differences related to teaching within a multicultural
environment. Emphasis is on active involvement through group discussion. Topics include cultural heritage awareness, values clarification, and sensitivity and respect for contributions from a complex, culturally diverse world.

EDUC 305 Elementary Health/Science Methods Spring Semester; 3
Prerequisites: EDUC 242, and acceptance into the teacher education program. Materials and methods of teaching science and health in the elementary school. Emphasis is on curricular planning and writing lesson plans for activity-based science learning experiences. An introduction to the National Science Teaching Standards and the National Science Teacher’s Association recommendations is also presented.

EDUC 308 Elementary Social Studies Methods Spring semester; 2
Prerequisite: EDUC 242 and acceptance into the teacher education program. Materials and methods of teaching social studies in the elementary school.

EDUC 309 Integrating Instructional Techniques Fall Semester; 1
Prerequisite: Admission to the teacher education program, concurrent enrollment in EDUC 319 Elementary Mathematics Methods. Presents techniques for integrating instruction that enables students to demonstrate that learning is interrelated across subject areas. The focus will be on the development of an interdisciplinary thematic unit outline that will be applied in methods courses throughout the professional program.

EDUC 310 Teaching Experiences Fall & Spring Semesters; 2-6
Prerequisites: EDUC 242, and permission of instructor. Directed teaching experiences. Emphasis will be given to organization of the curriculum, grouping for instruction, and individualization of instruction. Students may be advised to choose an emphasis in one of the following: (1) early childhood, (2) health sciences, (3) secondary teaching, (4) adult education. May be repeated up to 12 hours.

EDUC 311 Methods of Religious Instruction Spring semester; 1
Prerequisite: EDUC 242 and acceptance into the teacher education program. Materials and methods of teaching religion in the school setting. Religion involves studying the scriptures and making it relevant to the life of the learner. The course is designed to help the prospective teachers become aware of the importance of religion and to become familiar with strategies that will help them teach creatively and effectively.

EDUC 319 Elementary Mathematics Methods Fall Semester; 3
Prerequisites: EDUC 242, MATH 110, and MATH 115, and admission into the teacher education program. Materials and methods of teaching mathematics in the elementary school.

EDUC 320 Classroom Management Spring Semester; 2
An introduction to classroom management. Designed to help the prospective teacher gain an understanding of classroom procedures for creating and maintaining a productive learning environment in which student success is maximized.

EDUC 321 Techniques for Integrating Educational Technology into the Classroom Fall & Summer semesters; 2
A survey of the instructional uses of educational technology, including the Internet, computer hardware, and software and assistive technology for students with disabilities.

EDUC 333 Music for the Elementary School Specialist Fall Semester; 3
Prerequisite: MUHL 120 or equivalent. See MUED 333 for course description. Cross-listed as MUED 333.

EDUC 335 Elementary School Physical Education Methods 3
Prerequisites: EDUC 242, and acceptance into the teacher education program. A study of literature, objectives, content, methods, and procedures with current trends in teaching physical education in the elementary school.

EDUC 340 Materials and Methods of Secondary Teaching Fall Semester; 3
Prerequisites: EDUC 242 and acceptance into the teacher education program. Student must have completed majority of the content area major. A study of current practices, materials, and organization for guiding learning in the secondary school. Required laboratory work in a local school will be arranged.

EDUC 341 Processes and Acquisition of Reading Fall Semester; 3
Prerequisite: EDUC 242 and acceptance into the teacher education program. Presents the theoretical underpinnings for the process of literacy development. The focus is on a balanced approach that includes the impact of phonemic awareness and how the brain responds to reading skill acquisition for literacy development.

EDUC 342 Materials & Methods for Assessment & Instruction of Language Arts Fall Semester; 3
Prerequisites: EDUC 242 and acceptance into the teacher education program; EDUC 341; can be taken concurrently. Materials and methods of teaching language arts in the classroom. Includes curriculum organization, methods, materials and instructional aids for elementary students. Exposes teachers to a variety of texts to be used in the classroom and explains strategies for selecting and evaluating reading materials. This course is available for students enrolled in early childhood, elementary, or elementary/special education programs with Pre-K-8 class assignments and school experiences focused as needed for the respective programs.

EDUC 343 Materials & Methods for Assessment & Instruction of Reading Spring Semester; 3
Prerequisites: EDUC 242 and acceptance into the teacher education program; EDUC 342 may be taken concurrently. Materials and methods of teaching reading in the elementary school. The emphasis is on a balanced reading program that includes current information on the use of whole language, basal readers, and phonics, in teaching and assessing reading skills. This course is available for students enrolled in early childhood, elementary, or elementary/special education programs with Pre-K-8 class assignments and school experiences focused as needed for the respective programs.

EDUC 345 Secondary School Methods Offered as needed; 1-3
Prerequisites: EDUC 242, and acceptance into the teacher education program. A study of literature, objectives, content, methods, and procedures with present trends in the teaching of various subject areas in the secondary school. Secondary School Methods courses are available in the following subject areas:
- EDUC 345A Secondary School Brass Methods 1
- EDUC 345B Secondary School Business Methods 3
- EDUC 345C Secondary School English Methods 3
- EDUC 345E Secondary School Mathematics Methods 3
- EDUC 345G Secondary School Religion Methods 3
- EDUC 345H Secondary School Science Methods 3
- EDUC 345K Secondary School String Methods 1
- EDUC 345L Secondary School Social Studies Methods 2
- EDUC 345M Secondary School Vocal and Choral Methods 1
- EDUC 345N Secondary School Woodwind Methods 1
- EDUC 345P Secondary School Percussion Methods 1

EDUC 360 Evaluation in Teaching Offered through External Degree only; 3
Prerequisite: PSYC 105. Examines the relationship between teaching, learning, and evaluation; the use of instructional objectives and standardized tests; how to construct and use classroom tests to measure specific learning outcomes; and how to award fair grades.

EDUC 365 Methods of Teaching Reading in the Secondary Content Area Fall Semester; 3
Prerequisite: EDUC 242 and acceptance into the teacher educational program. Outlines the essentials of the reading process. Introduces teachers to the purposes of reading; methods of assessing student reading; cognitive strategies in reading; methods of incorporating reading through student-centered instruction; and motivations for reading.

EDUC 370A Fundamentals of Curriculum Development Fall Semester; 3
Emphasis is placed on design, development, and upgrading of curriculum for elementary and secondary schools. Includes a focus on the conceptual framework of our society that often forces change in the curriculum.

EDUC 418 Education of Exceptional Children & Youth Fall Semester; 3
Prerequisites or concurrent: EDUC 242 and acceptance into the teacher education program. History and philosophy of programs for exceptional children and youth in inclusive and specialized settings. Identification of exceptionality in terms of characteristics, causes, definitions and implications for teachers. Case study is required.

EDUC 424 Educational Assessment Fall Semester; 3
Prerequisite: EDUC 242 and acceptance into the teacher education program. An introductory course in the principles of constructing standardized and teacher-made tests, test scoring and interpretation, grading-reporting practices, and an overview of commonly used statistical terms.

EDUC 449 Student Teaching—Multigrade Spring Semester; 2-4
Prerequisite: Completion of Admission to Student Teaching. Full-time participation in a classroom with at least three grades in a small school for at least four weeks. Successful completion of the course is contingent upon meeting contact hours. It is also contingent upon developing competence. An extension of time may be necessary to meet either or both of these requirements. Location of the school may require living off-campus.

EDUC 450E Student Teaching—Elementary Fall & Spring Semesters; 2-10
Prerequisites: Completion of Admission to Student Teaching requirements. Concurrent enrollment in INTD 499. Student will be involved in the total program of the school(s), including observation, participation, analysis of teaching, and full-time teaching. The student will work with a qualified cooperating teacher all day every school day for 10-12 weeks. The time may be extended for absences and/or to give the student more time to develop competence. Because of the assignment, the student should not take any other courses except those approved by the student’s advisor in education. Graded on a pass/fail basis. A one-hour seminar will be scheduled each week during the first and second semester of the student teaching experience. The first semester will focus on critical issues related to the student teaching internship and preparation of a thematic unit for public presentation. The second semester seminar sessions will focus on the professional portfolio which must be completed before graduation.

EDUC 450S Student Teaching—Secondary Fall & Spring Semesters; 2-10, repeatable up to a maximum of 18 hours
Prerequisites: Completion of Admission to Student Teaching requirements. Student will be involved in the total program of the schools, including observation, participation, analysis of teaching, and full-time teaching. The student will work with a qualified cooperating teacher all day every school day for 12-16 weeks (K-12 programs). The time may be extended for absences and/or to give the student more time to develop competence. Because of the assignment, the student should not take any other courses except those approved by the student’s advisor in education. Students will be required to work on two school levels and in both a private and a public school system. Graded on a pass/fail basis. A one-hour seminar will be scheduled each week during the semester for all students enrolled in EDUC 450. A teaching portfolio will be written during
the student teaching assignment. The portfolio topics will be discussed in the weekly seminar.

**EDUC 455 Inservice Student Teaching Fall & Spring Semesters; 3-6**
*Prerequisites for secondary: EDUC 241, EDUC 242, EDUC 340, EDUC 345, residence of at least one semester, three-fourths of a major commonly taught in secondary schools, and acceptance into the teacher education program. Prerequisites for elementary/early childhood: Methods course(s) required for elementary or early childhood concentration, PSYC 210, residence of at least one semester, acceptance into the teacher education program, and permission to student teach by March 1 of the preceding year. Designed for employed teachers who need student teaching. Offered in off-campus situations. Graded on a pass/fail basis.*

**EDUC 491S Internship Seminar 1**
*Prerequisite: Admission to Student Teaching. Concurrent enrollment in EDUC 450S. This one-hour seminar will be scheduled each week during the final semester of student teaching internship. Completion of the teaching portfolio and a passing score on the PRAXIS II exam in your major is required to pass the course.*

**EDUC 494 Topics in Education Offered as needed; 3**
*Prerequisite: Permission of department chair. In-depth study in collaboration with the instructor of a topic in education. This is not to be taken in lieu of another course.*

**EDUC 495 Independent Study in Education Offered as needed; 1-3**
*Prerequisite: Permission of instructor. Study on an independent basis in collaboration with the instructor on a topic in education at the upper division level.*

**EDUC 501CT Cultural Diversity in American Education 3**
The focus is on multicultural issues and trends in American educational systems. Emphasis is on active involvement through group discussions, identification of trends in multicultural education, and the application of frameworks and strategies useful to teachers for enhancing the value of cultural diversity within the classroom.

**EDUC 505CT Materials and Methods for Science and Health Instruction Spring Semester; 3**
This course is designed for the practicing science teacher who is seeking certification. The objectives of this course focus on materials and methods for science and health instruction with particular emphasis on constructivist pedagogy and teaching strategies for small groups and labs within the traditional classroom environment. Students will also explore assessment options for a curriculum that includes projects and some menu driven choices by the student.

**EDUC 518CT Exceptional Learners Spring Semester; 3**
An overview of exceptional children and youth in terms of characteristics, causes, definitions, and the implications for education related to them. Federal laws related will be related to ethics, services, assessment and instructional applications. Includes identification of the historical and current trends and issues with applications for classroom teachers.

**EDUC 519CT Elementary and Secondary Mathematics Methods Fall Semester; 3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of Mathematics standards will be a primary focus with the emphasis on content and process. Concrete materials and pedagogical issues associated with mathematics instruction K-12 will be modeled.

**EDUC 524CT Assessment in Education Spring Semester; 3**
An introduction to the principles and techniques of evaluating student learning that includes processes related to construction of standardized and teacher
made tests, interpretation, grading, reporting practices and an overview of statistical terms and related educational applications. Attention is given to practical concerns of classroom teacher and assessment processes.

**EDUC 540CT Materials and Methods of Secondary Teaching 3**
This course is designed to provide multidisciplinary, critical, and reflective strategies and classroom applications for effective teaching and learning in the secondary classroom. It examines the relationship between trends in secondary education and the society by examining current educational theory, policy, and perspectives.

**EDUC 541CT Literacy Development in Process and Acquisition of Reading Fall Semester; 3**
This course focuses on the process and acquisition of reading and writing skills with a focus on a balanced approach to literacy development that includes language experiences and phonemic awareness. Discussion of theory and application in the development of literacy with emphasis on the reading process and instructional applications for classroom teachers.

**EDUC 542CT Assessment and Instruction of Elementary Language Arts 3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of English standards and state curriculum standards will be a primary focus as well as current research based strategies. Include curriculum organization, methods, materials and instructional aids for elementary students. Exposes teachers to a variety of texts to be used in the classroom and explains strategies for selecting reading materials.

**EDUC 543CT Assessment and Instruction of Elementary Reading Spring Semester; 3**
This course is designed for teachers in the field who are seeking certification. The International Reading Association standards and state curriculum standards will be a primary focus as well as current research based strategies. The emphasis is on a balanced program that includes current information on the use of whole language, basal readers and phonics in assess and teaching reading skills.

**EDUC 546CT Educational Psychology Spring Semester; 3**
Educational Psychology is designed to help teachers understand and apply psychological principles and research findings in the classroom. The main topics include characteristics of learners, theoretical perspectives for learning decisions, motivational issues and classroom management suggestions. Students will be expected to synthesize the information into a structure for public presentation.

**EDUC 555CT In-Service Student Teaching 3-6**
In-service teaching is designed for the individual who holds a full-time teaching position and wishes to complete the intern teaching experience required for certification. The in-service teaching experience will focus on applying principles of effective teaching developed from standards as defined by the School system, Education department, content specialty area, Maryland State Department of Education, and/or North American Division of Seventh-day Adventists. Evaluation will reflect cooperative assessment of the in-service teacher’s self-evaluations, school building mentor and College supervisor with primary applications reflected in the Essential Dimensions of Teaching performance standards. Graded pass/fail.

**EDUC 565CT Methods of Teaching Reading in the Secondary Content Area 3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of English standards and state curriculum standards will be a primary focus as well as current research based strategies. It will include the use of a variety of strategies, texts and approaches to promote students independence in content area reading. It will facilitate application of
strategies for assessing student learning, selecting reading materials.

**EDUC 594CT Topics in Education Offered as needed; 3**
In-depth study of special topics in education.

**EDUC 595CT Independent Study in Education Offered as needed; 1-3**
Individual research and study under the guidance of an instructor on a selected topic in education.